



Bradwell Village School



Powerful Knowledge Progression French								
A Year Three child will come to Bradwell Village knowing:	Strand		Year Three	Year Four	Year Five	Year Six	A Year Six child will leave Bradwell Village knowing:	A KS3 child will learn:
				<i>Je me présente, La Forêt Tropicale, Mon Corps, Les Monstres, La Chenille qui fait des trous, Dans ma trousse</i>	<i>Les Vacances, Dans mon panier, Le Show des Animaux, L'Ecole, Recherché par la police, Je suis le musicien</i>	<i>Au Café, Les Griffons, En Ville, Aïe, Une Pizza à Préparer, À La Plage</i>	<i>Le Vendeur de Glaces, La Santé, Ma Planète, Au Parc d'Attractions, Le Système Solaire</i>	
<p>Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Follow along and repeat key words from a song, rhyme or poem.</p> <p>Recall key phonics words (and gestures), and read them aloud with good pronunciation</p>	Listening	Listening and Responding	Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. Follow along and repeat key words from a song, rhyme or poem.	Understand and respond to a range of familiar spoken words and short phrases. Join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	Understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Join in with familiar short songs, rhymes or poems, or parts of them.	Understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. Produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.	Pupils will have a broad vocabulary, made up of both cognates and non-cognates, covering a variety of meaningful topics. They will be familiar with a number of songs, rhymes and poems, which will have helped to consolidate their recall of key vocabulary. Pupils will use their knowledge of language to make sense of different text types and will be able to predict the meaning of unfamiliar vocabulary using contextual clues. Pupils will be able to use models of language to write a range of sentences and will write some key words, phrases and texts from	Understand and extract the essential information from passages or dialogues of approx. 80 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information. Passages may include a range of structures including several time frames, and vocabulary from four-five familiar topics. Write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary
		Sounds and Writing	Recall key phonics words (and gestures), and read them aloud with good pronunciation.	Recognise and match key sounds and words that rhyme.	Write high-frequency familiar words from his/her oral vocabulary when s/he hears them spoken slowly and clearly, with understandable spelling.	Write individual words accurately, building them from written syllables. OR Write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.		
	Powerful Vocabulary		See vocabulary lists	See vocabulary lists	See vocabulary lists	See vocabulary lists		

<p>Ask and answer simple pre-learned questions from memory.</p> <p>May be restricted to a couple of topics covered in class.</p> <p>May not understand the formation of questions and answers.</p> <p>Indicate that there is a problem using a pre-learned phrase.</p> <p>Repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>Read aloud some very familiar words and short phrases with accurate pronunciation</p>	<p style="text-align: center;">Speaking</p>	<p>Interaction</p>	<p>Ask and answer simple pre-learned questions from memory. May be restricted to a couple of topics covered in class. May not understand the formation of questions and answers. indicate that there is a problem using a pre-learned phrase.</p>	<p>Rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. May still not understand how to form questions / answers independently. Use simple pre-learned words and phrases for routine situations.</p>	<p>Ask and answer simple questions on the current topic. Adapt models successfully to give own information, including simple opinions, substituting individual words. Use several short phrases and questions in predictable classroom interaction</p>	<p>Ask and answer simple questions on familiar topics, including expressing opinions and responding to those of others. Use a repertoire of classroom language with teacher and peers.</p>	<p>memory. They will be using their knowledge of phonics to help spell these words. They will show greater confidence when reading aloud and their pronunciation will be</p>	<p>Interact confidently within the familiar context of 4-5 topics covered; this includes asking a range of questions independently, selecting the correct mode of address. Make him/herself understood in straightforward, concrete spontaneous interactions, although pauses, false starts and reformulations are very evident. Use the FL to interact routinely with teacher and peers in predictable situations. Express ideas, opinions, reasons and factual information in more than one time frame, and without referring to notes, though there may be some hesitation and some inaccuracy. Read aloud with understandable pronunciation when reading text that includes some unfamiliar language and can speak with good pronunciation across a range of vocabulary and structures.</p>
		<p>Production</p>	<p>Repeat and say familiar words and short simple phrases, using understandable pronunciation. Read aloud some very familiar words and short phrases with accurate pronunciation</p>	<p>Produce short pre-prepared phrases on a familiar topic, with secure pronunciation. Match sound to print, by reading aloud familiar words and phrases.</p>	<p>Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. Read short phrases accurately that contain mostly familiar language.</p>	<p>Use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. Read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</p>	<p>comprehensible. Pupils will be confident in the use of a dual-language dictionary and will use this to ascertain the meaning of unfamiliar words. Pupils will show an understanding of how topics link and will be able to incorporate prior knowledge and understanding of language and grammar to communicate. Pupils will have a basic understanding of grammar so that they can communicate in both simple and complex sentences, both verbally and in writing.</p>	

	Powerful Vocabulary		See vocabulary lists	See vocabulary lists	See vocabulary lists	See vocabulary lists		
Understand some familiar written words and short phrases.	Reading	Reading and Responding	Understand some familiar written words and short phrases. Use the visual cues and context to follow the gist of a short text.	Read and understand a range of familiar written phrases. Identify the overall type of text from its lay-out, contextual cues and a few familiar words	Understand familiar words and very simple sentences, for example on menus, instructions. Spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.	Understand a short text made up of short sentences with familiar language on a familiar topic. Spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.		Understand texts of approx.80 words, containing predictable information. Texts may include a range of structures including a range

<p>Use the visual cues and context to follow the gist of a short text.</p> <p>Use a word list to locate specific words.</p>	<p style="text-align: center;">Research and Reference Skills</p>	<p>Use a word list to locate specific words.</p>	<p>Use a word list (or dictionary or online resource) to check the spelling of a word.</p>	<p>Use alphabetical order confidently. Recognise and use the main dictionary codes for nouns. Find the meanings of new nouns. Appreciate that there may be more than one entry for each word.</p>	<p>Use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. Appreciate that FL words do not always have a direct equivalent in English</p>		<p>of time frames, and vocabulary from four-five familiar topics. Texts may be varied in style and purpose, e.g. informative, narrative, descriptive. Infer meaning (from context or surrounding language) of a limited amount of unfamiliar language in more challenging fiction and non-fiction, authentic and adapted texts, and pick out and translate short phrases into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, descriptive. Identify the tense of verbs within a text, convert them to their infinitive form and use a dictionary to find their meaning, and can use a verb conjugator or table to form the main time frames more confidently.</p>
		<p>Powerful Vocabulary</p>	<p>See vocabulary lists</p>	<p>See vocabulary lists</p>	<p>See vocabulary lists</p>	<p>See vocabulary lists</p>	
<p>Write some single words from memory, with plausible spelling.</p>	<p>Writing</p>	<p>Writing from memory/creatively</p>	<p>Write some single words from memory, with plausible spelling.</p>	<p>Write simple words and several short phrases from memory with understandable spelling.</p>	<p>Write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling</p>	<p>Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>	<p>Translate a short paragraph into the FL, drawing on known language from recent topics.</p>

With support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Writing with support/direction	With support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier).	Write sentences on a few topics using a model, e.g. a writing frame.		Translate a short paragraph into the FL, drawing on known language from recent topics
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<p>Use indefinite articles in the singular with masculine and feminine nouns</p> <p>Recognise definite articles and plural indefinites.</p> <p>Form regular plural nouns.</p> <p>Identify adjective and noun position.</p> <p>Use some singular masculine and plural adjectives correctly.</p> <p>Use the high-frequency verb forms (I have, it is, they are, there is/are) confidently.</p>	<p style="text-align: center;">Grammar</p>	<p>Use indefinite articles in the singular with masculine and feminine nouns. Recognise definite articles and plural indefinites. Form regular plural nouns. Identify adjective and noun position. Use some singular masculine and plural adjectives correctly. Use the high-frequency verb forms (I have, it is, He/She has, there is/are, He/She is...) with increasing confidence. Recognise some basic prepositions: dans, sous. Start a sentence with a prepositional phrase: Dans ma trousse... Use the connectives: et and mais. Recognise/use adverbials: aussi.</p>	<p>Use indefinite articles in singular and plural, and definite articles in both singular and plural. Use a variety of plural nouns. Use adverbs to describe actions. Position adjectives of colour after the noun in a sentence. Create a greater variety of sentences using regular verbs in the present tense (1st person sing. and 3rd person sing. forms) and some irregular forms (i.e. for weather phrases, hobbies, travel). Use prepositional phrases to start sentences, e.g. Dans le/la...Avec mon... Use subordinating conjunctions to start a sentence, e.g. Quand il fait beau... Beginning to use verbs in negative forms, e.g. Je n'aime pas...Je ne joue pas... Beginning to recognise/use connectives: et, mais, parce que, donc, comme. Beginning to recognise/use adverbs: de plus/en outre, souvent, quelquefois, aussi.</p>	<p>Use the definite article with verbs of like/dislike. Use the partitive article when talking about what they have eaten. Use the present perfect tense to say what they have eaten/drank. Recognise imperative verbs for instructions. Position adjectives of colour after the noun in a sentence. Agree colour adjectives with nouns (gender and number). Use some adjectives of size and position these before the nouns they modify. Position quantities before the noun. Use conditional of vouloir, e.g. Je voudrais... Use a subordinating conjunction to start a sentence, e.g. Quand je vais... Use imperfect forms of verbs, e.g. J'avais, C'était. Understand forms of politeness, e.g. Vous/Tu; s'il te plaît, s'il vous plaît, Monsieur, Madame. Beginning to recognise/use connectives: et, mais, parce que, en outre/de plus, donc. Beginning to recognise/use adverbials: finalement, ensuite, puis, trois minutes plus tard, aussi. Beginning to recognise/use prepositions: devant, dans, avec, selon, sur.</p>	<p>Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. Agree adjectives with nouns (number and gender). Use the verbs 'to be' and 'to have' in several different contexts, still with some errors. Use imperfect forms of verbs, e.g. Il y avait, C'était. Use prepositions, e.g. avec. Use ordinals. Use present perfect tense for some verbs, e.g. Je suis allé(e). Recognise/use adverbials: chaque jour, chaque semaine, peu, très peu, le mardi, le samedi, la semaine/l'année dernière, hier, vraiment, aussi, très, assez. Use adverbs to modify adjectives, e.g. assez, très. Beginning to recognise/use superlative adjectives: la plus proche, la plus lumineuse, la plus grande. Beginning to recognise/use more verbs in negative forms, e.g. Je ne mange pas de... Je n'aime pas... Can recognise/use connectives: et, mais, parce que, en outre/de plus, donc, cependant. Can use a subordinating conjunction to start a sentence, e.g. Quand je sors... Quand je vais à l'école...Quand je vais au supermarché</p>		<p>Use nouns and adjectives accurately in most situations. Form the past tense with regular and key irregular verbs. There will still be errors in tense choice and formation when writing freely. Use some modal verbs, including in combination with infinitives. Recall and use 40 verbs. Use reflexive verbs in a limited context, e.g. daily routine. Use comparative forms.</p>
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	Powerful Vocabulary	See vocabulary lists	See vocabulary lists	See vocabulary lists	See vocabulary lists		
Know basic numbers, greetings, classroom language and instructions. Know other vocabulary linked to covered topics.	Vocabulary	Demonstrate a basic repertoire of words and phrases related to people, places, things and simple actions.	Demonstrate a basic repertoire of words and phrases related to people, places, things and simple actions.	Hear or read and identify the meaning of at least 30 non-cognate words. Promptly recall and say comprehensibly the correct form of at least 50 cognate words and at least 30 non-cognate words.	Hear or read and identify the meaning of at least 50 non-cognate words. Promptly recall and say comprehensibly the correct form of at least 80 cognate words and at least 50 non-cognate words.		Hear or read and identify the meaning of at least 80 non-cognate words, covering mainly concrete ideas. Recall promptly and say accurately at least 80 non-cognate words and 100 cognate words.
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Broader Areas of Learning	Year 3	Year 4	Year 5	Year 6
Myself	Je me présente	Les Vacances	Je suis le musicien	La Santé Ma Planète
Animals	La Chenille qui fait des trous La Forêt Tropicale	Le Show des Animaux	Les Griffons	
The Body	Mon Corps Les Monstres	Recherché par la police	Les Griffons Aïe	La Santé
Food and Drink	La Chenille qui fait des trous	Dans mon panier	Une Pizza à Préparer	Vendeur de Glaces La Santé
The Environment	La Forêt Tropicale		A La Plage En Ville	Ma Planète Le Système Solaire