

## Claverley CE Primary School – French Progression of Skills

<i>Progression of skills</i>		Speaking and pronunciation			
National Curriculum	Year 3	Year 4	Year 5	Year 6	
<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b>	<p>Asking and/or answering simple questions</p> <p>Forming simple statements with information including the negative</p> <p>Practising speaking with a partner</p>	<p>Recognising and answering simple questions which involve giving personal information</p> <p>Beginning to form opinion phrases</p> <p>Beginning to use conversational phrases for purposeful dialogue</p>	<p>Forming a question in order to ask for Information</p> <p>Presenting factual information in extended sentences including justification</p>	<p>Developing extended sentences to justify a fact or opinion</p> <p>Planning, asking and answering extended questions</p> <p>Engaging in conversation and transactional language</p>	
<b>Speak in sentences, using familiar vocabulary, phrases (and simple writing).</b>	<p>Using short phrases to give information</p> <p>Beginning to adapt phrases from a rhyme/song</p>	<p>Using a model to form a spoken sentence</p> <p>Speaking in full sentences using known vocabulary</p>	<p>Rehearsing and recycling extended sentences orally</p> <p>Planning and presenting a short descriptive text</p>	<p>Planning and presenting a short text</p> <p>Modifying, expressing and comparing opinions</p>	
<b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b>	<p>Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p>Listening and repeating key phonemes with care</p>	<p>Comparing sounds and spelling patterns with English</p> <p>Listening and repeating further key phonemes with care</p>	<p>Using intonation and gesture to differentiate between statements and questions</p> <p>Making realistic attempts at pronunciation of new, vocabulary</p> <p>Listening and repeating key phonemes with care applying pronunciation rules</p>	<p>Discussing strategies for remembering and applying pronunciation rules</p> <p>Speaking and reading aloud with increasing confidence and fluency</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary</p>	
<b>Present ideas and information orally to a range of audiences.</b>	<p>Introducing self to a partner with simple phrases</p>	<p>Rehearsing and performing a short presentation</p>	<p>Adapting a story and retelling to the class</p>	<p>Giving a presentation drawing upon learning from a number of previous topics</p>	
<b>Describe people, places and things and actions orally</b>	<p>Recognising and using adjectives</p>	<p>Choosing appropriate adjectives from a wider range of adjectives</p>	<p>Using adjectives with correct placement and agreement</p>	<p>Recognising and using a wide range of descriptive phrases</p>	

*Progression of skills*

**Listening**

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Listen attentively to spoken language and show understanding by joining in and responding.</b>	Listening and responding to single words and short phrases  Following verbal instructions in French  Responding to objects or images with a phrase or other verbal response	Identifying items by colour and other adjectives  Listening and selecting information  Using language detective skills to decode vocabulary	Listening and gisting information from an extended text using language detective skills such as cognates  Listening and following the sequence of a story, song or text including some unfamiliar language	Using prepositions to indicate the location of objects relative to something  Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school  Recognising present and near future tense sentences (using aller + infinitive)
<b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b>	Listening and identifying key words in rhymes and songs and joining in  Beginning to identify vowel sounds and combinations  Listening and noticing rhyming words	Listening to songs, joining in with songs and noticing sound patterns  Noticing and beginning to predict key word patterns and spelling patterns	Matching unknown written words to new spoken words  Recognising blends of sounds and selecting words to recognise common spelling patterns	Recalling and performing an extended song or rhyme  Listening to stories, songs or texts in French

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Read carefully and show understanding of words, phrases and simple writing.</b>	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types  Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases  Reading and using language detective skills to assess meaning including sentence structure
<b>Appreciate stories, songs, poems and rhymes in the language.</b>	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to, an extract from a story, an e-mail message or song  Reading short authentic texts for enjoyment or information
<b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b>	Beginning to develop dictionary skills  Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words  Using cognates and near cognates along with other detective skills to gist information	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words  Using contextual clues and cues to gist and make predictions about meanings  Gisting information from an extended text	Using a bilingual dictionary to select alternative vocabulary for sentence building
<b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b>	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences  Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions
<b>Use familiar vocabulary in phrases and simple writing.</b>	Experimenting with simple writing, copying with accuracy	Making short phrases or sentences using word cards	Writing a short text using word and phrase cards to model or scaffold	Constructing a short text on a familiar topic
<b>Describe people, places and things and actions orally and in writing.</b>	Recognising and using adjectives of colour and size	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement  Using language of metaphor and comparison	Using a wide range of descriptive phrases  Recognising and using verbs in different tenses

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p><b>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these to build sentences and how these differ from or are similar to English.</b></p>	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions <i>(NB. This skill is not covered if following our condensed curriculum)</i></p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using <b>aller</b></p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. <b>faire</b> 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>

*Progression of skills*

**Intercultural understanding**

**Year 3/4**

- Recognising that different languages are spoken in the community/world
- Showing awareness of the capital and identifying some key cultural landmarks
- Recognising cultural similarities and differences between customs and traditions in France and England
- Comparing schools and celebrations between France and the UK
- Comparing shops and high streets of France and UK
- Recognising and using the Euro currency
- Identifying some French-speaking countries

**Year 5/6**

- Identifying and locating other countries in the world where French is spoken
- Comparing geographical features and climates of different French-speaking countries
- Learning about France's sporting culture and events
- Asking question and making insightful commentary on cultural differences, including some understanding of stereotype