

Foreign Languages (French) Knowledge and Skills Progression

<u>Listening</u>							
NC Objective		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
L1	Listen attentively and show understanding by joining in and responding	Repeat chorally words with various games	Repeat chorally sentences with various games with increasing accuracy of participation	Joins in confidently with most of the actions in songs, stories and rhymes	Says / sings short, familiar rhymes or songs from memory listens and recognises the meaning of simple sentences	Joins in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language	Listens to and understands complex sentences, answering questions or identifying key information
L2	Link the spelling, sound and meaning of words	Begin to understand pronunciation of French phonemes (through using actions and guessing games)	Can use phonic and aural knowledge to begin to recognise known words in written and spoken form	Recognises the written form and meaning of most known vocabulary from the spoken word	Matches sound to written text and recognises the meaning of familiar language	Follows the text of a familiar song or story with more detailed language and sings or reads aloud understands most of the words	Follows and understands a song or story with more complex language

Foreign Languages (French) Knowledge and Skills Progression

Speaking

NC Objective		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S1(a)	Ask and answer questions	Answer basic questions with modelling support e.g. name, age		Can answer most questions confidently (e.g. greetings, name, age, how you are today, favourite colour / animal)	Asks and answers a few familiar questions with little support	Asks and answers a variety of questions with support	Engages in short conversations using familiar language
S1(b) S1(c)	Express opinions and respond to those of others Ask for clarification and help	Can give basic responses and opinions (e.g. pardon?, bien etc.)	Can give a range of responses to verbal cues (greetings, basic opinions etc.)	Can ask simple questions and give appropriate responses (greetings, likes, dislikes etc.)	Uses 'in my opinion' and 'I think that' signals a problem and asks for help 'I have a problem' and 'can you help me?'	Expresses likes and dislikes, some opinions and reasons and asks 'do you like' and 'why do you / don't you like?' signals a problem, asks for help and gives additional details when asked e.g. can you help me? What with?	
S2	Speak in sentences	Can repeat or sing basic common sentences.	Can ask and answer basic questions with a partner.	Uses 'I have' and 'it is' to form simple sentences. Uses gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop.	Speaks in simple sentences, including nouns and adjectives	Speaks using some complex sentences e.g. noun, adjectives, verb, adverbial phrase	Speaks using complex sentences e.g. with a subordinate clause speaks using complex sentences e.g. with a subordinate clause
S3	Describe people, places, things and actions orally (to a range of audiences)	Can use supported activities (e.g. miming, songs) to help memorise and repeat descriptions	Can use supported activities (e.g. miming, songs) to help understand, memorise and repeat descriptions	Can adapt model sentences to describe things and places (nouns + adjectives) joins in confidently with story re-telling	Can describe people, places and things with increasing independence from modelled sentences	Says a variety of sentences describing what people do e.g. what someone eats for different meals or what sports someone plays (uses 1st and 3rd person singular)	Says a variety of sentences of increasing complexity describing what people do e.g. adding description of how an activity is performed (use of adverbs)

Foreign Languages (French) Knowledge and Skills Progression

<u>Reading</u>							
NC Objective		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
R1	Read and show understanding of words, phrases and simple texts	Use phonics to break down simple words and begin to show understanding in context	Reads and recognises some familiar vocabulary	Reads and recognises most familiar vocabulary	Reads and understands simple sentences, including noun and adjectives	Reads and understands complex sentences e.g. noun, adjectives, verb, adverbial phrase	Reads and understands some complex sentences e.g. with a subordinate clause
R2	Appreciate stories, songs, poems & rhymes in the language	Enjoys participating in stories, songs and poems and uses actions to help memorise words	Enjoys participating in stories, songs and poems	Enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition	Enjoys participating in stories, songs & poems and shows the ability to retain some of the words through repetition	Enjoys listening to / watching target language stories, songs etc.. and is able to pick out and understand familiar words	
R3	Read aloud with accurate pronunciation	Can echo modelled pronunciation (e.g. through playing spelling games: le pendu/ hangman)	Can begin to pronounce familiar words with a recognisable degree of accuracy	Can make links to phonics and pronounce familiar words well, and some unfamiliar words, when prompted by the teacher	Reads familiar words with good pronunciation	Reads aloud confidently familiar words observing particular pronunciation rules (e.g. silent letters, accent/stress markers etc.) and some unknown cognates	Pronounces some unfamiliar words in a sentence using phonic knowledge
R4	Understand new words that are introduced into familiar written material			Responds well to teacher questioning / prompting to understand new words, e.g. If this means X, what could Y mean?	Understands some new words introduced into familiar text, especially but not exclusively if they are cognates	Demonstrates the ability to use cognates, logic and some grammatical understanding to decode the meaning of some new words	Understands new words in short, familiar texts, using a range of strategies
R5	Use a dictionary					Knows 1) the parts of the dictionary 2) what the codes (nf, nm etc.) mean is confident with alphabetical order can find the meanings of new words	Uses a dictionary to research new nouns and adjectives and use them actively in sentences with some success

Foreign Languages (French) Knowledge and Skills Progression

Writing

NC Objective		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
W1	Write words and phrases from memory	Begin to copy words and find them independently (e.g on board or in word search)	Can begin to write words in set tasks (e.g. filling in missing words in a sentence)	Writes some known words and short phrases from memory with understandable spelling	Writes a few simple sentences from memory with understandable accuracy	Writes some simple and a few complex sentences (sometimes from memory, sometimes with a scaffold e.g. first letter cues for each word) with understandable accuracy	Writes simple and some complex familiar sentences from memory with understandable accuracy
W2	Adapt phrases to create new sentences			Substitutes and adapts noun-adjective collocations in simple sentences.	Uses a model including words and short phrases to create new versions (e.g. party invitation, birthday card)	Adapts a range of simple and complex sentences to create new sentences	Uses a model paragraph to produce a new paragraph with good accuracy
W3	Describe people, places, things and actions in writing	Begin to recognise descriptions as part of the written word in French	With modelling and support, can understand meanings of descriptions	Can follow and adapt a model to create a few short phrases with nouns and adjectives	Writes some simple sentences with nouns and adjectives, which may / may not be placed correctly	Writes a variety of sentences describing what people do e.g. what someone eats for different meals or what sports someone plays (uses 1st and 3rd person singular)	Writes some complex sentences e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary, with some success

Foreign Languages (French) Knowledge and Skills Progression

<u>Grammar</u>							
NC Objective		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
G1	Gender of nouns - definite and indefinite articles	Has an understanding that there is masculine and feminine in French language	Becoming familiar with masculine and feminine articles to French nouns	Usually uses the correct indefinite article in practice activities – independent use is more variable	Understands the meaning of indefinite / definite articles in singular and plural, some inaccuracy in own use	Demonstrates awareness of different uses of articles in English and the target language and beginning to apply this	Demonstrates a good grasp of the basic grammatical concepts encountered and applies them in speaking and writing
G2	Singular and plural forms of nouns	Understands that French has singular and plural as English does	Becoming familiar and can recognise) with singular and plural articles to French nouns	Can recognise and say singular and plural nouns, differentiating between them	Often uses singular and plural nouns correctly, but may sometimes overlook	Usually secure with use of singular and plural forms	
G3	Adjectives (place and agreement)	Get familiar with basic adjectives with genders through acting out.	Get familiar with basic adjectives with genders through acting out.	Able to place and agree some familiar adjectives correctly in practice activities	Uses the most familiar adjectives and noun combinations correctly in terms of place and gender / number agreement	Agrees adjectives in reasons after 'because it is / they are', remembering with some consistency to match number and gender.	
G4	Conjugation of key verbs (& making verbs negative)	Use of present mainly	Use of present mainly and getting familiar with singular pronouns	Uses I have / it is / they are / there is but may confuse their meaning and use	Uses simple 3rd person singular verbs to describe others (e.g. has, is)	Recognises the meaning of the subject pronouns and their matching verb endings in the present tense uses a range of 1st person present tense verbs correctly	Uses a range of common verbs, including in the negative form, most often in the 1st person
G5	Conjunctions and qualifiers, adverbs of time, prepositions of place		Can take part in miming games on basic prepositions	Uses 'and' and 'but' with some confidence	Understands all and can use in structured tasks some sequencers and prepositions	Incorporates days of the week and other time phrases into spoken and written expression, with some precision	Uses subordinating connectives 'if' and 'because'