

Language Progression in French

Speaking and Listening		
Y4	Y5	Y6
a. Children listen attentively to spoken language and show understanding by joining in and responding.		
<ul style="list-style-type: none"> • repeat modelled words; • listen and show understanding of single words through physical response; • repeat modelled short phrases; • listen and show understanding of short phrases through physical response. 	<ul style="list-style-type: none"> • listen and show understanding of simple sentences containing familiar words through physical response; 	<ul style="list-style-type: none"> • listen and understand the main points from short, spoken material in French;
b. Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.		
<ul style="list-style-type: none"> • recognise a familiar question and respond with a simple rehearsed response; • ask and answer a simple and familiar question with a response; • with support express simple opinions such as likes, dislikes and preferences; • with support ask and answer at least two simple and familiar questions with a response. 	<ul style="list-style-type: none"> • express simple opinions such as likes, dislikes and preferences; • ask and answer at least two simple and familiar questions with a response. 	<ul style="list-style-type: none"> • engage in a short conversation using a range of simple, familiar questions; • ask and answer more complex questions with a scaffold of responses; • express a wider range of opinions and begin to provide simple justification; • converse briefly without prompts.
c. Children speak in sentences, using familiar vocabulary, phrases and basic language structures.		
<ul style="list-style-type: none"> • name objects and actions • use familiar vocabulary to say a short sentence using a language scaffold; • with support and after rehearsal, speak about everyday activities and interests; 	<ul style="list-style-type: none"> • say a longer sentence using familiar language; • use familiar vocabulary to say several longer sentences using a language scaffold; • refer to everyday activities and interests, recent experiences using a scaffold; 	<ul style="list-style-type: none"> • say a longer sentence using familiar language taken from different topics; • use familiar vocabulary to say several longer sentences • refer to everyday activities and interests, recent experiences

a		<ul style="list-style-type: none"> produce extended responses
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d. Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

<ul style="list-style-type: none"> identify some individual sounds in words and have some accuracy in pronunciation start to recognise the sound of some graphemes in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions; 	<ul style="list-style-type: none"> start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations. 	<ul style="list-style-type: none"> pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; <p>a</p>
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e. Children present ideas and information orally to a range of audiences.

<ul style="list-style-type: none"> with support, name some common objects or animals present a simple rehearsed statement to a partner or group .with support retell a well-rehearsed story 	<p>a with some support present a range of ideas and information to an audience</p> <p>b retell a rehearsed story with minimal support</p>	<p>c begin to manipulate familiar language to present ideas and information in simple sentences;</p> <ul style="list-style-type: none"> retell a story independently and with expression
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f. Children describe people, places, things and actions

<p>a with support, children begin to identify and use adjectives within a scaffolded sentence eg from language learned in Story making projects.</p> <p>b</p>	<ul style="list-style-type: none"> children use a wider range of adjectives for description using a vocabulary bank. 	<ul style="list-style-type: none"> children use and apply descriptive language taken from different contexts (stories they have learnt).
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Storymaking / songs: Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Y4	Y5	Y6
<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> • 		
<ul style="list-style-type: none"> • listen and begin to identify specific words in songs and stories demonstrating understanding by their response • listen and begin to identify specific phrases in songs and stories and demonstrate understanding by their response • with support join in by reading and speaking most of a story or song 	<ul style="list-style-type: none"> • listen and identify words and specific sounds in songs and stories; • follow the text of familiar stories identifying the meaning of words; • read the text of familiar songs and stories beginning to identify patterns of language and • link sound to spelling. 	<ul style="list-style-type: none"> • read the text of familiar songs stories and identify patterns of language and link sound to spelling. • recognise phrases and vocabulary from different contexts • begin to predict the meaning of unfamiliar words based on previous experience.
Cultural awareness		
Y4	Y5	Y6
<ul style="list-style-type: none"> • become aware of some the similarities and differences between English and French schools • be aware that French is spoken in different countries • learn about a city in France 	<ul style="list-style-type: none"> • identify some of the similarities and differences between English and French schools • understand that French is spoken in different countries, naming and locating examples • with support Identify simple similarities and differences between a French and English city 	<ul style="list-style-type: none"> • identify similarities and differences between English and French schools • understand that French is spoken in different countries, naming and locating examples • Identify simple similarities and differences between a French and English city
Grammar		
Y4	Y5	Y6
<ul style="list-style-type: none"> • Children understand basic grammar including (where relevant): feminine, and masculine forms, some conjugation of avoir and etre; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 		
<ul style="list-style-type: none"> • show awareness of word classes – determiners, nouns, adjectives, verbs relating this understanding P and G learnt in English • know that nouns may be m or f • be aware and begin to identify the 	<ul style="list-style-type: none"> • With some support, identify word classes – determiners nouns, adjectives, verbs and connectives; relating this understanding to P and G learnt in English • Identify the gender of nouns; using, with support, the appropriate definite or 	<ul style="list-style-type: none"> • identify word classes – determiners nouns, adjectives, verbs and connectives; relating and comparing this to P and G learnt in English • Identify and recall the gender of some nouns; using, with some support, the

<p>indefinite and definite articles for both genders;</p> <ul style="list-style-type: none"> name the first and third person singular subject pronouns; ; be aware of the simple negative form (ne... pas); be aware of the position and masculine/feminine agreement of adjectives as found in story-making activities 	<p>indefinite article.</p> <ul style="list-style-type: none"> Understand how the plural form of nouns is formed; name the first and second person singular subject pronouns; with support, use the correct form of avoir and etre in the present tense with first and second person; with support, use a simple negative form (ne... pas); with support, identify agreement of adjectives and start to demonstrate use; begin to recognise and use the first person possessive adjectives (mon, ma, mes); 	<p>appropriate definite or indefinite article.</p> <ul style="list-style-type: none"> Begin to identify and use the partitive article as modelled in story making texts and activities: a la au aux, de la du name the first and second person singular subject pronouns;, with some support, use the correct form of avoir and etre in the present tense with first, second and third person; use a simple negative form (ne... pas); with support recognise and use the first person possessive adjectives (mon, ma, mes);
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Reading and writing

Y4 Y5 Y6

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

<ul style="list-style-type: none"> identify some individual sounds in words and pronounce accurately when modelled; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; show awareness of silent letters; begin to pronounce words accordingly. 	<ul style="list-style-type: none"> Identify individual sounds in words and pronounce accurately when modelled; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<ul style="list-style-type: none"> read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; with support recognise the impact of elisions on sound and apply increasingly confidently when pronouncing words; with support start to predict the pronunciation of unfamiliar words in a with support sentence using knowledge of letter strings, liaison and silent letter rules; read rehearsed story with appropriate expression
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Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

<ul style="list-style-type: none"> • write a few single familiar words from memory with understandable accuracy; • using a scaffold and word bank, create short sentences by replacing familiar vocabulary. 	<ul style="list-style-type: none"> • Write a few familiar short phrases from memory with understandable accuracy; • using a scaffold and word bank, create short sentences 	<ul style="list-style-type: none"> • write a simple sentence from memory using familiar language; • replace vocabulary in more complex sentences to create new sentences with understandable accuracy
<p>Children describe people, places, things and actions in writing.</p> <ul style="list-style-type: none"> • 		
<ul style="list-style-type: none"> • copy simple familiar words to describe people, places, things and actions using a model; • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; • 	<ul style="list-style-type: none"> • write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<ul style="list-style-type: none"> • write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; •