

SKILL PROGRESSION IN FRENCH BY STRAND

| | Years 3 and 4 | Years 5 and 6 |
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| Listening and responding | <p>Asking and responding to questions</p> <ul style="list-style-type: none"> • recognise a familiar question and respond with a simple rehearsed response • ask and answer simple and familiar questions with a response • express simple opinions such as likes, dislikes and preferences when asked | <p>Asking and responding to questions</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 • identify and note the main points in familiar language and give a personal response |
| | <p>Joining in and responding</p> <ul style="list-style-type: none"> • repeat modelled words • listen and show understanding of single words through physical response • repeat modelled short phrases • listen and show understanding of short phrases through physical response | <p>Joining in and responding</p> <ul style="list-style-type: none"> • listen and show understanding of simple sentences containing familiar words through physical response • listen and understand the main points from short, spoken material • listen and understand the main points and some detail from short, spoken material • understand longer passages made up of familiar language in simple sentences • identify the main points and some details |
| | <p>Stories, songs, poems and rhymes</p> <ul style="list-style-type: none"> • listen and identify specific words in songs and rhymes and demonstrate understanding • listen and identify specific phrases in songs and rhymes and demonstrate understanding • join in with actions to accompany familiar songs, stories and rhymes • join in with words of a song or storytelling | <p>Stories, songs, poems and rhymes</p> <ul style="list-style-type: none"> • listen and identify rhyming words and specific sounds in songs and rhymes • follow the text of familiar songs and rhymes, identifying the meaning of words • follow the text of a familiar song or story and sing or read aloud • understand the gist of an unfamiliar story or song using familiar language and sing or read aloud. |

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| Listening and speaking | <p>Phrases and conversations</p> <ul style="list-style-type: none"> • name objects, actions and link words with a simple connective • use familiar vocabulary to say a short sentence using a language scaffold | <p>Asking and responding to questions</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 • use familiar vocabulary to say several longer sentences using a language scaffold • refer to everyday activities and interests |

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| | <ul style="list-style-type: none"> • speak about everyday activities and interests • use short phrases to give a personal response • say simple familiar words to describe people, places, things and actions using a model • say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold • say one or two short sentences that may contain an adjective to describe people, places, things and actions • name nouns and present a simple rehearsed statement to a partner • present simple rehearsed statements about themselves, objects and people to a partner • present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people | <ul style="list-style-type: none"> • vary language and produce extended responses (an extra detail) • hold a simple conversation with at least 3-4 exchanges without prompts • use knowledge of grammar to adapt and substitute single words and phrases • manipulate familiar language to present ideas and information in simple sentences • present a range of ideas and information, using prompts, to a partner or a small group of people • present a range of ideas and information, without prompts, to a partner or a group of people |
| | <p>Pronunciation and intonation</p> <ul style="list-style-type: none"> • identify individual sounds in words and pronounce accurately when modelled • start to recognise the sound of some letter strings in familiar words and pronounce when modelled • adapt intonation to ask questions or give instructions • show awareness of accents, elisions and silent letters • begin to pronounce words appropriately | <p>Pronunciation and intonation</p> <ul style="list-style-type: none"> • pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules • adapt intonation, for example to mark questions and exclamations |

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| writing | <p>writing ALL CHILDREN</p> <ul style="list-style-type: none"> • copy words accurately • write single familiar words/phrases from memory | <p>writing ALL CHILDREN</p> <ul style="list-style-type: none"> • write a simple sentence from memory using familiar language • write several sentences from memory with familiar language with increased accuracy |

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| | <ul style="list-style-type: none"> • replace familiar vocabulary in short phrases written from memory to create new short phrases e.g J'ai cinq (huit) ans • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold e.g. Ma maison, c'est petit/grand/beau • write 1+ short sentence(s) on [topic] | <ul style="list-style-type: none"> • replace vocabulary in sentences written from memory to create new sentences with increased accuracy • manipulate familiar language to describe people, places, things and actions, possibly using a dictionary • use a wider range of descriptive language in descriptions of people, places, things and actions (e.g beau, petit, grand, joli, couleurs, froid, chaud, intéressant, ennuyeux) • use a dictionary or glossary to check words they have learnt |
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| reading | <p>Reading</p> <ul style="list-style-type: none"> • read and show understanding of familiar single words • read and show understanding of simple phrases and sentences containing familiar words • use strategies for memorisation of vocabulary • make links with English or known language to work out the meaning of new words • use context to predict the meaning of new words • read and identify main points in short texts using familiar language • begin to use a bilingual dictionary or glossary to look up new words • begin to read familiar language independently | <p>Reading</p> <ul style="list-style-type: none"> • read and show understanding of simple sentences containing familiar and some unfamiliar language • read and understand the main points (and increasingly more detail) from short, written material • use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) • use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in [language] and in English • read (familiar language) independently |