

# I am a Year 3 **French** speaker because...



I understand that every noun is either masculine or feminine



I know that most adjectives are placed after the noun.

I know that gender affects *un/une*

I know that adjectives of size such as *petit* and *grand* are placed before the noun.

I know that greetings change according to the time of day.



I know that most nouns become plural by adding *s* but there are exceptions

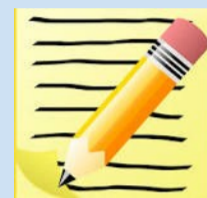
I know that *il ya* is used to say there is / are

I can introduce myself to a partner using simple phrases

I am able to greet people appropriately.




I know that some words are either cognates or near cognates. (They have the same spelling and meaning as in English eg *train / taxi*.)



I recognise and use adjectives of colour and size.




# I am a Year 4 French speaker because...



I know that **h** at the start of a word in French is not Pronounced.

I know that months, seasons and days of the week do not need a capital letter.



I can identify and discuss cognates.




I can use conjunctions such as **mais** (but) and **et** (and) to link phrases.




I know that basic sentence structure in French is the same as English: Subject + verb + object

I know that the verb **aimer** is used to express an opinion, including the negative form **ne ... pas**



I know how to describe people.



I can discuss strategies for remembering and applying pronunciation rules.

I know how to order typical French food and drink from a

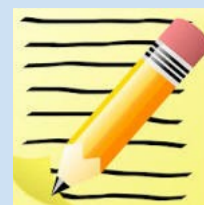
I can describe people.



# I am a Year 5 **French speaker** because...



To know that there are compound nouns in French e.g. *mon grand-père, mes grand-parents*



To know that compound sentences join two simple sentences together using connectives such as *et* and *mais*



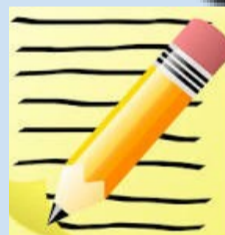
To know all subject pronouns in French and that *je* contracts to *j'* when the verb begins with a vowel.

I can identify key geographical features of countries in the French-speaking world.



Formulating their own strategies to remember and apply pronunciation rules

I can explain how climate varies in some French-speaking countries.



Adapting model sentences to express different ideas



I can use adjectives with correct placement and agreement.



To understand that the English language contains some words borrowed from the French language, but that these may have different meanings:  
*les chips* - crisps,  
*les baskets* - trainers.



# I am a Year 6 **French speaker** because...



I can speak and read aloud with increasing confidence and fluency



I can formulate my own strategies to remember and apply pronunciation rules.

I know that we use the verb **jouer** (to play) with some sports and **faire** (to do) with other sports.



I can generate the correct form of an adjective that agrees with the singular or plural noun it is describing.



I can use further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

I know that some verbs do not follow regular patterns, including **avoir** (to have), **être** (to be) and **aller** (to go).



I know whether to use the pronouns **il** 'he' or **elle** 'she' when describing someone

.To know that **parce que** (because) can be used to extend a sentence and give a justification

