



French Assessment and Tracking

Year 3 Overview 24/25

Year 3 Disciplinary Knowledge – Disciplinary knowledge includes vocabulary, grammar, and phonics, while procedural knowledge is captured through listening, speaking, reading, and writing. Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously			
	WTS	EXS	GDS
To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).		Rest of class	
To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.		Rest of class	
To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à..		Rest of class	
To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft ‘ss’ sound.		Rest of class	
To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m’appelle; the s at the end of t’appelles and pas are silent, as is the d in grand.		Rest of class	
To understand that every French noun is either masculine or feminine.		Rest of class	
To know that the gender affects the form of the indefinite article un or une		Rest of class	
To know that feminine nouns often (but not always) end in ‘e’ .		Rest of class	
To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux		Rest of class	
To know that the pronoun ça means ‘it’.		Rest of class	
To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux.		Rest of class	
To know that adjectives of size such as petit and grand are placed before the noun.		Rest of class	
To know that there are high frequency verbs s’appeler, avoir , être and aller which are used to formulate and answer questions.		Rest of class	
To know that je/j’, and tu are subject pronouns.		Rest of class	
To know that c’est means “it is” and is used to describe what something is		Rest of class	
To know that il y a is used to say ‘there is/are.’		Rest of class	
To know that placing ne...pas around the verb makes it negative: ne + verb + pas		Rest of class	
To know that the word order is sometimes different in French compared to English.		Rest of class	
To know that we can use conjunctions such as et (and) and puis (then) to join clauses.		Rest of class	
To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means ‘on foot’		Rest of class	
To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.		Rest of class	
To know that accents in French can change the sound of a letter.		Rest of class	

French Greetings			
	WTS	EXS	GDS
Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.		Rest of class	
Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.		Rest of class	
Link actions or pictures to the new language, both in spoken and written form.		Rest of class	
Imitate the pronunciation of sounds.		Rest of class	
Take turns to speak and use appropriate intonation.		Rest of class	

French adjectives colour shape and size			
	WTS	EXS	GDS
Listen carefully to build correct sequences of three to four blocks		Rest of class	
Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.		Rest of class	
Recognise cognates.		Rest of class	
Use please and thank you.		Rest of class	
Listen carefully to instructions.		Rest of class	
Describe some of the shapes in their work using language of colour, size or shape.		Rest of class	
Listen and then select the correct decoration according to its colour		Rest of class	

French playgrounds – numbers and age			
	WTS	EXS	GDS
Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').			
Join in with a song using actions.		Rest of class	
Respond to numbers by showing fingers or ticking on whiteboards.		Rest of class	
Ask and answer a question about their age.		Rest of class	
Change their answers and recognise number words.		Rest of class	
Listen carefully and relate sounds to a written phoneme.		Rest of class	
Listen carefully and relate sounds to a written phoneme.		Rest of class	

French – In the Classroom			
Show their understanding of key vocabulary with a physical response.	WTS	EXS	GDS
Attempt to imitate the pronunciation of vocabulary accurately.		Rest of class	
Correctly identify masculine and feminine nouns in written form.		Rest of class	
Use modelled language to create questions or sentences using appropriate articles.		Rest of class	
Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.		Rest of class	
Attempt to build their own sentences using labels as a model.		Rest of class	
Use appropriate intonation to engage the audience.		Rest of class	
Speak clearly and present simple phrases when supported visually.		Rest of class	

French – Transport			
Explain strategies for working out the meaning of words.	WTS	EXS	GDS
Recognise nouns that are cognates or near cognates.		Rest of class	
Recognise transport words in written form.		Rest of class	
Join in with a song using actions to aid recall.		Rest of class	
Form simple statements about a picture, using and adapting a model.		Rest of class	
Create a range of different phrases using a sentence builder.		Rest of class	
Generally, speak words with accurate pronunciation.		Rest of class	
Write a simple sentence, using a model for support and using two different accents.		Rest of class	

French – A circle of Life			
Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une).	WTS	EXS	GDS
Build a range of sentences from a model, selecting appropriate vocabulary.		Rest of class	
Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.		Rest of class	
Attempt to decode new sentences by using their context and sentence structure.		Rest of class	
Apply understanding of the sentence structure to generate new phrases		Rest of class	

Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS)

1)

2)

3)

4)

5)

6)