



Over St. John's CE Primary School

'Let your light Shine before others.' Matthew 5:16

Progression of knowledge and skills in French

Skill focus	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none">*Show that he/she recognises words and phrases heard by responding appropriately.*Follow simple instructions and link pictures or actions to language.*When listening to a stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.	<ul style="list-style-type: none">*Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story.*Listen to and accurately repeat particular phonemes in songs, rhymes and begin to make links to spelling.*Notice that the target language may contain different phonemes and that some similar sounds might be spelt differently to English.	<ul style="list-style-type: none">*Gain an overall understanding of an extended spoken text which includes some familiar language, for example, summarising in English the key points of what she/he has heard in the target language.*Identify different ways to spell key sounds and select the correct spelling for a familiar word.	<ul style="list-style-type: none">*Understand longer and more challenging texts in a range of topic areas, recognising some details and opinions heard.*Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.
Speaking	<ul style="list-style-type: none">*Ask and answer simple questions, for example about personal information.*Repeat sentences heard and make simple adaptations to them.*Use mostly accurate pronunciation and speak clearly when addressing an audience.*Use simple adjectives such as colours and sizes to describe things orally.	<ul style="list-style-type: none">*Ask and answer a range of questions on different topic areas.*Use familiar sentences as models, make varied adaptations to create new sentences.*Read aloud using accurate pronunciation and present a short learnt piece for performance.	<ul style="list-style-type: none">*Take part in conversation and express simple opinions giving reasons.*Adapt known complex sentences to reflect a variation of meaning.*Begin to use intonation to differentiate between sentence types.*Create a short piece for presentation to an audience.	<ul style="list-style-type: none">*Engage in longer conversations, asking for clarification where necessary.*Create his/her own sentences using knowledge of basic sentence structure.*Use pronunciation and intonation effectively to accurately express meaning and engage an audience.
Reading	<ul style="list-style-type: none">*Recognise some familiar words and phrases in written form.*Read some familiar words aloud using mostly accurate pronunciation.	<ul style="list-style-type: none">*Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.	<ul style="list-style-type: none">*Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.	<ul style="list-style-type: none">*Read aloud and understand a short text containing unfamiliar words, using accurate punctuation.

	<ul style="list-style-type: none"> *Learn and remember new words encountered in reading. 	<ul style="list-style-type: none"> *Follow the written version of a text he/she is listening to. *Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. 	<ul style="list-style-type: none"> *Learn a song or poem using the written text for support. *Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> *Attempt to read a range of texts independently, using different strategies to make meaning. *Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.
Writing	<ul style="list-style-type: none"> *Write some simple words from memory. *Use simple adjectives such as colours and sizes to describe things in writing. *Record descriptive sentences using a word bank. 	<ul style="list-style-type: none"> *Write words and short phrases from memory. *Use a range of adjectives to describe things in more detail, such as describing somebody's appearance. *Write descriptive sentences using a model but supplying some words from memory. 	<ul style="list-style-type: none"> *Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. *Use a wide range of adjectives to describe people and things, and use different verbs to describe actions. 	<ul style="list-style-type: none"> *Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. *Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. *Begin to use adverbs.
Grammar	<ul style="list-style-type: none"> *Recognise the main word classes: nouns, verbs and adjectives. *Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. *Have basic understanding of the usual order of words in sentences in a target language. 	<ul style="list-style-type: none"> *Recognise a wider range of word classes including pronouns and articles and use them appropriately. *Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. *Recognise questions and negative sentences. 	<ul style="list-style-type: none"> *Know how to conjugate some high frequency verbs. *Understand how to make changes to an adjective in order for it to "agree" with the relevant noun. * Adapt sentences to form negative sentences and begin to form questions 	<ul style="list-style-type: none"> *Know how to conjugate a range of high frequency verbs. *Understand how to use some adverbs in sentences. *Have an awareness of similarities and differences between different languages.