



Subject Progression Grid for Languages

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
3	J'apprends le français (I am learning French)	Know where France is on a map of the world and be able to tell you some key facts about France/French speaking countries. Know the vocabulary for simple French greetings. Know the vocabulary for counting to 10. Know the vocabulary for ten colours in French.	Listening Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics). Speaking Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling. Reading Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus. Writing Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).	Bonjour! <i>Hello!</i> Ça va? <i>How are you?</i> Ça va bien <i>I am fine</i> Ça va mal <i>I am not very well</i> Comme ci, comme ça <i>So, so!</i> Au revoir! <i>Goodbye!</i> Comment tu t'appelles? <i>What's your name?</i> Je m'appelle <i>My name is</i> un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix <i>1-10</i> rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron <i>red, blue, yellow, green, black, white, grey, orange, purple, brown</i>
3	Les Fruits (Fruits)	Know the vocabulary for up to ten fruits. Know that nouns in French are masculine or feminine. Know when to use 'un' for a masculine word, 'une' for a feminine word and 'les' for a plural word. Know the vocabulary for how to talk about likes and dislikes of fruits.	Listening Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics). Speaking Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling. Reading Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus. Writing	une pomme/les pommes <i>an apple/the apples</i> une fraise/les fraises <i>a strawberry/the strawberries</i> une pêche/les pêches <i>a peach/the peaches</i> une banane/les bananes <i>a banana/the bananas</i> une cerise/les cerises <i>a cherry/the cherries</i> une orange/les oranges <i>an orange/the oranges</i> une prune/les prunes <i>a plum/the plums</i> une poire/les poires <i>a pear/the pears</i> un kiwi/les kiwis

			Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). Grammar Start to understand the concept of gender (masculine and feminine) and how this is shown.	<i>a kiwi/the kiwis</i> <i>un abricot/les abricots</i> <i>an apricot/the apricots</i> <i>J'aime I like</i> <i>Je n'aime pas I don't like</i>
3	Les instruments (Musical Instruments)	Know the vocabulary for up to ten musical instruments. Know that nouns in French are masculine or feminine. Know when to use 'un' for a masculine word, 'une' for a feminine word and 'les' for a plural word. Know the vocabulary to be express which musical instruments you can play.	Listening Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics). Speaking Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling. Reading Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus. Writing Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). Grammar Start to understand the concept of gender (masculine and feminine) and how this is shown.	Le <i>The (masculine)</i> La <i>The (feminine)</i> Les <i>The (plural)</i> la trompette <i>the trumpet</i> la batterie <i>the drums</i> la guitare <i>the guitar</i> la flute à bec <i>the recorder</i> la clarinette <i>the clarinet</i> la harpe <i>the harp</i> le piano <i>the piano</i> le triangle <i>the triangle</i> le violon <i>the violin</i> les cymbals <i>the cymbals</i> Je joue (du, de la, des) <i>I play</i>

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
4	Je me présente (Presenting myself)	Know the vocabulary for simple French greetings (Year 3 revision). Know the vocabulary for numbers up to 20. Know the vocabulary to be able to give my age. Know the vocabulary to say where I live and state my nationality.	Listening Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it. Speaking Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). Reading Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. Writing Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). Grammar Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.	Revise greetings from Year 3 J'apprends le français (I am learning French) Salut! Hi (informal) Ça va très bien <i>I am very good</i> Ça va très mal <i>I am really bad</i> À plus tard <i>See you later</i> Quel âge as-tu? <i>How are you?</i> J'ai..... ans <i>I am years old.</i> Où habites-tu? <i>Where do you live?</i> J'habite à... <i>I live in...</i> Je suis... <i>I am</i> français/française <i>French</i> anglais/anglaise <i>English</i> gallois/galloise <i>Welsh</i> irlandais/irlandaise <i>Irish</i> écossais/ecossaise <i>Scottish</i> Je viens d'Angleterre. <i>I am from England.</i> onze 11, douze 12, treize 13, quatorze 14, quinze 15, seize 16, dix-sept 17, dix-huit 18, dix-neuf 19, vingt 20
4	La famille (The family)	Know the vocabulary for family members. Know the vocabulary for numbers up to 100. Know the difference between 'il' (he) and 'elle' (she).	Listening Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it. Speaking Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). Reading Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.	La famille <i>the family</i> Le père <i>the father/dad</i> La mère <i>the mother/mum</i> Le frère <i>the brother</i>, La soeur <i>the sister</i> Le grand-père <i>the grandfather</i> La grand-mère <i>the grandmother</i> L'oncle <i>the uncle</i>, La tante <i>the aunt</i> Le beau-père <i>the stepfather</i> La belle-mère <i>the stepmother</i> Le demi-frère <i>the stepbrother/half-brother</i> La demi-soeur <i>the stepsister/half-sister</i> Le fils <i>the son</i>, La fille <i>the daughter</i> Le cousin <i>the cousin (male)</i> La cousine <i>the cousin (female)</i> Les parents <i>the parents</i> Les grand-parents <i>the grandparents</i> Mon, ma, mes <i>my</i>

			Writing Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). Grammar Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.	As-tu des frères et soeurs? <i>Do you have any brothers or sisters?</i> Oui, j'ai ____ . <i>Yes, I have ____</i> Non, je suis fils unique. <i>No, I am an only child (boy).</i> Non, je suis fille unique. <i>No, I am an only child (girl).</i> Comment s'appelle ton (male family member)? <i>What is your ____'s name?</i> Comment s'appelle ta (female family member)? <i>What is your ____'s name?</i> Il/elle s'appelle <i>He/she is called ____</i> Quel âge a ____? <i>How old is ____?</i> Il/elle a ____ ans. <i>He/she is ____ years old.</i> quarante <i>40</i>, cinquante <i>50</i>, soixante <i>60</i>, soixante-dix <i>70</i>, quatre-vingts <i>80</i>, quatre-vingt-dix <i>90</i>, cent <i>hundred</i>
4	En classe (In the classroom)	Know the vocabulary for common classroom objects. Know the vocabulary to express what I have and do not have in my pencil case. Know simple classroom commands.	Listening Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it. Speaking Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). Reading Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. Writing Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). Grammar Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.	Un taille crayon <i>a pencil sharpener</i> Un cahier <i>an exercise book</i> Un crayon <i>a pencil</i> Un bâton de colle <i>a glue stick</i> Un stylo <i>a pen</i> Une trousse <i>a pencil case</i> Un cartable <i>a school bag</i> Un livre <i>a reading book</i> Une gomme <i>a rubber</i> Une règle <i>a ruler</i> Une calculatrice <i>a calculator</i> Des ciseaux <i>a pair of scissors</i> Qu'est ce qu'il y a dans ta trousse ? <i>What do you have in your pencil case?</i> Dans ma trousse <i>In my pencil case</i> J'ai ____ <i>I have</i> Je n'ai pas de/d' ____ <i>I do not have</i> Écoutez <i>Listen</i> Écrivez <i>Write</i> Répétez <i>Repeat</i> Silence <i>Silence</i> Ouvrez vos cahiers <i>Open your books</i> Fermez vos cahiers <i>Close your books</i> Pensez <i>Think</i> Lisez <i>Read</i> Levez la main <i>Raise your hand</i>

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
5	As-tu un animal? (Pets)	Know the vocabulary for eight popular pets. Know the vocabulary to express what pet I have and what pet I do not have. Know the vocabulary for simple conjunctions.	Listening Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions Speaking Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. Reading Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Writing Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary Grammar Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and conjunctions. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	Un chien <i>a dog</i> Un chat <i>a cat</i> Un lapin <i>a rabbit</i> Un hamster <i>a hamster</i> Un poisson rouge <i>a gold fish</i> Un oiseau <i>a bird</i> Une souris <i>a mouse</i> Une tortue <i>a tortoise</i> J'ai ____ <i>I have</i> Je n'ai pas de/d' ____ <i>I do not have</i> ____ Qui s'appelle <i>that is called</i> Et <i>and</i> Mais <i>but</i>
5	Quelle est la date aujourd'hui? (What is the date today?)	Know that vocabulary for the days of the week. Know the vocabulary for the months of the year. Know the vocabulary to express when your birthday is. Know some of the key dates from the French calendar.	Listening Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions Speaking Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. Reading Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Writing	Quelle est la date aujourd'hui? <i>What is the date today?</i> Aujourd'hui c'est ____ <i>Today is</i> janvier <i>January</i> février <i>February</i> mars <i>March</i> avril <i>April</i> mai <i>May</i> juin <i>June</i> juillet <i>July</i> août <i>August</i> septembre <i>September</i> octobre <i>October</i> novembre <i>November</i> décembre <i>December</i>

			Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc). Check spellings with a dictionary Grammar Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and conjunctions. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	lundi <i>Monday</i>, mardi <i>Tuesday</i> mercredi <i>Wednesday</i>, jeudi <i>Thursday</i> vendredi <i>Friday</i>, samedi <i>Saturday</i> dimanche <i>Sunday</i> C'est quand ton anniversaire? <i>When is your birthday?</i> Mon anniversaire est ... <i>My birthday is</i>
5	Les vêtements (Clothes)	Know the vocabulary for clothing. Know how to conjugate the verb 'porter' (to wear). Know the vocabulary to say what clothes I wear in different situations and different weather. Know that the position of an adjective comes after the noun. Know that adjectives (colours) change according to whether the word they describe is masculine, feminine or plural. Know how to choose the correct possessive adjective for 'my' in relation to the noun.	Listening Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions Speaking Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. Reading Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Writing Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary Grammar Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and conjunctions. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	Revise colours from Year 3 J'apprends le français (I am learning French) Revise days of the week from Year 5 <i>Quelle est la date aujourd'hui? (What is the date today)</i> les vêtements <i>the clothes</i> un pantalon <i>a pair of trousers</i> un maillot de bain <i>swimwear</i> un pull <i>a jumper</i>, un tee shirt <i>a t-shirt</i> un short <i>a pair of shorts</i> une robe <i>a dress</i>, une cravate <i>a tie</i> une écharpe <i>a skirt</i>, une veste <i>a jacket</i> une chemise <i>a shirt</i>, une casquette <i>a cap</i> des gants <i>a pair of gloves</i> des bottes <i>boots</i>, des collants <i>tights</i> des sandales <i>sandals</i> des lunettes <i>sunglasses</i> des chaussures <i>a pair of shoes</i> des chaussettes <i>a pair of socks</i> Je porte <i>I wear</i>, Tu portes <i>you wear</i>, Il porte <i>he wears</i>, Elle porte <i>she wears</i> Nous portons <i>we wear</i>, Vous portez <i>you all wear</i> Ils portent <i>they wear (male or mixed group)</i> Elles portent <i>they wear (female group)</i> À l'école je porte <i>For school I wear</i> Quand il fait beau je porte <i>When it is nice weather I wear</i> Quand il neige je porte <i>When it snows I wear</i> Quand je suis en vacances je porte <i>When I am on holiday I wear</i> Mon, ma, mes <i>my</i>

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
6	Vikings (Les Vikings)	Know the vocabulary to name the six key periods of Ancient Britain. Know the vocabulary to describe myself physically pretending to be a member of a Viking family. Know the vocabulary to describe my typical day pretending to be a Viking. Know how to use irregular verb 'être' (to be) and 'avoir' (to have). Know that the position of an adjective comes after the noun.	Listening Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. Speaking Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use conjunctions to link together what they say so as to add fluency. Reading Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)). Writing Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). Grammar Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).	Les Viking The Vikings Je suis I am Grand/grande tall Petit/petite short Intelligent/intelligente intelligent Fort/forte strong Violent/violente violent Terrifiant/terrifiante terrifying J'ai les cheveux _____. I have _____ hair. J'ai les cheveux blonds <i>I have blonde hair</i> J'ai les cheveux noirs <i>I have black hair</i> J'ai les cheveux gris <i>I have grey hair</i> J'ai les cheveux bruns <i>I have brown hair</i> J'ai les cheveux roux <i>I have ginger hair</i> J'ai les cheveux longs <i>I have long hair</i> J'ai les cheveux mi-longs <i>I have medium length hair</i> J'ai les cheveux raides <i>I have straight hair</i> J'ai les cheveux bouclés <i>I have curly hair</i> J'ai les cheveux ondulés <i>I have wavy hair</i> J'ai des tresses. <i>I have plaits.</i> J'ai les yeux _____. <i>I have _____ eyes.</i> J'ai les yeux bleus. <i>I have blue eyes.</i> J'ai les yeux verts. <i>I have green eyes.</i> J'ai les yeux marron. <i>I have brown eyes.</i> J'ai une cicatrice. <i>I have a scar.</i> J'ai une barbe. <i>I have a beard.</i> Je me lève <i>I get up</i>, Je pêche <i>I fish</i> Je mange <i>I eat</i>, Je prie <i>I pray</i> Je pille <i>I pillage</i>, J'explore <i>I explore</i> Je combats <i>I fight</i>, Je cultive <i>I grow</i> Je tisse <i>I weave</i>, Je fais <i>I do/make</i> Je me couche <i>I go to bed</i> tous les jour <i>everyday</i>, souvent <i>often</i> rarement <i>rarely</i>

À l'école
(At School)

Know the vocabulary for school subjects.

Know the vocabulary to tell the time using o'clock.

Know the vocabulary for how to talk about which subjects I likes and dislikes.

Know the vocabulary for conjunctions so that I can give a reason whether I like or dislike a subject.

Listening

Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.

Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.

Speaking

Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.

Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).

Use conjunctions to link together what they say so as to add fluency.

Reading

Read aloud with expression and accurate pronunciation.

Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).

Writing

Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).

Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)

Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).

Grammar

Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.

Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.

Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).

À l'école *At school*

Le français *French*

L'anglais *English*

Le sport *P.E.*

La musique *Music*

La géographie *Geography*

L'histoire *History*

Les maths *Maths*

Les sciences *Science*

L'informatique *I.C.T.*

Est-ce que tu aimes... *Do you like...?*

Oui *yes*

Non *no*

J'aime... *I like...*

J'adore... *I love...*

Je n'aime pas... *I don't like...*

Je déteste... *I hate...*

amusant *fun*

utile *useful*

intéressant *interesting*

facile *easy*

ennuyeux *boring*

difficile *difficult*

inutile *pointless*

parce que *because*

car *because*

et *and*

cependant *however*

mais *but*

C'est *it is*

Quelle est ta matière préférée? *What is your favourite subject?*

Ma matière préférée c'est... *My favourite subject is...*

Quelle heure est-il? *What time is it?*

Il est ____ heure(s). *It is ____ o'clock.*

J'étudie + subject + à (number) heure(s).

I study (subject) at (number) o'clock.

6	Le Week-end (The Weekend)	Know the vocabulary to ask for the time and to tell the time to the nearest 15 minutes. Know the vocabulary to express what I do at the weekend. Know the vocabulary for conjunctions and adverbs so that I can give order the events of my weekend.	Listening Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. Speaking Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use conjunctions to link together what they say so as to add fluency. Reading Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)). Writing Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). Grammar Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).	Revise telling the time using o'clock from Year 6 À l'école (At School) le week-end <i>the weekend</i> et quart <i>quarter past</i> et demie <i>half past</i> moins le quart <i>quarter to</i> Il est midi <i>It is midday</i> Il est minuit <i>It is midnight</i> Je me lève <i>I get up</i> Je prends mon petit déjeuner <i>I have my breakfast</i> Je regarde la télé <i>I watch television</i> Je lis des bandes dessinées <i>I read comics</i> J'écoute de la musique <i>I listen to music</i> Je joue à l'ordinateur <i>I play computer games</i> Je vais à la piscine <i>I go to the swimming pool</i> Je vais au cinéma <i>I go to the cinema</i> Je me couche <i>I go to sleep</i> et <i>and</i> après <i>after</i> aussi <i>also</i> plus tard <i>later on</i> finalement <i>finally</i>
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