



## St. Katharine's Primary School French Progression Pathway Year 3

**Year 3:** listen and show understanding, explore patterns and sounds, engage in conversation, express opinions.

Focus	Curriculum Content	Skills	Key vocabulary
<b>Autumn 1</b> • Salut! ('Hi!')	<ul style="list-style-type: none"> <li>• Introduce each other and ask each other's feelings.</li> <li>• Say and recognise the alphabet orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Children greet each other.</li> <li>• Children ask each other how they are, and answer.</li> <li>• Children introduce each other.</li> <li>• Children spell words orally using the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• Bonjour / salut / au revoir.</li> <li>• Comment tu t'appelles ?</li> <li>• Je m'appelle X.</li> <li>• Ça va?</li> <li>• Ça va bien.</li> <li>• Comment ça s'écrit ?</li> <li>• Ça s'écrit X.</li> </ul>
<b>Autumn 2</b> • C'est mon anniversaire! ('It's my birthday!')	<ul style="list-style-type: none"> <li>• Count up to 10 in order to ask each other their age and answer.</li> <li>• Say and recognise orally and in writing the months of the year.</li> <li>• Ask each other when their birthday is and answer.</li> <li>• Explore French Christmas traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children ask each other their age and answer.</li> <li>• Children ask each other when their birthday is and answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Quel âge as-tu ?</li> <li>• J'ai X ans.</li> <li>• Quelle est la date de ton anniversaire ?</li> <li>• Mon anniversaire est le X.</li> </ul>
<b>Spring 1</b> • On voyage! ('Let's travel!')	<ul style="list-style-type: none"> <li>• Say and recognise orally and in writing the days of the week.</li> <li>• Say and recognise orally and in writing cognates of countries and nationalities.</li> <li>• Say and recognise orally and in writing the first person of the verbs 'to live' and 'to be' in the masculine and feminine forms.</li> <li>• Introduction to some of the most popular French comic books, (linked with 'World Book Day').</li> </ul>	<ul style="list-style-type: none"> <li>• Children ask each other which country they live in, and answer.</li> <li>• Children ask each other which nationality they are, and answer.</li> <li>• Children take part in a 'World Book Day' quiz.</li> </ul>	<ul style="list-style-type: none"> <li>• Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</li> <li>• Canada/France/Italie/Gèce/Russie/Chine</li> <li>• Où habites-tu?</li> <li>• J'habite en/au X.</li> <li>• Quelle est ta nationalité?</li> <li>• Je suis X.</li> <li>• Bande dessinée/Lucky Luke/Tintin/Boule et Bill/Gaston Lagaffe/Les Schtroumpfs.</li> </ul>

<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Animaux ('Animals')</li> <li>• Couleurs ('Colours')</li> </ul>	<ul style="list-style-type: none"> <li>• Say and recognise orally and in writing a variety of animals.</li> <li>• Say and recognise a variety of colours orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Children ask each other if they have pets, and answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Tu as un animal/des animaux?</li> <li>• Oui/Non, j'ai X/je n'ai pas d'animal.</li> <li>• Bleu/vert/rouge/jaune/orange/violet/marron/noir/gris/rose.</li> </ul>
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Mes passe-temps ('My hobbies')</li> </ul>	<ul style="list-style-type: none"> <li>• Say and recognise orally and in writing a variety of sports and hobbies.</li> <li>• Express simple opinions about hobbies.</li> </ul>	<ul style="list-style-type: none"> <li>• Children ask each other which hobbies they practice, and answer.</li> <li>• Children tell each other their opinions of their own hobbies and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Quel sport/passe-temps fais-tu?</li> <li>• Je fais/je joue à X.</li> <li>• Tu aimes le X?</li> <li>• Oui, j'aime; j'adore le X/Non, je n'aime pas; je déteste le X.</li> </ul>
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• On fête ça! ('Let's celebrate!')</li> </ul>	<ul style="list-style-type: none"> <li>• End of year revision</li> <li>• End of year 'Celebration of Learning'.</li> </ul>	<ul style="list-style-type: none"> <li>• Children review their yearly learning through games and fun activities.</li> <li>• Children take the 'Celebration of Learning'.</li> </ul>	<p>Most of vocabulary previously learned throughout the academic year.</p>



## St. Katharine's Primary School French Progression Pathway Year 4

**Year 4:** speak in sentences using familiar vocabulary, respond to opinions of others, develop accurate pronunciation and intonation, present ideas and information orally.

Focus	Curriculum Content	Skills	Vocabulary
<b>Autumn 1</b> • C'est son anniversaire et elle a neuf ans! ('It is her birthday and she is 9 years old!').	<ul style="list-style-type: none"> <li>• Say and recognise orally and in writing masculine and feminine pronouns.</li> <li>• Say and recognise orally and in writing the third person of the verb 'to have' in the masculine and feminine forms.</li> <li>• Say and recognise orally and in writing masculine and feminine possessive adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Children ask each other someone else's age, and answer.</li> <li>• Children present orally a dialogue about someone else's age and birthday.</li> </ul>	<ul style="list-style-type: none"> <li>• Il/elle</li> <li>• Il/elle a X ans.</li> <li>• Son/sa.</li> <li>• Son anniversaire est le X.</li> </ul>
<b>Autumn 2</b> • Il habite en France et il est Français. ('He lives in France and is French').	<ul style="list-style-type: none"> <li>• Say and recognise orally and in writing the third person of the verbs 'to live' and 'to be' in the masculine and feminine forms.</li> <li>• Explore the culture of a French region.</li> </ul>	<ul style="list-style-type: none"> <li>• Children ask each other where someone else lives and what their nationality is, and answer.</li> <li>• Children present orally a dialogue about which country someone else lives in and their nationality.</li> </ul>	<ul style="list-style-type: none"> <li>• Il/elle habite en X.</li> <li>• Il/elle est X.</li> </ul>
<b>Spring 1</b> • Il a un chat gris ('He has a grey cat!').	<ul style="list-style-type: none"> <li>• Show understanding of adjectival agreement.</li> <li>• Introduction to some of the most popular French comic books, (linked with 'World Book Day').</li> </ul>	<ul style="list-style-type: none"> <li>• Children ask each other what colour their pet is, and answer.</li> <li>• Children present orally about someone else's pet and its colour.</li> <li>• Children take part in a 'World Book Day' quiz.</li> </ul>	<ul style="list-style-type: none"> <li>• As-tu un animal?</li> <li>• Oui, j'ai un chat gris/Non, je n'ai pas d'animal.</li> <li>• Bande dessinée/Lucky Luke/Tintin/Boule et Bill/Gaston Lagaffe/Les Schtroumpfs.</li> </ul>
<b>Spring 2</b> • J'adore jouer au rugby parce que c'est amusant! ('I	<ul style="list-style-type: none"> <li>• Express detailed opinions about hobbies.</li> <li>• Say and recognise orally and in writing two forms of the word 'because' in French.</li> <li>• Say and recognise orally and in writing a variety of adjectives to describe hobbies.</li> </ul>	<ul style="list-style-type: none"> <li>• Children tell each other why/why not they like/dislike hobbies.</li> <li>• Children extend their answers to each other by adding conjunctions 'and' and 'but'.</li> </ul>	<ul style="list-style-type: none"> <li>• J'aime/je n'aime pas/je déteste/j'adore le X car c'est X.</li> <li>• Car/parce que</li> <li>• Et</li> <li>• Mais</li> </ul>

<p><b>love rugby because it's fun!').</b></p>	<ul style="list-style-type: none"> <li>• Say and recognise orally and in writing two French conjunctions.</li> </ul>		
<p><b>Summer 1</b>  <ul style="list-style-type: none"> <li>• <b>Vive La Révolution!</b> ('Long Live the Revolution!').</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Explore a French celebration: 'La Fête Nationale', its history and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children research the festival in groups and present their findings to classmates in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Prise de la Bastille/Révolution/,Aristocrates/Sans-culottes/Feux d'artifice/Fête forraine.</li> </ul>
<p><b>Summer 2</b>  <ul style="list-style-type: none"> <li>• <b>On fête ça!</b> ('Let's celebrate!').</li> </ul> </p>	<ul style="list-style-type: none"> <li>• End of year revision</li> <li>• End of year 'Celebration of Learning'.</li> </ul>	<ul style="list-style-type: none"> <li>• Children review their yearly learning through games and fun activities.</li> <li>• Children take the 'Celebration of Learning'.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of vocabulary previously learned throughout the academic year.</li> </ul>



## St. Katharine's Primary School French Progression Pathway Year 5

**Year 5:** present ideas and information orally, read and show understanding of simple writing, write phrases from memory and adapt to create new sentences.

Focus	Curriculum Content	Skills	Vocabulary
<b>Autumn 1</b> • Qui y a-t-il dans ta famille? ('Who is in your family?').	<ul style="list-style-type: none"> <li>Read and write simple sentences about family members and siblings.</li> <li>Reinforcement of verb 'to have' in first, second and third persons.</li> </ul>	<ul style="list-style-type: none"> <li>Children answer questions based on a piece of writing about family members.</li> <li>Children write their own sentences about family members and siblings.</li> </ul>	<ul style="list-style-type: none"> <li>Qui y a-t-il dans ta famille?</li> <li>Dans ma famille, il y a ...</li> <li>As-tu des frères et sœurs?</li> <li>Oui/non, j'ai/je n'ai pas de frères/sœurs.</li> </ul>
<b>Autumn 2</b> • Une description physique ('A physical description').	<ul style="list-style-type: none"> <li>Read and write simple sentences about physical descriptions in the first, second and third persons.</li> <li>Explore French Christmas traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Children answer questions based on a piece of writing on others' physical description.</li> <li>Children write their own sentences about their own and others' physical aspect.</li> </ul>	<ul style="list-style-type: none"> <li>Comment es-tu/est-il/est-elle physiquement?</li> <li>Je suis/il est/elle est X.</li> </ul>
<b>Spring 1</b> • Quelle personnalité as-tu? ('What is your personality like?').	<ul style="list-style-type: none"> <li>Read and write simple sentences about personality descriptions in the first, second and third persons.</li> <li>Introduction to some of the most popular French comic books, (linked with 'World Book Day').</li> </ul>	<ul style="list-style-type: none"> <li>Children answer questions based on a piece of writing on personality.</li> <li>Children write sentences about someone else's personality.</li> <li>Children take part in a 'World Book Day' quiz.</li> </ul>	<ul style="list-style-type: none"> <li>Quelle est ta/sa personnalité?</li> <li>Je suis/il est/elle est X.</li> <li>Bande dessinée/Lucky Luke/Tintin/Boule et Bill/Gaston Lagaffe/Les Schtroumpfs.</li> </ul>
<b>Spring 2</b> • Quelle heure est-t-il?	<ul style="list-style-type: none"> <li>Tell the time.</li> <li>Reinforcement of numbers.</li> <li>Say and write the verb 'to be' in the third person, masculine.</li> </ul>	<ul style="list-style-type: none"> <li>Children answer questions based on a piece of writing on time.</li> <li>Children translate times from French to English.</li> </ul>	<ul style="list-style-type: none"> <li>Quelle heure est-il?</li> <li>Il est X.</li> <li>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.</li> <li>Minutes/heures.</li> </ul>
<b>Summer 1</b> • Vive La Révolution! ('Long Live the Revolution!').	<ul style="list-style-type: none"> <li>Explore a French celebration: 'La Fête Nationale', its history and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, children research the festival and present their findings to classmates in English.</li> </ul>	<ul style="list-style-type: none"> <li>Prise de la Bastille/Révolution/Aristocrates/Sans-culottes/Feux d'artifice/Fête forraine.</li> </ul>

<b>Summer 2</b> • <b>On fête ça!</b> (‘Let’s celebrate!’).	<ul style="list-style-type: none"><li>• End of year revision</li><li>• End of year ‘Celebration of Learning’.</li></ul>	<ul style="list-style-type: none"><li>• Children review their yearly learning through games and fun activities.</li><li>• Children take the ‘Celebration of Learning’.</li></ul>	<ul style="list-style-type: none"><li>• Most of vocabulary previously learned throughout the academic year.</li></ul>



## St. Katharine's Primary School French Progression Pathway Year 6

**Year 6:** translate, appreciate songs, stories and rhymes, broaden vocabulary, listen to native speakers, describe people/places/things orally and in writing.

Focus	Curriculum Content	Skills	Vocabulary
<b>Autumn 1</b> • <b>Quel temps fait-il? ('What is the weather like?').</b>	<ul style="list-style-type: none"> <li>• Read, translate and write sentences about the weather.</li> <li>• Listen to French weather forecast.</li> <li>• Reinforcement of 'hobbies' topic.</li> <li>• Explore French geography, regions and landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Children answer questions based on pieces of writing and recordings by native speakers.</li> <li>• Children describe orally and in writing the weather in a specific French region and consequently possible hobbies/activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Il fait chaud/gris/beau/du soleil.</li> <li>• Il y a des nuages/des orages</li> <li>• Il pleut/il neige.</li> </ul>
<b>Autumn 2</b> • <b>Qu'aimes-tu manger? ('What do you like to eat?').</b>	<ul style="list-style-type: none"> <li>• Read, translate and write sentences about food and drink habits and traditions.</li> <li>• Reinforcement of opinion phrases.</li> <li>• Say and write the verb 'to eat' and 'to drink' in the first, second and third persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Children answer questions based on pieces of writing and recordings by native speakers.</li> <li>• Children describe orally and in writing their eating habits and their likes/dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Je mange/bois</li> <li>• Il/elle mange/boit</li> <li>• La viande/le riz/les pommes de terre/les fruits/les légumes/le poulet/le fromage.</li> </ul>
<b>Spring 1</b> • <b>On regarde un film? ('Shall we watch a movie?').</b>	<ul style="list-style-type: none"> <li>• Read, translate and write sentences about each other's opinion on TV and film types.</li> <li>• Say and write the verb 'to prefer' in the first person.</li> </ul>	<ul style="list-style-type: none"> <li>• Children read and translate a film review from French to English.</li> <li>• Children write a review of a film of their own choice.</li> </ul>	<ul style="list-style-type: none"> <li>• J'aime/j'adore/je n'aime pas.</li> <li>• Je préfère X.</li> <li>• Les films d'amour/d'horreur/de science-fiction/d'action/d'aventure.</li> </ul>
<b>Spring 2</b> • <b>J'adore le Français! ('I love French!').</b>	<ul style="list-style-type: none"> <li>• Read, translate and write sentences about school subjects.</li> <li>• Reinforcement of opinion and preference phrases, and of the verb 'to have' in the first person.</li> <li>• Explore a typical French school day.</li> <li>• Reinforcement of time topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Children read and translate a description of a typical French school day.</li> <li>• Children describe orally and in writing their own school day, expressing their opinion/preferences on subjects.</li> <li>• Children write a timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• J'aime/j'adore/je n'aime pas/je déteste X.</li> <li>• Je préfère X.</li> <li>• J'ai</li> <li>• L'anglais/les maths/les sciences La géographie/l'histoire/le français/la musique/le dessin/le sport.</li> </ul>

<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• <b>Vive La Révolution!</b> ('Long Live the Revolution!').</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a French celebration: 'La Fête Nationale', its history and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children research the festival in groups and present their findings to classmates in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Prise de la Bastille/Révolution/Aristocrates/Sans-culottes/Feux d'artifice/Fête forraine.</li> </ul>
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• <b>On fête ça!</b> ('Let's celebrate!').</li> </ul>	<ul style="list-style-type: none"> <li>• End of year revision</li> <li>• End of year 'Celebration of Learning'.</li> </ul>	<ul style="list-style-type: none"> <li>• Children review their yearly learning through games and fun activities.</li> <li>• Children take the 'Celebration of Learning'.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of vocabulary previously learned throughout the academic year.</li> </ul>