Learning for Life
LONGLEAZE PRIMARY SCHOOL

KS2 Foreign Languages (French) Progression of Skills

Skill Area	Year 3	Year 4	Year 5	Year 6
Speaking	1. Understand and begin to use intonation for asking/answering a question. 2. Know that in French, consonants at the end of words are usually silent and not pronounced. 3. Begin to recognise the sound of some letter strings in familiar words and pronounce these when modelled. 4. Ask and answer a simple and familiar question with a response. 5. Use familiar vocabulary to say a short sentence using a language scaffold, including a conjunction. 6. Use familiar vocabulary to describe places using a language scaffold. 7. Present simple, rehearsed statements about myself and places to a partner.	1. Adapt intonation to make meaning clear when asking/answering a familiar question. 2. Remember that in French, consonants at the end of words are usually silent and show awareness of some exceptions. 3. Understand and begin to use liaison e.g. les animaux. 4. Show awareness of accents and begin to pronounce words accordingly. 5. Ask and answer at least two simple and familiar questions with a response. 6. Use familiar language, including an adjective and conjunction, to describe things in one or two short sentences. 7. Express simple opinions such as likes, dislikes and preferences. 8. Present familiar, rehearsed language in simple sentences to a partner or small group of people.	1. Adapt intonation to make meaning clear when asking/answering a question. 2. Pronounce familiar words with increasing accuracy, observing accents, elisions, silent letter rules and liaison. 3. Engage in a short conversation using a range of familiar questions and responses. 4. Use familiar language structures to describe things in several longer sentences, including an adverb, adjective and conjunction. 5. Express a wider range of opinions such as likes, dislikes and preferences. 6. Manipulate familiar language structures, including an adverb, verb, adjective and conjunction to describe things in sentences. 7. Present a range of ideas in sentences (using prompts) to a small group of people or class.	1. Adapt intonation to make meaning clear when asking/answering a question. 2. Pronounce familiar words and some unfamiliar words with increasing accuracy, observing accents, elisions, silent letter rules, liaison, accents and elisions. 3. Engage in a short conversation using a range of questions and responses. 4. Use a wider variety of familiar language structures to describe things in several longer sentences, including an adverb, adjective conjunction and pronoun. 5. Express a wide range of opinions and begin to provide simple justification. 6. Use a wider range of descriptive language to describe things in sentences. 7. Present a range of ideas in sentences to a small group of people or class.
Listening	8. Listen and repeat modelled words and phrases. 9. Listen and show an understanding of words and short phrases through physical and verbal response. 10. Listen and respond to a simple and familiar question. 11. Begin to recognise some letter strings in familiar words.	9. Listen attentively and repeat modelled words and phrases. 10. Listen and show an understanding of phrases and sentences through physical and verbal response. 11. Listen and respond to at least two simple and familiar questions. 12. Recognise some letter strings in familiar words and link the sound and meaning of words.	8. Listen attentively and repeat modelled words and phrases and some key French phonemes with increasing accuracy. 9. Listen and show an understanding of the main points from short, spoken French. 10. Listen and respond to a wider range of simple and familiar questions. 11. Begin to recognise some letter strings in unfamiliar words and link the sound and meaning of words.	8. Listen attentively and repeat modelled words and phrases and some key French phonemes with increasing accuracy. 9. Listen and show an understanding of the main points and some detail from short, spoken French. 10. Listen and respond to a range of familiar questions. 11. Recognise some letter strings in unfamiliar words and link the sound and meaning of words.
Reading	12. Read and show understanding of simple, familiar words and phrases. 13. Begin to read and recognise some letter strings in familiar vocabulary. 14. Begin to use context to predict the meaning of new words in familiar written material.	13. Read carefully and show understanding of phrases or short sentences containing familiar words. 14. Show awareness of accents, elisions, liaison and silent letters when reading and begin to pronounce words accordingly. 15. Use context and begin to use cognates to predict the meaning of new vocabulary in familiar written material.	12. Read carefully and understand the main points from short paragraphs. 13. Read familiar words with increasingly accurate pronunciation, observing silent letter rules, liaison, accents and elisions. 14. Begin to use a range of strategies to predict the meaning of new vocabulary (context, etymology, cognates, awareness of false friends).	12. Read carefully and understand the main points and some details from short paragraphs. 13. Begin to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, silent letter rules, liaison, accents and elisions. 14. Use a range of strategies to predict the meaning of new vocabulary (context, etymology, cognates, awareness of false friends). 15. Use a bilingual paper/online dictionary and its features to find the meaning of unfamiliar words and phrases in French and English.

A Longleaze Learner…

…aims high and takes responsibility for their learning and their actions. …embraces new ideas and is curious about the world around them. …makes a positive contribution to our local community and the wider world. …has a sense of what is right and wrong. …is kind, helpful and supportive of others. …grasps opportunities to discover their skills and talents. …is resilient and bounces back when things get difficult. …is brave and courageous. shares their ideas and listens respectfully to the views of others. …focusses on their learning and is proud of what they achieve.

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Writing	15. Write familiar words from memory with understandable accuracy. 16. Use a language scaffold to write simple descriptive phrases containing a conjunction. 17. Begin to recognise some letter strings in familiar vocabulary and link the sound and spelling of words.	16. Write some words and short phrases from memory with understandable accuracy. 17. Use a language scaffold to write simple, descriptive sentences containing an adverb, adjective and conjunction. 18. Begin to adapt sentences, replacing familiar vocabulary to create new short sentences. 19. Recognise some letter strings and accents in familiar vocabulary and link the sound and spelling of words.	15. Write some short phrases from memory with increasing accuracy. 16. Write descriptive sentences containing an adverb, verb, adjective and conjunction. 17. Adapt sentences, replacing familiar vocabulary to create new short sentences. 18. Begin to apply knowledge of letter strings and accents to support the spelling of words. 19. Begin to use elision in written sentences e.g. j', l'.	16. Write some simple sentences from memory using familiar language. 17. Write longer descriptive sentences containing an adverb, verb, adjective and conjunction. 18. Adapt longer sentences, replacing familiar vocabulary to create new sentences. 19. Apply knowledge of letter strings and accents to support the spelling of words. 20. Use elision with increasing accuracy in written sentences.
Songs, Rhymes, Stories & Poems	18. Listen and begin to notice patterns in songs and rhymes. 19. Identify familiar words in songs and rhymes and demonstrate understanding. 20. Join in with the actions to accompany familiar songs, stories and rhymes.	20. Listen and begin to comment on patterns in songs and rhymes. 21. Identify specific phrases in songs and rhymes and demonstrate understanding. 22. Join in with the words and actions of a song or storytelling.	20. Listen and begin to identify rhyming words and specific sounds in songs and rhymes. 21. Follow the text of familiar songs and rhymes and identify the meaning of words. 22. Begin to understand the gist of an unfamiliar song or story and join in with the words and actions.	21. Listen and identify rhyming words and specific sounds in songs and rhymes. 22. Read the text of familiar songs and rhymes and link the sounds and spelling. 23. Understand the gist of an unfamiliar song or story and join in with the words and actions.
Cultural Understanding	21. Identify France and Paris on a map 22. Recognise and name some landmarks in Paris 23. Identify the UK on a map and name the countries and capital cities. 24. Recognise and name some landmarks in the UK.	23. Identify countries that are geographically close to France. 24. Know a range of countries where French is spoken. 25. Use a seasonal greeting. 26. Recognise and name some parks, gardens and squares in Paris.	23. Understand the time difference between the UK and France. 24. Know that Paris is split into 20 districts called arrondissements. 25. Know that the Gare du Nord in Paris is the station for trains between France and the UK. 26. Know and use some French letter salutations.	24. Know about Christmas traditions in France. 25. Know about a range of celebration days in France. 26. Know how to play a popular French game.
Grammar	25. Recognise the main word classes (nouns, verbs, adverbs, conjunctions). 26. Demonstrate an understanding of gender and use appropriate determiners (definite article). 27. Show an awareness of some accents: circumflex (â), acute (é) 28. Begin to make comparisons between French grammar and English grammar.	27. Recognise a wider range of word classes (nouns, determiners, verbs, adverbs, conjunctions, adjectives, pronouns). 28. Have a basic understanding of the usual order of words (in French the noun usually precedes the adjective). 29. Understand the rules of agreement of adjectives and select the appropriate form. 30. Name the gender of some nouns and use the indefinite and definite articles for both genders. 31. Begin to understand the rules of agreement for pronouns and select the appropriate form. 32. Know how to create simple plural forms of nouns, verbs and pronouns and begin to ensure agreement with determiners. 33. Recognise a simple negative form (*ne…pas*). 34. Make comparisons between French grammar and English grammar.	27. Recognise a wider range of word classes (nouns, determiners, verbs, adverbs, coordinating and subordinating conjunctions, adjectives, pronouns, prepositions). 28. Understand the usual order of words and some exceptions (in French the noun usually precedes the adjective). 29. Understand the rules of agreement of a wider range of adjectives and select the appropriate form. 30. Recognise and use a simple negative form (*ne…pas*). 31. Begin to recognise and use some high frequency infinitive verbs. 32. Make comparisons between French grammar and English grammar.	33. Recognise a wide range of word classes (nouns, determiners, verbs, adverbs, coordinating and subordinating conjunctions, adjectives, relative pronouns, prepositions). 34. Understand the usual order of words and some exceptions (in French the noun usually precedes the adjective). 35. Understand the rules of agreement of a wider range of adjectives and select the appropriate form. 36. Recognise and use a simple negative form (*ne…pas*). 37. Know how to create some plural forms of nouns, verbs and pronouns and ensure agreement with determiners. 38. Recognise and begin to use some regular high frequency conjugated verbs. 39. Make comparisons between French grammar and English grammar.

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