

Bonjour!

French

Key skills and knowledge by unit

Introduction

This document shows the **skills** covered in each year group from Year 3- Year 6 and which units focus on developing those skills. It also gives key knowledge statements for each unit. Please note that some units are more skills based and so may have fewer knowledge statements.

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◆ Unit included in our condensed curriculum

Related resources:

If you would like to see an overview of progression through the whole school, then please see our [French: Progression of skills and knowledge.](#)

Year 3		<u>French greetings with puppets</u> ♦	<u>French adjectives of colour, size and shape</u> ♦ *	<u>French playground games</u> ♦	<u>In a French classroom</u> ♦	<u>French transport</u>	<u>A circle of life in French</u> ♦ *
Asking and/or answering simple questions	Speaking and pronunciation	✓	✓	✓	✓	✓	✓
Forming simple statements with information including the negative					✓		
Practising speaking with a partner		✓	✓		✓	✓	✓
Using short phrases to give information		✓	✓	✓	✓	✓	✓
Beginning to adapt phrases from a rhyme/song					✓	✓	
Listening and repeating key phonemes with care			✓	✓	✓	✓	✓
Repeating short phrases accurately, including liaison of final consonant before vowel		✓	✓	✓	✓	✓	✓
Introducing self to a partner with simple phrases		✓		✓	✓		
Recognising and using adjectives			✓		✓	✓	

♦ NB. Unit appears in the condensed curriculum

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Year 3		<u>French greetings with puppets</u> ♦	<u>French adjectives of colour, size and shape</u> ♦ *	<u>French playground games</u> ♦	<u>In a French classroom</u> ♦	<u>French transport</u>	<u>A circle of life in French</u> ♦ *
Listening and responding to single words and short phrases	Listening	✓	✓	✓	✓	✓	✓
Following verbal instructions in French		✓	✓	✓	✓		✓
Responding to objects or images with a phrase or other verbal response		✓	✓	✓	✓	✓	✓
Listening and identifying key words in rhymes and songs and joining in		✓		✓	✓	✓	✓
Beginning to identify vowel sounds and combinations			✓	✓	✓	✓	✓
Listening and noticing rhyming words		✓		✓			

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Recognising some familiar words in written form	Reading and writing		✓	✓	✓	✓	✓
Reading aloud some words from simple songs, stories and rhymes				✓			
Beginning to develop dictionary skills			✓				✓
Identifying cognates and near cognates			✓	✓		✓	✓
Recalling and writing simple words from memory					✓	✓	✓
Experimenting with simple writing, copying with accuracy		✓	✓		✓	✓	✓
Recognising and using adjectives of colour and size				✓		✓	

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Year 3		<u>French greetings with puppets</u> ♦	<u>French adjectives of colour, size and shape</u> ♦*	<u>French playground games</u> ♦	<u>In a French classroom</u> ♦	<u>French transport</u>	<u>A circle of life in French</u> ♦*
Beginning to recognise gender of nouns, definite and indefinite article	Grammar				✓	✓	✓
Identifying plurals of nouns				✓	✓	✓	✓
Recognising adjectives and placement relative to the noun		✓			✓	✓	
Beginning to understand that verbs have patterns					✓	✓	✓
Noticing the negative form					✓		✓
Beginning to use prepositions <i>NB. This skill is not covered if following our condensed curriculum.</i>						✓	✓
Recognising that different languages are spoken in the community/world <i>NB. This skill is not covered if following our condensed curriculum.</i>	Intercultural understanding					✓	
Showing awareness of the capital and identifying some key cultural landmarks		✓	✓	✓			
Recognising cultural similarities and differences between customs and traditions in France and England			✓	✓	✓	✓	

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Year 3	French greetings with puppets ♦	French adjectives of colour, size and shape ♦*	French playground games ♦	In a French classroom ♦	French transport	A circle of life in French ♦*
Key knowledge from the unit	To know that in French there are formal and informal greetings and when it is appropriate to use each one	To know that a cognate is a word that is the same in both French and English e.g. un triangle	To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French	To know that, in French, a space is needed before and after ? and !	To know the phonemes oi, au, in and on	To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator
	To know that different greetings are used at different times of the day	To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle	To know that sentences are often structured differently in French and English	To understand some of the similarities and differences between school in France and schools in the UK	To know that I need to change my intonation to ask and answer questions	To know that a bilingual dictionary is a special dictionary to translate words from one language to another
	To know that tone of voice can indicate a question	To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle	To know the sounds the common phonemes eu, oi, ou and ui make in French	To understand that every French noun is either masculine or feminine	To know some French speaking countries around the world	To know that a bilingual dictionary is in two parts- one where the words are listed in French and the other where the words are listed in English
	To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound	To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu	To know the names of some Parisian landmarks	To know that the gender affects the form of the word un or une (the indefinite article)	To understand that I can use a model sentence as a guide for building other sentences	To know that placing ne and pas around a verb makes the verb negative
	To know that French words are pronounced differently to the way they are spelt		To know some French playground games	To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de	To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train , whereas à is used when you are not getting into a form of transport e.g. à vélo (a bicycle)	To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)

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Year 4		<u>Portraits - describing in French</u> ♦	<u>Clothes - getting dressed in France</u> ♦	<u>French numbers, calendars and birthdays</u> ♦	<u>French weather and the water cycle</u>	<u>French food - Miam, miam!</u> ♦	<u>French and the Eurovision song contest</u>	
Recognising and answering simple questions which involve giving personal information	Speaking and pronunciation		✓	✓	✓	✓	✓	
Beginning to form opinion phrases			✓			✓	✓	
Beginning to use conversational phrases for purposeful dialogue					✓		✓	✓
Using a model to form a spoken sentence		✓	✓	✓	✓	✓	✓	✓
Speaking in full sentences using known vocabulary				✓	✓	✓	✓	✓
Comparing sounds and spelling patterns with English				✓	✓			✓
Listening and repeating further key phonemes with care		✓		✓	✓	✓	✓	✓
Rehearsing and performing a short presentation				✓	✓	✓	✓	✓
Choosing appropriate adjectives from a wider range of adjectives		✓		✓				

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Identifying items by colour and other adjectives	Listening	✓	✓				
Listening and selecting information		✓	✓	✓	✓	✓	✓
Using language detective skills to decode vocabulary		✓	✓	✓	✓	✓	✓
Listening to songs, joining in with songs and noticing sound patterns			✓	✓	✓		✓
Noticing and beginning to predict key word patterns and spellings		✓	✓	✓	✓	✓	✓
Noticing and discussing cognates and beginning to identify language detective strategies	Reading and writing		✓	✓	✓	✓	✓
Following a short text or rhyme, listening and reading at the same time		✓	✓	✓	✓	✓	✓
Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words				✓		✓	✓
Using cognates and near cognates along with other detective skills to gist information			✓	✓	✓	✓	✓

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Selecting and writing short words and phrases	Reading and writing	✓	✓	✓	✓	✓	✓
Making short phrases or sentences using word cards		✓	✓	✓		✓	✓
Using adapted phrases to describe an object or person		✓	✓		✓		✓
Using indefinite article in the plural form	Grammar		✓			✓	✓
Recognising and using possessive adjective 'my' and pronouns he/she/it			✓				
Recognising and beginning to apply rules for placement and agreement of adjectives		✓	✓				✓
Recognising and using the negative form			✓				

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Using prepositions	Grammar						✓
Making comparisons of word order in French and English							✓
Comparing schools and celebrations between France and the UK	Intercultural understanding			✓			
Comparing shops and high streets of France and UK						✓	
Recognising and using the Euro currency						✓	
Identifying some French-speaking countries <i>NB. This skill is not covered if following our condensed curriculum.</i>							✓

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Year 4	<u>Portraits - describing in French</u> ♦	<u>Clothes - getting dressed in France</u> ♦	<u>French numbers, calendars and birthdays</u> ♦	<u>French weather and the water cycle</u>	<u>French food - Miam, miam!</u> ♦	<u>French and the Eurovision song contest</u>
Key knowledge from the unit	To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement	To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.)	To know some similarities and differences between French and English schools	To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning	To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger	To know that de becomes du (not de le) when followed by a masculine noun
	To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine	To know that some adjectives do <i>not</i> change when describing a feminine noun (orange, marron, à pois)	To know some French festivals that happen throughout the year	To know the names and locations of some of the cities in France	To know that the currency used in France is Euros and to recognise some of the notes and coins	To know that sentences can be extended using et or mais
	To know that most adjectives go after the noun in French	To know that <i>je aime</i> (I like) becomes j'aime and je ne aime pas becomes je n'aime pas to help with pronunciation	To know some similarities and differences between French and English birthday celebrations		To know that I can use a bilingual dictionary to translate unknown words	To know that countries have different names in French and that each country is either masculine or feminine.
	To know that if the noun in a sentence is plural then the adjective describing it also becomes plural	To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose)	To know that the abbreviation R.S.V.P, which is often used in English stands for Répondez s'il vous plaît which translates as 'Reply, if you please'			To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas
	To know that the Louvre is a famous French art gallery	To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing	To know that creating images to help remember pronunciation of new vocabulary is a good strategy, e.g. quatorze , (cat, oars)			

NB. Some units are more skills-based and may have fewer key knowledge statements

Year 5		<u>French monster pets</u> ♦	<u>Space exploration- in French</u>	<u>Shopping in France</u> ♦	<u>French speaking world</u>	<u>Verbs in a French week</u> ♦	<u>Meet my French family</u> ♦
Forming a question in order to ask for Information*	Speaking and pronunciation		✓		✓		
Presenting factual information in extended sentences including justification			✓	✓	✓		✓
Rehearsing and recycling extended sentences orally		✓	✓	✓	✓		✓
Planning and presenting a short descriptive text		✓	✓		✓		✓
Using intonation and gesture to differentiate between statements and questions				✓	✓		
Making realistic attempts at pronunciation of new, unknown vocabulary		✓	✓	✓	✓	✓	✓
Listening and repeating key phonemes with care applying pronunciation rules				✓	✓	✓	
Adapting a story and retelling to the class				✓		✓	
Using adjectives with correct placement and agreement		✓	✓				

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Listening and gisting information from an extended text using language detective skills such as cognates	Listening		✓	✓	✓	✓	
Listening and following the sequence of a story, song or text including some unfamiliar language		✓		✓	✓	✓	✓
Matching unknown written words to new spoken words		✓	✓	✓	✓	✓	✓
Recognising blends of sounds and selecting words to recognise common spelling patterns			✓	✓		✓	✓
Recognising features of different text types	Reading and writing	✓		✓	✓		
Using a range of language detective strategies to decode new vocabulary including context and text type		✓	✓	✓	✓		✓
Reading and adapting a range of different format short texts				✓	✓		✓
Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words		✓	✓	✓		✓	
Using contextual clues and cues to gist and make predictions about meanings		✓	✓	✓	✓	✓	✓

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Gisting information from an extended text	Reading and writing	✓	✓	✓	✓		✓
Using existing knowledge of vocabulary and phrases to create new sentences		✓	✓			✓	✓
Completing a gapped text with key words/phrases		✓	✓	✓		✓	✓
Writing a short text using word and phrase cards to model or scaffold		✓	✓			✓	✓
Using different adjectives, with correct positioning and agreement		✓	✓				✓
Using language of metaphor and comparison*		✓			✓		
Correct use of definite and indefinite article depending on gender and number of noun and including partitive 'some'	Grammar	✓	✓	✓	✓		
Applying placement and agreement rules for adjectives		✓	✓				✓

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Recognising and applying verb endings for present regular 'er' verbs	Grammar			✓		✓	
Exploring verbs in infinitive form					✓	✓	
Learning and using some high frequency irregular verbs e.g. to have, to be, to go						✓	
Using comparative language <i>NB This skill is not covered if following our condensed curriculum</i>			✓		✓		
Identifying and locating other countries in the world where French is spoken <i>NB This skill is not covered if following our condensed curriculum</i>	Intercultural understanding				✓		
Comparing geographical features and climates of different French-speaking countries <i>NB This skill is not covered if following our condensed curriculum</i>					✓		

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Key knowledge from the unit	To know that bilingual dictionaries should not be used to look up every single word in a text	To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system	To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, e.g soixante-dix (70), soixante-onze, soixante-douze	To know that when using à (to) and then the direct article à+ le = au (eg. au nord)	To understand that French verbs take different forms	To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother).
	To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine	To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another	To know that the word for 80 means 'four twenties' - quatre-vingts , and numbers up to 100 are built by continuing to count on from quatre-vingt , e.g quatre-vingt-neuf, (89) quatre-vingt-dix, (90) quatre-vingt-onze (91)	To know that there are many countries where French is spoken in the world and be able to name some of these	To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run')	To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie
	To revise that adjectives of size go before the noun and adjectives of colour go after the noun	To know that I can compare nouns by placing plus / moins and que around the adjective (e.g. Neptune est plus grande que Mercure)	To know that there are clues in the words for the multiples of 10, eg cinquante - 50	To know some 'treasures' that make up the national identity of France and some other French-speaking countries	To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re	To revise agreement and position of adjectives in French.
		To know that I can use parce que (because) to extend my sentence and give a justification	To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les) .	To know that I can use il y a to mean 'there is' or 'there are'	To know that the ending of regular -er verbs changes to go with the subject pronoun	To know that the word order is sometimes different in French compared to English
					To know that the French use guillemets << >> in the same way that the speech marks are used in English	
					To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be)	
					To know how to conjugate the verbs avoir and être	

NB. Some units are more skills-based and may have fewer key knowledge statements

Year 6		<u>French sport and the Olympics</u> ♦	<u>French football champions</u>	<u>In my French house</u> ♦	<u>Planning a French holiday</u> ♦	<u>Visiting a town in France</u> ♦
Developing extended sentences, for example to justify a fact or opinion	Speaking and pronunciation	✓				✓
Planning, asking and answering extended questions					✓	✓
Engaging in conversation and transactional language					✓	✓
Planning and presenting a short descriptive text						✓
Modifying, expressing and comparing opinions						✓
Discussing strategies for remembering and applying pronunciation rules		✓		✓		
Speaking and reading aloud with increasing confidence and fluency		✓		✓		
Comparing and applying pronunciation rules or patterns from known vocabulary		✓	✓	✓	✓	✓
Recognising and using a wide range of descriptive phrases				✓		
Giving a presentation drawing upon learning from a number of previous topics					✓	

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Year 6		<u>French sport and the Olympics</u> ♦	<u>French football champions</u>	<u>In my French house</u> ♦	<u>Planning a French holiday</u> ♦	<u>Visiting a town in France</u> ♦
Using prepositions to indicate the location of objects relative to something	Listening			✓		✓
Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school						✓
Recognising present and near future tense sentences (using aller + infinitive)					✓	
Recalling and performing an extended song or rhyme		✓			✓	
Listening to stories, songs or texts in French				✓	✓	✓
Making increasingly accurate attempts to read unfamiliar words and phrases	Reading and writing		✓		✓	✓
Reading and using language detective skills to assess meaning including sentence structure		✓	✓	✓	✓	
Reading and responding to an extract from a story, an e-mail message or song				✓	✓	
Reading short authentic texts for enjoyment or information					✓	✓

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Year 6		<u>French sport and the Olympics</u> ♦	<u>French football champions</u>	<u>In my French house</u> ♦	<u>Planning a French holiday</u> ♦	<u>Visiting a town in France</u> ♦
Using a bilingual dictionary to select alternative vocabulary for sentence building	Reading and writing					✓
Choosing words, phrases and sentences and writing as a text or captions		✓		✓	✓	✓
Constructing a short text on a familiar topic			✓	✓	✓	✓
Using a wide range of descriptive phrases				✓		✓
Recognising and using verbs in different tenses		✓		✓	✓	
Accurately applying placement and agreement rules for adjectives	Grammar				✓	✓
Recognising and beginning to form some verbs in near future tense using aller					✓	✓

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Year 6	<u>French sport and the Olympics</u> ♦	<u>French football champions</u>	<u>In my French house</u> ♦	<u>Planning a French holiday</u> ♦	<u>Visiting a town in France</u> ♦	
Recognising and applying verb endings for present regular 'er' verbs	Grammar	✓		✓		
Learning and using some common irregular verbs, e.g. faire - 'to make/do'		✓	✓	✓	✓	✓
Understanding how word order differs between French and English						✓
Identifying word classes within a sentence						✓
Learning about France's sporting culture and events		Intercultural understanding	✓	✓		
Asking question and making insightful commentary on cultural differences, including some understanding of stereotype						✓

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Year 6	<u>French sport and the Olympics</u> ♦	<u>French football champions</u>	<u>In my French house</u> ♦	<u>Planning a French holiday</u> ♦	<u>Visiting a town in France</u> ♦
Key knowledge from the unit	To know that we use the verb jouer (to play) with some sports and faire (to make) with other sports	To know that pronunciation is important when presenting in French	To understand that existing written sentences in French can be adapted	To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, e.g. je vais manger - I am going to eat	When using the prepositions à côté de , près de or loin de , the de may change if followed by le or les : de+le = du , de + les = des
	To know the French word for countries around the world	To know that there are different strategies to work out the meaning of new vocabulary	To know a range of prepositions to describe the position of objects	To know that, when saying you go to a country, the preposition used depends on the gender of the country name: en with feminine singular countries, au with the masculine singular countries, aux with countries that are plural	To recognise some modes of transport that are used in Paris
	To know that the way verbs change to match the pronoun is called conjugation			To understand that gisting a text involves getting an idea of what it is about and doesn't mean understanding every word	To know that when standalone adjectives are used, such as when saying c'est amusant , we always use the singular masculine
	To know each part of the verb aller - (to go), depending on the pronoun			To know different ways to travel to France	
	To know that different prepositions are used to say going to a country: en if the country is feminine singular (e.g. en France) au if the country is masculine singular (e.g. au Canada) aux if the country is plural (e.g. aux États-Unis d'Amérique)			To know how to distinguish between the present and the near future tense	
	To know that the Tour de France is a world famous cycling race that takes place in France each year				
	To know that pétanque is a popular French game sometimes known as boules				

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