



## French Year 3 Skills and Knowledge progression

|  | Content  | Phonics  | Grammar   | Skill level practised  |
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| <b>Autumn 1 :A New Start</b><br>Getting to know you<br>Numbers<br>Colours  | Ask and answer name<br>Ask and answer simple feelings<br>Count 0-11<br>6 colours   | Key listen out activity based on: numbers<br><b>ix</b>                                   | Exploration of recognising and answering a question                       | <i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i> |
| <b>Autumn 2:Calendar and Celebrations</b><br>Command, colours, numbers<br>Bonfire Night colours<br>Calendar time<br>Christmas starry night | Days<br>Months ( an respond to simple question)<br>Asking the day / month<br>Ask birthday month<br>Celebrating Christmas | Key listen out activity based on: days of the week<br><b>i</b>                           | Exploration of: recognising and understanding simple commands             |  |
| <b>Spring 1:Animals I like and don't like</b><br>Epiphany celebrations<br>Animals around us  | Celebrating Epiphany<br>Names of domestic animals<br>Ask and answer a like/dislike                                       | Key listen out activity based on: Key sounds in animal nouns<br><b>ch/oi</b>             | Exploration of: recognising nouns asking a question                       | <b>Sound Spelling:</b> Can identify specific sound/phonemes<br><br><b>Listening:</b> Can   |
| <b>Spring 2:Carnival colours ,playground games</b><br>Carnival and playground games<br>Easter celebrations                                 | Colours<br>Ask what colour something is.<br>Giving a response<br>Likes and dislikes<br>Celebrating Easter                | Key listen out activity based on: Key sounds/words in questions and answers<br><b>ez</b> | Exploration of:   | understand a few familiar spoken words and phrases<br><br><b>Speaking:</b> Can say/repeat a few short words and  |
| <b>Summer 1: Breakfast, fruit nouns and a hungry giant</b><br>A hungry giant story   | Fruit and vegetables<br>Breakfast foods<br>Ask and answer likes/dislikes   | Key listen out activity based on: Key sounds in fruits and vegetable nouns               | Exploration of: nouns and beginning to recognise masculine/feminine nouns | phrases and would be understood by a native speaker  |

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|  | Ask for a food item politely   | <b>une/un</b>  |  | <b>Reading:</b> Can recognise and read out a few familiar words and phrases<br><br><b>Writing:</b> Can write or copy a few simple words or phrases or symbols as emergent writers of the target language |
| <b>Summer 2: Going on a picnic</b><br>Where does the gingerbreadman live?<br>Going on a picnic (story)                               | Foods for a picnic<br>Asking politely<br>Colours<br>Commands<br>Ask and answer where you live<br>0-15 (0-20) | Key listen out activity based on: Key sounds/words in picnic story<br><br><b>ons</b> | Exploration of:<br>practising forming and structuring a polite response  |  |
| <u>DFE ATS and skill level</u><br>During the first stage of language learning , children will explore all 12 DfE Attainment Targets. |  |  | <u>Language Learning Skill level practise</u><br>During the first stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs |  |
| Listen attentively to spoken language and show understanding by joining in and responding  |  |  | listen and respond to rhymes/songs/stories<br>listen attentively +understand instructions/praise<br>listen for specific words and phrases  |  |
| Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words                    |  |  | recognise and respond to sound patterns/words<br>identify specific sounds/phonemes/words<br>focus on correct pronunciation   |  |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help      |  |  | perform simple communicative tasks using single words/phrases/short sentences<br>ask and answer a question<br>ask and answer a question (on more than one topic)   |  |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures   |  |  | perform simple communicative tasks using single words/phrases and sentences  |  |
| Develop accurate pronunciation and intonation, so that others understand ....  |  |  | recognise and respond to sound patterns and words<br>identify specific sounds, phonemes, words. Imitate pronunciation  |  |

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|  | <p>perform simple communicative tasks using single words/phrases and sentences</p> <p>focus on correct pronunciation</p>   |
| Present ideas and information orally to a range of audiences   | <p>perform simple communicative tasks using single words/phrases and sentences</p> <p>memorise and present a short spoken text</p>   |
| Read carefully and show understanding of words, phrases and simple writing   | <p>recognise some familiar words in written form</p> <p>recognise and respond to sound patterns and words</p> <p>identify specific sounds phoneme and words. Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p>  |
| Appreciate stories, songs, poems and rhymes in the language  | <p>listen and respond to rhymes/songs/stories</p> <p>recognise some familiar words in written form</p> <p>read and understand a range of familiar phrases</p>  |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary | <p>recognise and respond to sound patterns and words</p> <p>identify specific sounds phoneme and words. Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p> <p>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p> |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly   | <p>experiment with the writing of simple words</p> <p>experiment with the writing of simple sentences</p> <p>write words and phrases using a reference</p>   |
| Describe people, places, things and actions orally and in writing  | <p>perform simple communicative tasks using single words/phrases and sentences</p> <p>recognise some familiar words in written form</p> <p>experiment with the writing of simple words</p> <p>experiment with the writing of simple sentences</p>  |
| Understand basic grammar   | <p>Use question forms</p> <p>Begin to explore nouns</p> <p>Identify and understand commands</p>  |