



Curriculum Progression Map
Modern Foreign Languages (French)
Listening and Speaking (oracy)



Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 3	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and responding.engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.speak in sentences, using familiar vocabulary, phrases and basic language structures.develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.present ideas and information orally to a range of audiences.describe people, places, things and actions orally. <p><i>Knowledge</i> Children should be able to:</p> <p><i>Listening</i></p> <ul style="list-style-type: none">Listen and respond to familiar spoken words and phrases.Enjoy listening to songs, poems and stories.Listen carefully and identify familiar words in songs, poems and simple stories.Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. <p><i>Speaking</i></p> <ul style="list-style-type: none">Communicate with others using simple words, phrases and short sentencesExplore the patterns and sounds of language to help develop accurate pronunciation and intonationTake risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.Pronounce very familiar language with good pronunciation and intonation.Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.Express likes and begin to express dislikes. e.g. food and drink.Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. <p><i>Skills:</i></p>	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	<p><i>Vocabulary</i> <i>Diversity</i> - develop intercultural understanding through an understanding of culture, language and festivals <i>Aspiration</i> - to have an understanding of the wider world and the opportunity to live, work and study in other countries</p>

	<p>Children should be able to:</p> <p><i>listening</i></p> <ul style="list-style-type: none"> show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings <p><i>Speaking</i></p> <ul style="list-style-type: none"> ask and answer simple questions, for example about personal information repeat sentences heard and make simple adaptations to them use mostly accurate pronunciation and speak clearly when addressing an audience 		
Year 4	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding. engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. speak in sentences, using familiar vocabulary, phrases and basic language structures. develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. present ideas and information orally to a range of audiences. describe people, places, things and actions orally. <p><i>Knowledge:</i> Children should be able to:</p> <p><i>Listening</i></p> <ul style="list-style-type: none"> Listen for specific phonemes, words and phrases Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self e.g. name and age, birthday Express simple likes and dislikes e.g. food and drink. <p><i>Speaking</i></p> <ul style="list-style-type: none"> Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self e.g. name and age, birthday Express simple likes and dislikes e.g. food and drink. Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. <i>I have brown eyes. I have two sisters and I like dancing.</i> Ask and answer questions using a wider range of question forms e.g. <i>the time, the date, food, hobbies</i> and to seek help in the classroom e.g. <i>Can you say that again please. I don't understand.</i> Express preference about what they like e.g. <i>food, animals, colours</i> <p><i>Skills:</i> Children should be able to:</p> <p><i>Listening</i></p> <ul style="list-style-type: none"> show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard 	<p>Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP</p>	<p>Vocabulary Diversity - develop intercultural understanding through an understanding of culture, language and festivals Aspiration - to have an understanding of the wider world and the opportunity to live, work and study in other countries</p>

	<ul style="list-style-type: none"> listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English <p>Speaking</p> <ul style="list-style-type: none"> ask and answer a range of questions on different topic areas using familiar sentences as models, make varied adaptations to create new sentences read aloud using accurate pronunciation and present a short learned piece for performance 		
Year 5	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding. engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. speak in sentences, using familiar vocabulary, phrases and basic language structures. develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. present ideas and information orally to a range of audiences. describe people, places, things and actions orally. <p>Knowledge:</p> <p>Children should be able to:</p> <p>Listening</p> <ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand. Express preference about what they like e.g. food, animals, colours Identify key points in a new context e.g. a story, which contains familiar language Understand higher numbers e.g. in prices, numeracy activities Follow instructions and directions e.g. a recipe or simple directions <p>Speaking</p> <ul style="list-style-type: none"> Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Understand and express more complex opinions Explore the patterns and sounds of language to help develop accurate pronunciation and intonation Give simple instructions and directions e.g. a recipe, directions to a place, the route to school Use spontaneously, a limited range of phrases and sentences to seek clarification and help e.g. I don't understand, can you repeat that, how is that written? Have the vocabulary to give the opinions they want to express. Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer 	<p>Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP</p>	<p>Vocabulary</p> <p>Diversity - develop intercultural understanding through an understanding of culture, language and festivals</p> <p>Aspiration - to have an understanding of the wider world and the opportunity to live, work and study in other countries</p>

	<p><i>milk</i></p> <ul style="list-style-type: none"> • Begin to understand and use future tense in spoken language. • Begin to understand and express future intentions e.g. <i>I am going swimming on Wednesday</i> • Give constructive feedback to classmates. <p><i>Skills:</i> Children should be able to:</p> <p>listening</p> <ul style="list-style-type: none"> • gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language • identify different ways to spell key sounds, and select the correct spelling of a familiar word <p>speaking</p> <ul style="list-style-type: none"> • take part in conversations and express simple opinions giving reasons • adapt known complex sentences to reflect a variation in meaning • begin to use intonation to differentiate between sentence types 		
Year 6	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding. • engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • speak in sentences, using familiar vocabulary, phrases and basic language structures. • develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. • present ideas and information orally to a range of audiences. • describe people, places, things and actions orally. <p><i>Knowledge:</i> Children should be able to:</p> <p>Listening</p> <ul style="list-style-type: none"> • Understand the main points and simple opinions in spoken sources e.g. story, song or passage • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. • Listen to spoken foreign language for details and gist. Identify key points and some detail. • Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions • Understand that some sounds and letter combinations need to be said and written differently from in English • Follow a wide range of classroom instructions. • Listen to longer texts • Understand numbers in context e.g. <i>the year, 24 hour clock, quantities</i> <p>Speaking</p> <ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. 	<p>Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP</p>	<p>Vocabulary Diversity - develop intercultural understanding through an understanding of culture, language and festivals Aspiration - to have an understanding of the wider world and the opportunity to live, work and study in other countries</p>

	<ul style="list-style-type: none"> Take part in a simple conversation, ask and answer questions and express opinions. Express and justify opinions e.g. <i>I like netball because it's fun.</i> Use spoken language confidently to initiate and sustain a simple conversation. Use a range of questions and statements spontaneously to seek clarification and help. Seek clarification of meaning <i>How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</i> Give a description e.g. <i>of a town, geographical features in a country</i> Understand and begin to use the past tense to describe events. Talk about the past in simple terms e.g. <i>I ate / drank ... / drunk, the weather</i> Present to an audience e.g. role-play, presentation, performance, Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy Understand and use numbers in context e.g. <i>saying the year, 24-hour clock, quantities.</i> Use peer- and self-assessment strategies to support language learning <p><i>Skills:</i> Children should be able to:</p> <p>listening</p> <ul style="list-style-type: none"> understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words <p>speaking</p> <ul style="list-style-type: none"> engage in longer conversations, asking for clarification when necessary create his/her own sentences using knowledge of basic sentence structure use pronunciation and intonation effectively to accurately express meaning and engage an audience 		
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Reading

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 3	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. read carefully and show understanding of words, phrases and simple writing <p><i>Knowledge:</i> Children should be able to:</p> <ul style="list-style-type: none"> Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links 	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	See above

	<ul style="list-style-type: none"> Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. Read aloud and understand a simple conversation with a partner that uses familiar language. Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. <p><i>Skills:</i> Children should be able to:</p> <ul style="list-style-type: none"> recognise some familiar words and phrases in written form read some familiar words aloud using mostly accurate pronunciation learn and remember new words encountered in reading 		
Year 4	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. read carefully and show understanding of words, phrases and simple writing <p><i>Knowledge:</i> Children should be able to:</p> <ul style="list-style-type: none"> Read and understand familiar written words, phrases and short texts made of simple sentences Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris? Read a wider range of words, phrases and sentences aloud Follow text while listening and reading at the same time. Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words. <p><i>Skills:</i> Children should be able to:</p> <ul style="list-style-type: none"> Begin to use a bilingual dictionary to check the meaning of new words write words and short phrases from memory Follow a text such as a song or poem whilst listening to it at the same time Use strategies to work out meaning of new words. 	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	See above
Year 5	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. read carefully and show understanding of words, phrases and simple writing <p><i>Knowledge:</i></p>	Key vocabulary and question and answer stems for each topic can be found in the PoS	See above

	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Read a variety of short simple texts in different formats and in different contexts • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud • Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. • read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation • Apply phonic knowledge when meeting new words. • Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary <p><i>Skills:</i></p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • Work well with a partner to work out a short text containing familiar and unfamiliar language. • Enjoy the challenge of working out the meaning of unfamiliar language • Practise reading aloud a poem to perform e.g. in assembly. • use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words 	'La Jolie Ronde'/MTP	
Year 6	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> • develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. • read carefully and show understanding of words, phrases and simple writing <p><i>Knowledge:</i></p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • Read aloud from a text with good expression • Read and understand the main points and some detail from a short written passage. • Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. • Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. • Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. • Find the meaning of new words by using a bilingual dictionary. • Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town <p><i>Skills:</i></p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • read aloud and understand a short text containing unfamiliar words, using accurate pronunciation • attempt to read a range of texts independently, using different strategies to make meaning • use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words 	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	See above

Writing

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 3	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions in writing. <p><i>Knowledge:</i> Children should be able to:</p> <ul style="list-style-type: none"> Write some familiar simple words using a model and some from memory Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough - e.g. a black cat. Write two or three sentences on a familiar topic using a writing frame and word bank <p><i>Skills:</i> Children should be able to:</p> <ul style="list-style-type: none"> write some single words from memory use simple adjectives such as colours and sizes to describe things orally record descriptive sentences using a word bank 	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	See above
Year 4	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions in writing. <p><i>Knowledge:</i> Children should be able to:</p> <ul style="list-style-type: none"> Write a short text using a model Write two to three simple sentences from memory Apply phonic knowledge to support writing Write a few simple sentences using a word bank to describe for example a sports star e.g. lives in London. She is 22 years old. She likes dancing. Begin to use pronouns. use a range of adjectives (linked to topic) to describe things in more detail, such as describing someone's appearance Show willingness to have a go at writing new words using phonic knowledge <p><i>Skills:</i> Children should be able to:</p> <ul style="list-style-type: none"> write words and short phrases from memory 	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	See above

	<ul style="list-style-type: none"> • use a range of adjectives to describe things in more detail, such as describing someone's appearance • write descriptive sentences using a model but supplying some words from memory • Experiment with writing new words 		
Year 5	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions in writing. <p>Knowledge:</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • Write simple sentences and short texts using a model • Write three or four sentences using word/phrase bank, bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. • use a wide range of adjectives to describe people and things, and use different verbs to describe actions • Write more interesting sentences by adding one or two simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet • Be able to write two or three sentences from memory using familiar language. <p>Skills:</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank • Use a dictionary to check the spelling of words. • Use a bilingual dictionary and word banks to check spelling 	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	See above
Year 6	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions in writing. <p>Knowledge:</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • Write a few sentences from memory, using knowledge of words, text and structure. • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. • Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. • Writing may also show some understanding of past and future tense. • Use adjectives to add interest and detail to a description • Use some simple adverbs to make sentences more interesting • Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email • Have some understanding of how to use the past tense <p>Skills:</p> <p>Children should be able to:</p>	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	See above

	<ul style="list-style-type: none"> • write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic • select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions • Use a dictionary to check the spelling of words. • Use a bilingual dictionary and word banks to check spelling 		
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Grammar

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 3	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>Knowledge:</p> <p>Children should be able to:</p> <p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender - masculine, feminine - nouns (singular) • Notice differences in word order • word order of adjectives.. Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. • Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate. • Notice (where relevant) that the definite/indefinite article changes according to gender of noun. E.g. Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. <p>Skills:</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • recognise the main word classes e.g nouns, adjectives and verbs • understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles • have basic understanding of the usual order of words in sentences in the target language 	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP	Vocabulary
Year 4	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie	Vocabulary

	<p><i>Knowledge:</i> Children should be able to: Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns verbs – 1st, 2nd 3rd persons in questions and answer. Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming. how to form the negative. Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like with increasing accuracy. Match correctly definite/indefinite article to singular and plural familiar nouns Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe Select the correct colour adjective to describe masculine and feminine nouns Begin to use pronouns e.g. The prince is handsome. He loves the princess. <p><i>Skills:</i> Children should be able to:</p> <ul style="list-style-type: none"> recognise a wider range of word classes including pronouns and articles, and use them appropriately understand that adjectives may change form according to the noun they relate to, and select the appropriate form recognise questions and negative sentences 	Ronde'/MTP	
Year 5	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p><i>Knowledge:</i> Children should be able to: Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine, neuter –adjectives, possessive pronouns verbs – how to form the future tense, conjugation of present tense verbs Create simple sentences about the future. e.g. I am going swimming on Wednesday; tomorrow it is going to rain. Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense. i.e. the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy Start to apply correct endings to a few possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister. Explain with confidence how to form the negative in simple sentences <p><i>Skills:</i> Children should be able to:</p> <ul style="list-style-type: none"> know how to conjugate some high frequency verbs 	<p>Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP</p>	Vocabulary

	<ul style="list-style-type: none"> understand how to make changes to an adjective in order for it to 'agree' with the relevant noun adapt sentences to form negative sentences and begin to form questions 		
Year 6	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>Knowledge:</p> <p>Children should be able to:</p> <p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> Show some understanding of past and future tense in spoken and written work Identify tenses from a selection of sentences written in the present, past and future tense. Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. adverbs gender - masculine, feminine, neuter -nouns and adjectives Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary Use high frequency adjectives with reasonable accuracy ie word order and endings Apply understanding of conjugation to two or three familiar verbs in the present tense <p>Skills:</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> know how to conjugate a range of high frequency verbs understand how to use some adverbs in sentences have an awareness of similarities and differences in grammar between different languages 	<p>Key vocabulary and question and answer stems for each topic can be found in the PoS 'La Jolie Ronde'/MTP</p>	Vocabulary