

## Lowca Community School



### Modern Foreign Languages- French: Progression of Skills and Vocabulary.

Skill	Year 5	Year 5	Year 6	Year 6
<b>Listening</b>	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>
Skill	Year 5	Year 5	Year 6	Year 6
<b>Speaking</b>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>
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**Lowca Community School**  
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<b>Writing</b>	Copy simple vocabulary  Children can write some single words from memory, with plausible spelling.	Children can write simple words and several short phrases from memory  Children use understandable spelling.	Begin to use dictionaries to find the meaning of unknown words and to translate own ideas	Adapt taught phrases to create new sentences  Children can write a short, simple text from memory, using simple
	Children can, with support, substitute one element in a simple phrase to vary the meaning.		Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	sentences from one familiar topic with reasonable spelling
<b>Skill</b>	<b>Year 5</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 6</b>
<b>Reading</b>	Begin to recognise written vocabulary/ single words  Begin to recognise written phrases	Begin to recognise simple written phrases  Recognise simple written phrases and understand a range of familiar written phrases.	Read and show understanding of more complex written phrases  Read and show understanding of a piece of writing based on the current topic  Read short passages and pull answer questions on what they have read.	Practice reading longer texts aloud, containing taught phrases and vocabulary  Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.
<b>Skill</b>	<b>Year 5</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 6</b>
<b>Grammar</b>	Can use indefinite articles in the singular with masculine and feminine nouns.  Can use the high-frequency verb forms (I have, it is, there is/are).	Can use indefinite and definite articles with singular and plural nouns.  Can use prepositions of place and sequencers.	Can use all persons of several regular verbs in the present tense (with the support of a frame).	Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.

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Year 5	Moi (All about me)		On fait la fete (Celebrations)		Portraits		Les quatre amis (The four friends)		Ca pousse! (Growing things)	
<b>Vocabulary</b>	<b>Bonjour!</b> <b>Salut!</b> <b>Ca va?</b> <b>Ca va bien/mal</b>  <b>Et toi?</b> <b>Au revoir!</b> <b>Oui/non</b> <b>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</b> <b>J'ai</b> <b>Quel age as-tu?</b> <b>J'ai sept/huit ans</b>	Hello Hi How are you? I'm fine/ not very well And you? Goodbye! Yes/No 1-10  I have How old are you? I'm seven/ eight years old	<b>(tres) bien Je joue bien au football. Je nage bien</b>  <b>Je nage</b>  <b>Je danse</b>  <b>Je chante</b>  <b>Bravo</b> <b>Super</b> <b>Fantastique</b> <b>Joyeux anniversaire!</b> <b>Les mois:</b> <b>janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre</b>  <b>Je peux.../ Je peux...</b>	(very) well/good Im good at playing football I'm a good swimmer I swim/ I'm swimming I dance/ I'm dancing I sing/ I'm singing Well done! Super! Fantastic! Happy Birthday  Months of the year  I can... Can I...?	<b>Les couleurs</b> <b>Rouge</b> <b>Rose</b> <b>Jaune</b> <b>Bleu(e)</b> <b>Vert(e)</b> <b>Noir(e)</b> <b>Blanc(he)</b> <b>Violet(te)</b> <b>Marron</b> <b>Orange</b> <b>Un nez</b> <b>Une bouche</b> <b>Des yeux</b> <b>Un bras</b> <b>Une jambe</b> <b>Il/ Elle a ...</b> <b>... le nez bleu</b> <b>... la bouche bleu</b> <b>Les yeux/cheveux bleus</b> <b>Il/elle est grand(e)/petit(e)</b>	The colours Red Pink Yellow Blue Green Black White Purple Brown Orange A nose A mouth The eyes An arm A leg He/She has ... ... a blue nose ... a blue mouth  .. blue eyes/ hair  He/She is big/small	<b>Le chevel</b> <b>Le mouton</b> <b>Le lapin</b> <b>La souris</b> <b>Il galope</b> <b>Elle court</b> <b>Il/ Elle est</b>  <b>Gris(e)</b> <b>Non, le lapin ne galope pas</b>	The horse The sheep The rabbit The mouse He/ It gallops She/ It runs He/ She/ It is ... Grey No, the rabbit doesn't gallop	<b>Tu aimes...?</b> <b>J'aime ...</b> <b>Je n'aime pas...</b> <b>Beaucoup</b> <b>Je voudrais</b> <b>S'il vous plait</b> <b>Vous desirez?</b> <b>Voila</b> <b>Merci Dans mon panier</b> <b>Il y a</b>	Do you like...? I like ... I don't like ... A lot I would like ... Please What would you like? There you are Thank you In my basket There ie/ there are

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Year 5	On y va! (All aboard)		L'argent de poche (Pocket money)		Racone-moi une histoire! (Tell me a story!)		Viv le sport! (Our sporting lives)		Le Carnaval des Animaux (The Carnival of Animals)	
Vocabulary	Je vais a lecole	I go/ I'm going to school On foot	J'adore..	I love...	Regardez	Look	Qu'est-ce que tu fais (lundi)?	What are you doing/ do you don (on Monday)?	Ou habites-tu? J'habite dans..	Where do uou live? I live in ..
	<b>A pied</b> <b>En voiture</b> <b>En velo</b> <b>En bus</b> <b>En train</b> <b>Ou vas-tu?</b>  <b>Je Vais</b> <b>En Belgique</b> <b>En France</b> <b>Il Fait Chaud</b> <b>Il fait froid</b> <b>Il fait beau</b> <b>Il fait mauvais</b> <b>Il fait du soleil</b> <b>Il fait du vent</b> <b>Il pleut lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche</b> <b>et</b>	By car By bike By bus By train Where are you going? I'm going ... To Belgium To France It's hot It's cold Its fine weather Is bad weather It's sunny It's Windy Its raining Monday-Sunday  and	<b>Ca</b> <b>Ving et un, vngt-deux, vingt-trois, vingt-qutre, vingt-cinq, vintsix, vingt-sept, vingt-huit, vingt-neuf, trente</b> <b>C'est combien?</b> <b>Un euro</b> <b>C'est sper/ magnifique, fantastique</b> <b>Jai</b> <b>Je n'ai pas de</b>	I hate .. That 21-30  How much is it One euro Its great/ magnificent/ fantastic I have I don't have	<b>Ecoutez</b> <b>Quarante, cinquante, soixante, soixante-dix, quatre-vingt, quarte-vingtdix, cent</b> <b>Il/Elle est...</b> <b>Grand(e)</b> <b>Petit(e)</b> <b>Vrai/faux</b>	Repeat Listen 40,50,60,70, 80, 90, 100  He/She is... Big Small True/ False	<b>Je joue au tennis/basket</b> <b>Je joue au cricket</b> <b>Je fais du velo.</b>  <b>Je fais du skate.</b>  <b>Je fais de la danse/natation</b> <b>Zero</b> <b>Boire</b> <b>Manger</b> <b>Le jus orange</b> <b>Le yoourt</b> <b>Le poisson</b> <b>Une pomme</b> <b>Les carottes</b> <b>Le chocolat</b> <b>Le coca</b> <b>Les pommes</b> <b>Les bonbons</b> <b>Oui, c'est bon pour la sante</b> <b>Non, c'est mauvais pour la sante</b>	I play tennis/ basketball I play cricket I ride my bike/go cycling I go skateboarding I dance/ swim  Zero To drink To eat Orange juice Yogurt Fish An apple Carrots Chocolate Cola Chis Sweets Ye, it's good for your health No, it's bad for your health	<b>Je suis</b> <b>Grand(e)</b> <b>Petit(e)</b> <b>Lent(e)</b> <b>Rapide</b> <b>Fort(e)</b> <b>Faible</b> <b>Feroce</b> <b>Timide</b> <b>Quelle heure est-il?</b> <b>Une heure, deux heures, trois heures, quatre heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures</b> <b>Il est midi</b> <b>Il est minuit</b>	I am Small Big Slow Fast Strong Weak Fierce Shy What time is it?  One o'clock- eleven o'clock  It's midday It's mdnight

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Year 6	<b>Bon appetite, bonne sante (Healthy eating)</b>		<b>Les planets (The planets)</b>		<b>Je suis le musicien (I am the music man)</b>		<b>En route pour l'école (On the way to school)</b>		<b>Le retour du printemps (The return of spring)</b>	
<b>Vocabulary</b>	<b>Dans le sac, il y a ..</b>  <b>Et</b> <b>Aussi</b> <b>Mais</b> <b>Il est bon/ mauvaise</b>  <b>Elle est bonne/ mauvaise pour la sante</b>  <b>Ils sont bons/ mauvis</b>  <b>Elle sont bonnes/mauvaises</b>	In the bag, there is... And Also But It is good/bad (m) It is good for your health (f)  They are good/bad (m. pl) They are good/bad (f. pl)	<b>La Terre</b> <b>La Lune</b> <b>Pres de</b> <b>Loin de</b> <b>Pres du soleil</b> <b>Loin du soleil</b>  <b>Un nom (propre)</b> <b>Un adjectif</b> <b>Parc que</b> <b>Elle</b> <b>Assez</b> <b>tres</b>	The Earth The Moon Near Far Near the sun Far from the Sun A (proper) noun An adjective Because If Quite, fairly very	<b>Tu joues...? Je joues du saxophone/piano/ violon Je joue de la guitare/ clarinette/ batterie</b> <b>Je ne joue pas de/d'</b> <b>Il/Elle joue</b> <b>C'est genial!</b> <b>C'est nul!</b>	Do you play ... I play the saxophone/ piano/ violin I play the guitar/clarinet/drums  I don't play  He/ she plays It's brilliant It's rubbish	<b>Quand je vais a l'école, ...</b> <b>Je passe devant...</b> <b>Je traverse la rue Je tourney</b> <b>Je vais...</b> <b>Cinq minutes plus tard</b> <b> finalement Il es tunc here</b> <b>et demie, deux heures</b> <b>e</b> <b>demie, etc</b> <b>Je vais a l ecole a huit heures et demie</b> <b>A droite</b> <b>A gauche</b> <b>Tout droit Je ne coprened pas</b> <b>Repetes, s'il vous plait.</b>	When I go to school, ... I pas in front of... I cross the road  I turn I go Five minutes later Finally It's half past one it's half past two  I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please	Au printemps En ete/automne/hiver Clair Sombre Heureux Triste Viens/ Reste (chez moi) Les couleurs sont ... La fille Trop tres	In the spring In the summer/autumn/ winter Bright/light Dark Happy Sad Come/Stay (wth me) The colours are... Te girl Too very

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Year 6	Notre ecole (Our school)		Notre monde (The world around us)		Le passe et le present (Then and now)		Ici et la (Out and about)		Monter un café (Setting up a café)	
Vocabulary	La sale de classe	The classroom	L'Europe (f.) L'Afrique (f.) Ou est...? Des...  Le matin L'apres-midi (m or f.)	Europe Africa Where is...? Some (indefinite plural) The morning The afternoon	Un supermarche	A supermarket	Soixante-etonze, soixantedouze, soixantetreize etc	71-79	Une lemonade Une eau minerale Un jus d'orange Un verre de coca Un chocolat chaud Un café Un café au lait Une tasse de the Un paquet de chips Une portion de frites Une glace ay chocolat Une glace a la fraise/ a la vanilla Vous desirez?  C'est combine?  Bon appetite!	A lemonade  A mineral water An orange juice A glass of cola  A hot chocolate A (black) coffe A coffee with milk A cup of tea  A packet of crisps A portion of chips A chocolate ice cream A strawberry/vanilla ice cream What would you like? How much is it?  Enjoy your meal/ food
	L'entrée principale (f.) La cour Le terrain de sport Je cherche... Je cours. Je travaille. Ici La Voici Voila Il est deux heures et quart Il est deux heures moins le quart Il est deux heures cinq/dix/vingt/ vingt-cinq Il est deux heures moins cinq, dix, vingt, vingt-cinq Le dejeuner Le professeur  Le maitre, la maitresse Il/Elle a	The main entrance The playground The sports field  I'm looking for I run/ I'm running I work/ I'm working Here There Here it is There it is It's quarter past two  It's quarter to two  It's five/ ten/ twenty/ twenty-five past two  It's five/ten/twenty/twentyfive to two  Lunch(time) The teacher (general term) Primary school teacher  He/ She has...			Une boulangerie Une boucherie Une epicerie Une patisserie Il y avait...  Maintenant Qu'est-ce que c'est? Il/ Elle porte..  Il/Elle s'appelle..	A baker's  A butcher's A grocer's A cake shop There was/were Now What is it?  He/ She is wearing... His/ Her name is ...		Quatre-vingtun, quatrevingt-deux, quatre-vingttrois etc Quatre-vingtneuf  Quatre-vingtonze, quatervingt-douze etc Quatre-vingtdix-neuf  Un homme Une femme Qu'est-ce que tu aimes/detestes? Tu veux jouer au rugby/ netball/ pingpong? Oui, je veux jouer. Non, je ne veux pas jouer.		

