**Y4 French Whole School Progression of Knowledge and Skills**

**Cycle A**

|  |
| --- |
| **YEAR FOUR** |
| **Context** | **Days of the week/Weather/Time** | **Holidays/Travelling** | **Wild animals/Bugs** |
| **Vocabulary/Significant Knowledge** | Colours/numbers (to 15)GreetingsDays of the weekTimeWeatherWord typesFrench TV weather forcast  | Colours/numbers (to 20)GreetingsTransportsHoliday destinationEuro tunnel | Colours/numbers (to 30)GreetingsWild animalsBugsSizesPreferenceBastille day |
| **Key Questions** | Can I greet people according to the time of the day and their gender?Can I ask people how they are?Can I count to 15 in French orally?Can I say the days of the week in order?Can I say the days before and after a given day?Can I read the days of the week in a short sentence?Can I write the day of the week in a short sentence?Can I say what is the weather like?Can I write what is the weather like? | Can I greet people according to the time of the day and their gender?Can I ask people how they are?Can I use please and thank you in class in French?Can I count to 20 in French orally?Can I say words for transport in French?Can I ask a question using “Combien”?Can I count objects in French using “Il y a”?Can I write the names of the French transports in a short sentence?Can I retell the story of the Eurotunnel? | Can I greet people according to the time of the day and their gender?Can I ask people how they are?Can I use please and thank you in class in French?Can I count to 30 in French orally?Can I say some words for bugs and wild animals in French?Can I say my preference?Can I say if a word is masculine or feminine?Can I read these words in short text?Can I count the bugs and the wild animals using “Il y a?”Can I describe the animals using the appropriate adjectives?Can I tell the story behind Bastille day?  |
| **Listening** **Skills** | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. |
| **Speaking** **Skills** | Asks and answers a few familiarquestions with little support (in pairs). | Pronounce familiar and unknown words showing a knowledge pf sound patterns.Speaks in simple sentences, including nouns and adjectives. | Speaks in simple sentences, including nouns and adjectives. |
| **Reading** **Skills** | Reads out loud everyday words, phrases and sentences. | Reads familiar words with goodpronunciation and expression. | Understands some new wordsintroduced into familiar text, especially but not exclusively if they are cognates. |
| **Writing** **Skills** | Write or copy everyday words or phrases correctly.Writes some simple sentences withnouns and adjectives, which may / may not be placed correctly. | Uses a model including words and short phrases to create new versions (e.g. writing the sequence of the days of the week) | Writes some simple sentences withnouns and adjectives, which may / may not be placed correctly.  |
| **Grammar** **Skills** | I can use the adjective and the noun in short phrases. | Uses singular and plural nounscorrectly.Can recall ‘and’ and ‘but’ and use it when prompted. | When prompted to notice, can identify the meaning of ‘a / some ‘and ‘the’ within simple sentences.Uses singular and plural nounscorrectly. |