



French knowledge and skills progression

	Year 3	Year 4	Year 5	Year 6
Numbers	Children will explore the patterns and sounds of language through songs and rhymes and link spelling sounds and meaning of words. - counting to ten	Children will explore the patterns and sounds of language through songs and rhymes and link spelling sounds and meaning of words. - counting to 100 and counting in tens.		
Listening and Speaking/ Oracy	<p>Children can:</p> <p>Name nouns and present a simple, rehearsed statement to a partner.</p> <p>Present simple rehearsed about themselves objects and people to a partner.</p> <p>Say simple familiar words to describe people places things and actions.</p> <p>Say a simple phrase that may contain an adjective to describe people, places or things using a language scaffold.</p> <p>To say one short sentences that may contain adjectives to describe people, places or things.</p> <p>Name objects and actions and may link words with a simple connective</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Identify individual sounds in words and pronounce accurately when modelled.</p> <p>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Adapt intonation to ask questions or give instructions.</p> <p>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Repeat modelled words</p> <p>Listen and show understanding of single words with a physical response in repeated model of short phrases.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Ask and answer a simple and familiar question and response.</p>	<p>Children can:</p> <p>Present simple rehearsed about themselves objects and people to a partner.</p> <p>Present ideas and information in simple sentences using familiar and rehearsed language to partner or a small group of people.</p> <p>To say one or two short sentences that may contain adjective to describe people, places or things.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Speak about everyday activities and interests.</p> <p>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Repeat modelled words.</p> <p>Listen and show understanding of short phrases through physical response.</p> <p>Express simple opinion such as likes, dislikes and preferences.</p> <p>Ask and answer at least two simple and familiar questions with a response.</p>	<p>Listen and show understanding of simple sentences containing familiar words through physical response.</p> <p>Listen and understand the main points from short, spoken material in the target language.</p> <p>Engage in a short conversation using a range of simple, familiar questions</p> <p>ask and answer more complex questions with a scaffold of responses</p> <p>express a wider range of opinions and begin to provide simple justification</p> <p>Say a longer sentence using familiar language</p> <p>Use familiar vocabulary to say several longer sentences using a language scaffold</p> <p>Pronounce familiar words accurately, using knowledge of letter string sounds to support, observing silent letter rules.</p> <p>Manipulate familiar language to present ideas and information in simple sentences.</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</p> <p>Manipulate familiar language to present ideas and information in simple sentences.</p> <p>Present a range of ideas and information using prompts, to a partner or small group of people.</p> <p>Say several simple sentences containing adjective to describe people, places, things and actions, using a language scaffold.</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</p>	<p>Converse briefly without prompts</p> <p>refer to everyday activities and interests, recent experiences and future plans</p> <p>Vary language and produce extended responses</p> <p>Pronounce familiar words accurately, using knowledge of letter string sounds to support, observing silent letter rules</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison, and silent letter rules.</p> <p>Adapt intonation, for example to mark questions and exclamations.</p> <p>Present a range of ideas and information without prompts to a partner or a small group.</p> <p>Say several simple sentences containing adjective to describe people, places, things and actions, using a language scaffold</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</p> <p>Use a wider range of descriptive language in their description of people, places, things and actions.</p>
Reading and Writing/ Literacy	<p>Children can:</p> <p>Describe people place, things and actions in writing.</p> <p>Copy simple familiar words to describe people, places, things and actions using a model</p> <p>Write a simple phrase that may contain an adjective to describe, people, places, things and actions using a language scaffold.</p> <p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of familiar single words.</p> <p>Use strategies from memorisation of vocabulary</p> <p>Use context to predict the meaning of new words.</p> <p>Identify individual sounds in word and pronounce accurately when modelled.</p> <p>Start to read and recognise the sound of some letter strands in familiar words and pronounced when modelled</p> <p>Adapt intonation to ask questions.</p> <p>Show aware of accents, elisions, silent letters; begin to pronounce accordingly.</p> <p>Write single familiar words from memory with understandable accuracy.</p> <p>Write familiar short phrases from memory with understandable accuracy.</p>	<p>Children can:</p> <p>Describe people place, things and actions in writing.</p> <p>Write one or two simple sentences that may contain an adjective to describe, people, places, thing and actions using a language scaffold.</p> <p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of simple phrases containing familiar words.</p> <p>Make links with English or known language to work out the meaning of new words.</p> <p>Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p> <p>Start to read and recognise the sound of some letter strands in familiar words and pronounced when modelled</p> <p>Write familiar short phrases from memory with understandable accuracy</p> <p>Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p>	<p>Read and show understanding of simple sentences containing familiar and some unfamiliar language.</p> <p>Read and understand the main points from short written material.</p> <p>Use a range of strategies to determine the meaning of new words. (links with known language cognates, etymology, context)</p> <p>Use a bilingual dictionary to identify the word class.</p> <p>Use a bilingual dictionary to find the meaning of unfamiliar words and phrases in French and English.</p> <p>Read and pronounce familiar words accurately using knowledge of letter strings, sounds to support, observing silent letter rules.</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaisons and silent letter rules.</p> <p>Write a simple sentence from memory using familiar language.</p> <p>Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.</p>	<p>Read and understand the main points and some detail from short, written material.</p> <p>Use a range of strategies to determine the meaning of new words. (links with known language cognates, etymology, context)</p> <p>Use a bilingual dictionary to find the meaning of unfamiliar words and phrases in French and English.</p> <p>Read and pronounce familiar words accurately using knowledge of letter strings, sounds to support, observing silent letter rules.</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaisons and silent letter rules.</p> <p>Adapt intonation for example to mark questions and exclamations in a short, written passage.</p> <p>Write several sentences from memory with familiar language with understandable accuracy.</p> <p>Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using the dictionary.</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>
Stories/ Songs/ Poems and Rhymes	<p>Children can:</p> <p>Children will explore the patterns and sounds of language through songs and rhymes and link spelling sounds and meaning of words. - counting to ten</p> <p>Listen and identify specific words in songs and rhymes and demonstrate understanding.</p> <p>Join in with actions to accompany familiar songs, stories and rhymes.</p> <p>Join in with the words or a song or story telling.</p>	<p>Children can:</p> <p>Children will explore the patterns and sounds of language through songs and rhymes and link spelling sounds and meaning of words. - counting to 100 and counting in tens.</p> <p>Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</p> <p>Join in with the words or a song or story telling.</p>	<p>Listen and identify rhyming words and specific sounds in songs and rhymes.</p> <p>Follow the text of a familiar song or story.</p> <p>Follow the text of a familiar song or story and sing or read aloud.</p>	<p>Follow the text of familiar songs and rhymes, identifying the meaning of words.</p> <p>Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</p> <p>Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</p>
Grammar	<p>Children can:</p> <p>Show awareness of word classes - nouns, adjective, verbs and connectives and be aware of similarities in English.</p> <p>Recognise and use partitive articles</p> <p>Name the same and first and second person singular subject pronouns use the correct form of some regular and high frequency verbs in the present tense with the first and second person</p> <p>Use a simple negative form (ne... pas)</p> <p>Show awareness of the position masculine and feminine agreement of adjectives and start to demonstrate use.</p> <p>Recognise a high frequency verb in the imperfect tense and the simple future and use as a set phrase.</p>	<p>Children can:</p> <p>Name the gender of nouns, name the indefinite and definite articles for both genders and use correctly say how to make the plural forms of nouns.</p> <p>Recognise and use partitive articles.</p> <p>Name the same and first and second person singular subject pronouns use the correct form of some regular and high frequency verbs in the present tense with the first and second person.</p> <p>Name the third person singular subject pronouns and use the present tense of some high frequency verbs in the third person singular</p> <p>Recognise and use the first person possessive adjective (mon, ma, mes)</p> <p>Recognise a high frequency verb in the imperfect tense and the simple future and use as a set phrase.</p> <p>Conjugate a high frequency verb (aller- to go) to the present tense; show aware of subject verb agreement.</p> <p>use simple preposition in sentence</p> <p>Use third person singular and plural of the verb 'etre' in the present tense.</p>	<p>Demonstrate understanding of gender and number of nouns and use appropriate determiners.</p> <p>Identify word classes.</p> <p>Explain and apply rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>Use some adverbs.</p> <p>Demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs and present tense and apply subject verb agreement.</p> <p>Explain and use elision; state the differences and similarities with English.</p> <p>Recognise and use the simple future tense of a high frequency verb; compare with English.</p> <p>Recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses)</p> <p>Use the third person plural of a few high frequency verbs in the present tense.</p> <p>Recognise and use a high frequency verb in the perfect tense, compare with English.</p>	<p>Name and use a range of conjunctions to create compound sentences.</p> <p>Recognise and use the immediate future tense of familiar verbs in the first, second, third person singular; explain how it's formed.</p> <p>Recognise and use a range of prepositions.</p> <p>Name all subject pronouns and use to conjugate a high frequency verb in the present tense.</p> <p>Follow a pattern to conjugate a regular verb in the present tense.</p> <p>Choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</p>