

St Margaret's CE Primary School

Progression of skills in French

| | Speaking Skills | Listening Skills | Reading Skills | Writing Skills | Grammar Skills |
|--------|---|--|--|--|--|
| Year 3 | <ul style="list-style-type: none"> • Speak with others using simple words and short sentences e.g. greetings and basic information about myself. • Speak aloud familiar words or short phrases in chorus • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. | <ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes and songs) • Develop understanding of the sounds of individual letters and groups of letters (phonics). | <ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) written in text. • Read aloud familiar words or short phrases in chorus. | <ul style="list-style-type: none"> • Write some familiar words from memory or using supported written materials (e.g. familiar nouns) | <ul style="list-style-type: none"> • Start to understand the concept of gender (masculine , feminine, neuter (if applicable) and how this is shown in French. |
| Year 4 | <ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. | <ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs. | <ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences (e.g.in fairy tales or character /place descriptions). • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. | <ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). | <ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite to use correctly with different nouns • Introduce the use of the negative form. • Begin to look at what a fully conjugated verb looks like (I, he/she/it/we/you (pl) they). |
| Year 5 | <ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning • Understand and express simple opinions using familiar topics and vocabulary. | <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages in French (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. | <ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics) reading exercises with set questions, emails or letters from a partner school). | <ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • Use verbs in the correct form (e.g. first person "I" or third person "he", "she" "you" in their writing to express what they and other people do, like etc.) • Chalk spellings s with a dictionary. | <ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite to use correctly with different nouns). • Use the negative form, possessives and connectives • Understand what the different parts of a fully conjugated verb looks like and what each of the personal pronouns are. |

St Margaret's CE Primary School

Progression of skills in French

| | Speaking Skills | Listening Skills | Reading Skills | Writing Skills | Grammar Skills |
|---------------|---|---|---|---|--|
| Year 6 | <ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or tell stories from their own experience • Present to an audience about familiar topics (e.g. role-play, presentation or read/repeat from a text or passage). • Use connectives to link together what they say so as to add fluency. | <ul style="list-style-type: none"> • Understand the main points in a passage of language spoken with authentic pronunciation and at authentic speed. • Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. | <ul style="list-style-type: none"> • Read aloud with expression and accurate pronunciation. • Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, letters from a partner school or internet sites in French) (adult supervision required). | <ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank) • Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people so, like etc.) • Identify and correctly use adjectives (e.g. colours and size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). | <ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite to use correctly with different nouns). • Understand what the different parts of a fully conjugated verb looks like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verb. • Be able to identify and correctly use adjectives (e.g. colour or size) and connectives and understand the concept of adjectival agreement (where relevant). |