



## Yr2 French Progression of Skills and Knowledge

<b>Phonics Reading and Writing simple words and sentences</b>	Teacher
I can read the pure vowels a, e, i, o, u and know that they can be in digraphs and may change sounds.	
I know about the “è” sound and that it rhymes with “e est vert”. I am aware of the pronunciation of the “e” in front of two consonants.	
I know about the “é” sound and how to pronounce “é est foncé” and that it rhymes with “et.”	
I am starting to be aware of the alternative “o” spellings “au” and “eau”.	
I know the “ou” digraph.	
I start reading words with aeiou and the “ou” sound.	
I know the “an” digraph.	
I start reading words with aeiou and the “an” sound.	
I know the “on” digraph	
I start reading words with aeiou and the “on” sound.	
I know the “oi” digraph.	
I start reading words with aeiou and the “oi” sound.	
I know that the consonant at the end of French words is usually silent.	
I can read the “ch” digraph.	
<b>Grammar</b>	Teacher
I can write from memory “c’est” and know it means “it is”.	
I can write from memory “et” and know it’s the conjunction “and”.	
I can write from memory “il y a” and know it is the verb structure “there is”.	
I use punctuation and capital letters in my French writing.	
I know about the gender of nouns following the final “e” rule and I am aware that there are exceptions.	

I know that “le/la/les” are determiners in front of nouns.	
I know that “un/une” are determiners in front of nouns.	
I know the conjunctions “et” and “ou” and start to use them.	
Ellison : I know about the battles of vowels and I am starting to use the apostrophe.	
I am aware that the adjective of colour is positioned after the noun in French and that it changes according to the gender of the noun.	
I can write our class rule sentence by heart: “Je regarde, j’écoute, je participe, je ne bavarde pas !”	
<b>Vocabulary</b>	Teacher
I can greet, ask somebody how they are, how old they are, where they live, whether they have brothers and sisters.	
I can say that I like and don’t like something using “j’aime” and “je n’aime pas”.	
I am aware that there are cognates or near cognates between the English and French language.	
I can recite the days of the week and the months.	
I can write a message from memory, including our magic sentence sentences and class rules “Salut/Bonjour, Je suis..., J’habite à Harrow, à Londres. J’ai six/sept ans et demi, Je suis très adorable, très capable et fantastique ! J’aime...Je regarde, j’écoute, je participe, je ne bavarde pas”.	
<b>Intercultural Understanding</b>	
I know that Paris is the capital city of France and can name two regions.	
I can name the 4 countries of the UK in French and their capital cities.	
I know about French food traditions like la galette/les crêpes.	
I am aware of the commemorations using poppies and cornflowers for Armistice and “muguet “ for the first of May.	
I am aware of the French tradition of the tooth mouse.	
I join into the French end of year celebration concert for Bastille Day by singing songs and reciting poems.	
<b>Language Learning Strategies</b>	Teacher
I sing in French with panache and recite poems with confidence.	

I repeat French words and sentences with confidence.	
I communicate in French with French speakers during the lessons using words.	
I communicate in French with French speakers around the school using words.	
I refer back to my home language at every opportunity to celebrate multilingualism.	