



Languages Progression of Skills French

LISTENING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can understand when something I am listening to is in a different language. Can join in a game or song using physical gesture to show they understand.	Appreciate and actively participate in short songs and games. Can identify key words and show they understand with physical gestures.	Can understand and respond to a few familiar spoken words and short phrases spoken slowly and clearly.	Can understand and respond to a wider range of vocabulary and phrases and begin to understand the negative form of sentences.	Can listen for and identify specific words and phrases in instructions, short text and songs. Follow a text accurately whilst listening to it being read.	Listen attentively and understand more complex phrases and sentences in longer passages. Undertake longer listening exercises and be able to identify key words or phrases to answer questions.	Understand the main points in passages of language spoken with authentic pronunciation and speed. Understand and identify longer and more complex sentences in listening exercises and be able to answer questions based on what they hear.

SPEAKING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can say a few words in the language. Can respond to simple greetings and simple questions, name, how are you, where is ..? Can take part in a song saying at least one word.	Can repeat and reproduce the language they hear with accurate pronunciation. Can ask and answer some basic questions and take part in mini role plays and games.	Can communicate with others using simple words and short phrases covered in the topics.	Can use simple words and phrases, greetings and basic information about myself. Can give a brief description of other people and animals, using the third person in the present tense. Incorporate a negative reply if and when required.	Can communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present a short piece of information to another person. Apply phonic knowledge to support speaking.	Take part in a short conversation using sentences and familiar vocabulary. Present to another person or a group of people using sentences and authentic pronunciation. Understand and express simple opinions using familiar topics and vocabulary.	Use spoken language to initiate and sustain simple conversation on familiar topics. Present to an audience about familiar topics e.g role-play, presentation. Use connectives to link together what they say and aid fluency.

READING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear and some sort basic sentences.	Can read and understand some familiar written words and short phrases, sometimes using visual clues.	Can recognise and understand familiar written words and short phrases (e.g basic nouns and first person 'I' form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus.	Accurately read and understand familiar words and phrases and short sentences. Accurately read a wider range of familiar written words, phrases or short sentences to another person.	Read a variety of simple texts in different but authentic formats covering familiar topics, reading exercises with set questions, emails or letters from a partner school.	Read aloud with expression and accurate pronunciation. Read and understand the main points of more specific details from a variety of simple texts in different but authentic formats (e.g stories, reading exercises with set questions).

WRITING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know when the teacher shows writing in another language.	Can begin to write simple words in another language with support.	Can write some simple words from memory. Can substitute one element in a simple phrase or sentence to vary the meaning (e.g the colour adjective or the noun).	Can write sentences accurately using support such as sentence builder or word list to check spelling.	Can write some familiar words, phrases and simple sentences from memory or using support (e.g a word bank, a sentence builder). Begin to use connectives/conjunctions and the negative form where appropriate.	Can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Can use verbs in the correct form, e.g first second and third person.	Can write a piece of text using language from a variety of topics covered and learn to adapt any models provided to show solid understanding of any grammar covered. Start to incorporate conjugated verbs (singular and plural) and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.

GRAMMAR

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Can begin to recognise and use je suis, j'aime. mon, ma.	Start to understand the concept of gender (masculine, feminine) how this is shown in the language studied. Start to understand the feminine and masculine indefinite article. Have a better knowledge of first person high frequency verbs.	Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. Understand better the concept of adjectives. Understand better the use of the negative form.	Understand better the use of possessives. Begin to look at what fully conjugated verbs look like. Understand adjective agreement. Use the negative form, possessives and connectives.	Revision of gender and nouns learn to use and recognise the terminology of articles. Understand better the rule of adjective agreement (eg. Feminine plural and masculine plural) and possessive adjectives. Understand better full verb conjugation.	Consolidate the understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation – both regular and

						irregular. (to go, to do, to have and to be).
--	--	--	--	--	--	--