

French Progression of Skills

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Listen to and follow classroom instructions e.g. écoutez, regardez, asseyez-vous,</p> <p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</p> <p>Pick out known words in a simple conversation.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Begin to show understanding of more complex sentences in conversations, picking out specific vocabulary.</p> <p>Gain an overall understanding of an extended spoken text, which includes some familiar language, for example summarising in English the key.</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language.</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word.</p> <p>Children can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>
Speaking	<p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating from recordings of speakers.</p> <p>Recognise a familiar question with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>Ask and answer simple questions, for example about their personal information.</p> <p>Repeat sentences heard and make simple changes to them.</p>	<p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Use common phrases.</p> <p>Develop accuracy when pronouncing phrases by listening to and repeating from recordings of speakers.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> <p>Children can and perform short role-plays on one topic, with several exchanges and secure pronunciation.</p> <p>Ask and answer a range of questions on different topic areas.</p> <p>Using familiar sentences as models and make adaptations to create new sentences.</p> <p>Join in singing a French song.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p> <p>Take part in conversations and express simple opinions giving reasons.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Adapt known complex sentences to reflect a variation in meaning</p>
Reading	<p>Read familiar words and short phrases accurately.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p> <p>Begin to recognise written vocabulary/single words.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Begin to recognise simple written phrases.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings.</p>	<p>Be able to tackle unknown language with increased accuracy including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p>Read short passages and pull answer questions on what they have read.</p>

	<p>Begin to recognise written phrases. Read some familiar words aloud using mostly accurate pronunciation.</p> <p>Learn and remember new words encountered in reading.</p>	<p>Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</p>	<p>Read and show understanding of more complex written phrases using fairly accurate pronunciation.</p> <p>Read and show understanding of a piece of writing based on the current topic.</p>	<p>Use dictionaries to extend vocabulary on a given topic and develop their ability to use different strategies to work out the meaning of unfamiliar words.</p>
Writing	<p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'</p> <p>Copy simple vocabulary.</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can (with support) exchange one element in a simple phrase to vary the meaning.</p> <p>Write some single words from memory.</p> <p>Use simple adjectives such as colours and sizes to describe things orally.</p> <p>Record descriptive sentences using a word bank.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Children can write simple words and several short phrases from memory.</p> <p>Children use understandable spelling.</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Begin to use dictionaries to find the meaning of an unknown word and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from their memory with understandable spelling with support from a word/phrase bank.</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p>
Grammar	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>