

Church Preen Primary school

Modern Foreign Languages- French progression of skills

Skill	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Repeat words modelled by teacher & show understanding with an action. Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.	Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Pick out known words in an authentic conversation.  Children can understand and respond to a range of familiar spoken words and short phrases.	Begin to show understanding of more complex sentences in an 'authentic' conversation, picking out specific vocabulary.  Children can understand the main points of a short, spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.  Children can understand a short passage made up of familiar words and basic phrases.
Skill	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.  Recognise a familiar question and respond with a simple rehearsed response.  Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	Use common phrases.  Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.  Children can perform short role-plays on one topic, with several exchanges and secure pronunciation.  Children can produce short pre-prepared phrases on a familiar topic with secure pronunciation.	Children can ask and answer questions on the current topic.  They can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Engage in short, scripted conversations.  Speak in longer sentences, learning to use sentence structures more flexibly to create own sentence.  Children can ask and answer simple questions on a few very familiar topics.

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<b>Writing</b>	<p>Copy simple vocabulary.</p> <p>Write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory.</p> <p>Children use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Children can adapt taught phrases to create new sentences.</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>
Skill	Year 3	Year 4	Year 5	Year 6
<b>Reading</b>	<p>Begin to recognise written vocabulary/ single words.</p> <p>Begin to recognise simple written phrases.</p> <p>Phonics: Learn some examples of words with silent letters.</p>	<p>Recognise a wider range of vocabulary.</p> <p>Recognise simple written phrases and understand a range of these.</p> <p>Phonics: Identify individual sounds in words and pronounce accurately. Show awareness of silent letters, accents and elisions.</p>	<p>Begin to read and understand more complex written phrases.</p> <p>Read and show understanding of a piece of writing based on the current topic.</p> <p>Read short passages and use retrieval to answer questions on what they have read.</p> <p>Phonics: use a range of Strategies to determine the meaning of new words</p> <p>Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Children can understand a short text, made up of short sentences with familiar language on a familiar topic.</p> <p>Use a bilingual dictionary to aid comprehension.</p> <p>Phonics: start to predict the pronunciation of unfamiliar words using knowledge of letter strings, liaison and silent letter rules.</p>

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<b>Songs and Rhymes</b>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can: Listen and identify specific words in songs and rhymes and demonstrate their understanding;</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can: Listen and identify specific phrases in songs and rhymes to demonstrate understanding.</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can: Listen and identify rhyming words and specific sounds in songs and rhymes.</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can: Follow the text of familiar songs and rhymes, identifying the meaning of words.</p> <p>Identify the patterns of language and link sounds to spellings.</p>
Skill	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>	<p>Children understand basic grammar appropriate to the language being taught.</p> <p>Children can: . Show an awareness off word classes (nouns, verbs, adjectives) . Name the gender of nouns using le/ la/ un /une . Can use high frequency verb forms. (I have, I like, it is, there is/are). . Use a simple negative form (je n'aime pas)</p>	<p>Children understand basic grammar appropriate to the language being taught.</p> <p>Children can: . Show an awareness of the position of adjectives and their agreement with m/f singular nouns. . Recognise and use the first person possessive adjectives. (mon/ma/mes) . Use some simple prepositions.</p>	<p>Children understand basic grammar appropriate to the language being taught.</p> <p>Children can: . Identify word classes Demonstrate an understanding of <b>gender</b> and <b>number</b> with nouns and use the appropriate determiners. . Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</p>	<p>Children understand basic grammar appropriate to the language being taught.</p> <p>Children can: . Use some adverbs. . Recognise and use the simple future tense of a high frequency verb. Compare with English. . Recognise and use a range of prepositions. .Use the 3<sup>rd</sup> person plural of a few High Frequency verbs in the present tense.</p>

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		<p>Conjugate a high frequency irregular verb (aller) and use in the present tense.</p> <p>Use 3<sup>rd</sup> person singular and plural of the verb etre in the present tense.</p>	<p>. Name and use a range of conjunctions to create compound sentences.</p>	<p>.Name all subject pronouns (je, tu, il, elle, on, nous, vous, ils/elles) and use to conjugate a high frequency verb in the present tense.</p>
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