



Progression of Knowledge in KS2 French

(as taught through selected 'Rising Stars' Units)

By the end of Stage 1, learners will have acquired the following knowledge:	Covered in:	By the end of Stage 2, learners will have built on the learning in Stage 1, and have acquired the following knowledge:	Covered in:	By the end of Stage 3, learners will have built on the learning in Stages 1 and 2, and have acquired the following knowledge:	Covered in:	By the end of Stage 4, learners will have built on the learning in Stages 1, 2 and 3, and have acquired the following knowledge:	Covered in:
	Year 3 & 4		Year 4 & 5		Year 5		Year 6
	Evidenced in:		Evidenced in:		Evidenced in:		Evidenced in:
Awareness of two groups of nouns in French (masculine and feminine)	1.4 <i>Portraits</i>	Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine	2.2 <i>L'argent de poche</i>	Position of adjectives in a sentence (including <i>grand/petit</i> before the noun). For example: <i>une petite planète bleue; les grands nuages blancs</i>	3.4 <i>Scène de plage</i>	Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number	4.2 <i>Notre monde</i> 4.4 <i>Ici et là</i>
Recognise plural nouns	1.4 <i>Portraits</i>	Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: <i>un manteau bleu</i> but <i>une écharpe bleue; un éléphant grand</i> but <i>une tortue grande</i>	2.6 <i>Quel temps fait-il ?</i>	Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: <i>La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres</i>	3.4 <i>Scène de plage</i>		

<p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with action verbs (e.g. <i>je danse, tu sautes, il galope, elle court</i>) as well as <i>être</i> and <i>avoir</i> (<i>J'ai, tu as, il est/ elle a</i>)</p>	<p>1.3 <i>On fait la fête</i></p> <p>1.4 <i>Portraits</i></p>	<p>Recognise and use 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with regular verbs such as <i>jouer, manger</i> and <i>habiter</i> as well as high frequency irregular verbs like <i>être, avoir, aller</i> and <i>faire</i>. For example: <i>je joue, je vais, tu manges?, il habite, elle a</i></p>	<p>2.6 <i>Quel temps fait-il ?</i></p>	<p>Familiarity with and use of 1st, 2nd and 3rd person singular (<i>je, tu, il/elle</i>) and 3rd person plural (<i>ils/elles</i>) of a number of regular (<i>jouer, tourner, aimer, traverser, s'appeler</i>) and high frequency irregular verbs (<i>être, avoir, aller</i>). For example: <i>je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</i></p>	<p>3.4 <i>Scène de plage</i></p>		
				<p>Formation of 3rd person singular and plural of regular <i>-er</i> verbs, i.e. remove <i>-er</i> and add <i>-e</i> for singular and <i>-ent</i> for plural</p>	<p>3.4 <i>Scène de plage</i></p>	<p>Awareness of three verb groups <i>-er, -ir</i> and <i>-re</i> and the role of the infinitive</p> <p>Use of the infinitive with <i>Je veux</i> and <i>J'aime</i></p>	<p>4.4 <i> Ici et là</i></p>
				<p>Awareness and use of <i>tu</i> and <i>vous</i></p>	<p>3.4 <i>Scène de plage</i></p>		
		<p>Making sentences negative (<i>J'aime</i> becomes <i>Je n'aime pas</i>; <i>il pleut</i> becomes <i>il ne pleut pas</i>)</p>	<p>2.2 <i>L'argent de poche</i></p>				

		Express a positive and negative opinion (<i>J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère</i>)	2.2 <i>L'argent de poche</i> 2.6 <i>Quel temps fait-il ?</i>				
		Conjunctions <i>et, mais</i> and <i>quand</i>	2.6 <i>Quel temps fait-il ?</i>	Sequencing and frequency adverbs, e.g. <i>après ça, ensuite, et puis, souvent, tous les jours</i>	3.4 <i>Scène de plage</i>	Consolidation of all grammatical knowledge from Books 1– 3	4.2 <i>Notre monde</i> 4.4 <i>Ici et là</i>
Appreciate that words and letters in French can have a different sound or pronunciation to English	1.1 <i>Moi</i> 1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i>						
Know that French is spoken in countries other than France	1.1 <i>Moi</i>						
Knowledge of aspects of life in France and Francophone countries including festivals and games	1.3 <i>On fait la fête</i>	Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography	2.2 <i>L'argent de poche</i> 2.6 <i>Quel temps fait-il ?</i>	Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)	3.4 <i>Scène de plage</i>	Knowledge of the geography of some Francophone countries including climate, terrain and fauna	4.2 <i>Notre monde</i> 4.4 <i>Ici et là</i>