



Progression of Skills & Knowledge

		French			
	Year 1 &2	Year 3	Year 4	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 2 years of previous foreign language learning)
Unit	Salut les amis Quel temps fait -il ? Le shopping	Getting to Know You All About Me Food Family & friends Our School &time	Moi All around town Going shopping Where in the world? What's the time? Hobbies & Holidays	Pleased to meet you All about ourselves That's Tasty Family & Friends School life Time & Travelling	Moi All in a day Let's visit a French Town Let's go shopping This is France Our planet
Listening Skills	<p>To appreciate stories, songs, poems and rhymes in the language.</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b Join in with words of a song or storytelling. c Understand and respond to: Greetings and classroom instructions. d Listen and identify rhyming words and particular sounds in songs and rhymes. 	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; listen and show understanding of short phrases through physical response. 	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none"> a. listen and identify specific words in songs and rhymes and demonstrate understanding; b. listen and identify specific phrases in songs and rhymes and demonstrate understanding. c. listen and show understanding of simple sentences containing familiar words through physical response 	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French 	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. listen and show understanding of simple sentences containing familiar words through physical response; b. listen and understand the main points from short, spoken material in French <p>listen and understand the main points from short, spoken material in French</p>
Speaking Skills	<p>To repeat modelled words accurately</p> <ul style="list-style-type: none"> • Speak or read aloud using intonation to 	Engage in conversation; ask and answer questions; express opinions and respond to those of others;	Engage in conversation; ask and answer questions; express opinions and respond to those of others;	Speak in sentences, using familiar vocabulary, phrases and basic language structures. a name objects and actions	Children develop accurate pronunciation and intonation so others understand when they are speaking using familiar words and phrases



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	<p>help convey the message.</p>	<p>a repeat modelled words with correct intonation</p> <p>b Recognise a familiar question and respond with a simple rehearsed response. Q&A: name, age, where you live</p> <p>c listen and show understanding of single words through physical response;</p> <p>d repeat modelled short phrases; listen and show understanding of short phrases through physical response.</p>	<p>seek clarification and help.</p> <ul style="list-style-type: none"> engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts 	<p>and may link words with a simple connective;</p> <p>b use familiar vocabulary to say a short sentence using a language scaffold</p> <p>c speak about everyday activities and interests;</p> <p>d refer to recent experiences or future plans.</p>	<p>Children can:</p> <p>a identify individual sounds in and pronounce accurately words modelled;</p> <p>b start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</p> <p>c adapt intonation to ask questions and give instructions</p> <p>d show awareness of accents, stress, and silent letters; begin to pronounce words according to</p>
<p>Reading Skills</p>	<p>Read and show understanding of familiar single words and phrases. Use pictures, props or texts to read aloud or to ask and answer questions.</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>a Read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words.</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>a Read and show understanding of simple sentences containing familiar and some unfamiliar language;</p> <p>b Read and understand the main points from short, written material; read and understand the main points and some detail from short, written material.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>a. use a range of strategies to determine the meaning of new words (links with known language).</p> <p>b. use a bilingual dictionary</p>	<p>Develop their ability to understand new words from context.</p> <p>a Use strategies for memorising vocabulary;</p> <p>b make links with English or known language to work out the meaning of new words;</p> <p>c Use context to predict the meaning of new words.</p>
<p>Writing Skills</p>	<p>Copy words accurately with correct accents and symbols.</p>	<p>Copy words accurately with correct accents and symbols.</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Children describe people, places, and actions in writing.</p> <p>Children can:</p>



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	<ul style="list-style-type: none"> a. copy and say simple familiar words to describe people, places, things and actions using a model. b. Use images or writing frames to ask and answer questions, and to create sentences. c. Write single familiar words from memory with understandable accuracy. 	<ul style="list-style-type: none"> a Write single familiar words from memory with accuracy b Write phrases using a language scaffold 	<ul style="list-style-type: none"> a. write single familiar words from memory with understandable accuracy; b. write familiar short phrases from memory with accuracy c. replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. 	<ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary to use a wider range of descriptive language in their descriptions of people, places, things and actions.
Grammar	To differentiate between masculine and feminine	To show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;	<ul style="list-style-type: none"> a. show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b. name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; 	<ul style="list-style-type: none"> a. show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b. name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c. recognise and use partitive articles; d. name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; 	<ul style="list-style-type: none"> a. show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b. name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c. recognise and use partitive articles; d. name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e. name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f. use a simple negative form (ne...pas)



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