Curriculum progression – French



		3 – 4 Phase	5 – 6 Phase
Listening and Speaking	**Skills**	**Children listen attentively to spoken language and show understanding by joining in and responding.**	**Children listen attentively to spoken language and show understanding by joining in and responding.**
		Children can: • 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	Children can: • Listen and show understanding of simple sentences containing familiar words through physical response; • Listen and understand tha main poings from short, spoken material in French; • Listen and understand the main points and some detail from short, spoken material in French.
	Skills	**Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification for help.**	**Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification for help.**
		Children can: • Recognize a familiar question and respond with a simple rehearsed response; • Ask and answer a simple and familiar question with a response; • Express simple opinions such as likes, dislikes and preferences; • Ask and answer at least two simple and familiar questions with a response.	Children can: • 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.
	Skills	**Children speak in sentences, using familiar vocabulary, phrases and basic language structures.**	**Children speak in sentences, using familiar vocabulary, phrases and basic language structures.**
		Children can: • Name objects and actions and may link words with a simple connective; • Use familiar vocabulary to say a short sentence using a language scaffold; • Speak about everyday activities and interests; • Refer to recent experiences or future plans.	Children can: • 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 and future plans; • Vary language and produce extended responses.



	Skills	**Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.**	**Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.**
		Children can: • Identify individual sounds in words and pronounce accurately when modelled; • Start to recognize the sound of some letter strings in familiar words and pronounce when modelled; • Adapt intonation to ask questions or give instructions; • Show awareness of accents, elisions and silent letters; begin to pronouns words accordingly.	Children can: • 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; • Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
	Skills	**Children present ideas and information orally to a range of audiences.**	**Children present ideas and information orally to a range of audiences.**
		Children can: • Name nouns and present a simple rehearsed statement to a partner; • Present simple rehearsed statements about themselves, objects and people to a partner; • Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.	Children can: • Manipulate familiar language to present ideas and information in simple sentences; • Present a range of ideas and information, using prompts, to a partner or small group of people; • Present a range of ideas and information, without prompts, to a partner or a group of people.
	Skills	**Children describe people, places, things and actions orally.**	**Children describe people, places, things and actions orally.**
		Children can: • Say simple familiar words to describe people, places, things and actions using a model; • Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;	Children can: • Say 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; • Use a wider range of descriptive language in their descriptions of people, places, things and actions.



		• Say one or two short sentences that may contain an adjective to describe people, places, things and actions.	
Reading and writing	**Skills**	**Children read carefully and show understanding of words, phrases and simple writing.**	**Children read carefully and show understanding of words, phrases and simple writing.**
		Children can: • Read and show understanding of familiar single words; • Read and show understanding of simple phrases and sentences containing familiar words.	Children can: • Read and show understanding of simple sentences containing familiar and some unfamiliar language; • Read and understand the main points from short, written material; • Read and understand the main points and some detail from short, written material.
	Skills	**Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.**	**Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.**
		Children can: • Use strategies for memorization of vocabulary; • Make links with English or known language to work out the meaning of new words; • Use context to predict the meaning of new words; • Begin to use a bilingual dictionary to find the meaning of individual words in French and English.	Children can: • Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); • Use a bilingual dictionary to identify the word class; • Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
	Skills	**Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.**	**Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.**
		Children can: • Identify individual sounds in words and pronounce accurately when modelled;	Children can: • Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;



		• 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.	• Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; • 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 exclamation in a short, written passage.
	Skills	**Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**	**Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**
		Children can: • Write single familiar words from memory with understandable accuracy; • Write familiar short phrases from memory with understandable accuracy; • Replace familiar vocabulary in short phrases written from memory to create new short phrases.	Children can: • Write a simple sentence from memory using familiar language; • Write several sentences from memory with familiar language with understandable accuracy; • Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	Skills	**Children describe people, places, things and actions in writing.**	**Children describe people, places, things and actions in writing.**
		Children can: • 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; • Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	Children can: • 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; • Use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, songs, poems	**Skills**	**Children explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.**	**Children explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.**



and rhymes			
		Children can: • Listen and identify specific words in songs and rhymes and demonstrate understanding; • Listen and identify specific phrases in songs and rhymes and demonstrate understanding.	Children can: • Listen and identify rhyming words and specific sounds in songs and rhymes; • Follow the text of familiar songs and rhymes, identifying the meaning of words; • Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
	Skills	**Children appreciate stories, songs, poems and rhymes in the language.**	**Children appreciate stories, songs, poems and rhymes in the language.**
		Children can: • Join in with actions to accompany familiar songs, stories and rhymes; • Join in with words of a song or storytelling.	Children can: • Follow the text of a familiar song or story; • Follow the text of a familiar song and sing or read aloud; • Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	**Skills**	**Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, neuter forms and the conjugation of high frequency verbs; 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.**	**Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, neuter forms and the conjugation of high frequency verbs; 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.**
		Children can: • Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; • Name the gender of nouns; name the indefinite articles for both genders and use correctly; say how to make the plural form of nouns; • Recognise and use partitive articles;	Children can: • Identify word classes; • Demonstrate understanding of gender and number of nouns and use appropriate determiners; • Explain and apply rules of position and agreement of adjectives with increasing accuracy and confidence; • Name and use a range of conjunctions to create compound sentences; • Use some adverbs;



		• Name the first and second person singular subject pronouns; use the correct from of some regular and high frequency verbs in the present tense with first and second person; • Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; • Use a simple negative form (ne…pas); • Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; • Recognise and use the first person possessive adjective (mon, ma, mes); • Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; • Conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; • Use simple prepositions in their sentences; • Use the third person singular and plural of the verb 'être' in the present tense.	• Demonstrate the use of first, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • Explain and use elision; state the differences and similarities with English; • Recognise and use the simple future tense of a high frequency verb; compare with English; • Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed. • Recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son , sa, ses); • Recognise and use a range of prepositions; • Use the third person plural of a few high frequency verbs in the present tense; • Name all subject pronouns and use to conjugate a high frequency verb in the present tense; • Recognise and use a high frequency verb in the perfect tense; compare with English. • Follow a pattern to conjugate a regular verb in the perfect tense; • Choose the correct tense of a verb (present/perfect/imperfect/future) according to context.