

French progression of skills

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Starting off	Starting off / Moving on	Early Language	Intermediate language
Speaking	<ul style="list-style-type: none"> • To begin to repeat and reproduce the language I hear. • To begin to understand some of the words I hear. 	<ul style="list-style-type: none"> • To learn to repeat and reproduce the language I hear with accurate pronunciation. • To learn to articulate key words introduced and understand their meaning. 	<ul style="list-style-type: none"> • To speak in French and work on building up memory skills. • To repeat and then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) • To build up a bank of core vocabulary and relate to and re-use in French, thus helping develop memory and retention skills to retain and recall the vocabulary taught in the long term. • To create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples'. • To begin to move from single words to short, simple phrases. • To use key spoken everyday useful and relevant language and key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'. • To engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. 	<ul style="list-style-type: none"> • To build up a larger bank of spoken vocabulary and to be able to recall and re-use them. • To use nouns with the appropriate definite, indefinite and/or partitive articles. • To be able to recall and recycle more spoken French easier, more quickly and with greater accuracy. • To create longer and more complex spoken sentences within a topic. • To use scaffolds and reference materials to improve the range of spoken vocabulary. • To develop and learn short spoken sentences with accurate pronunciation, retention and recall, including verbs, adjectives and conjunctions. • To create longer spoken sentences using first person verb conjugations. • To learn to accurately use conjunctions and adjectives and expanded speaking structures. • To improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units.

			<ul style="list-style-type: none"> • To learn to ask and answer a variety of simple key questions in French: 'What is your name?' 'My name is...!' 'How old are you?' 'I am ... years old.' • To begin to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.' • To explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps. 	<ul style="list-style-type: none"> • To develop and expand upon the spoken phrases used regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. • To use and recall familiar, key everyday relevant language as standard practice. • To use key phrases as standard practice, including 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...' • To engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. • To learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' • To give a simple opinion in spoken form with natural fluency and quick recall. • To explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. • To pronounce and recite short poems and rhymes.
<p>Listening</p>	<ul style="list-style-type: none"> • To begin to participate in short phrases and words. • To begin to participate in short stories. • To begin to understand some familiar words. 	<ul style="list-style-type: none"> • To appreciate and actively participate in traditional short stories and fairy tales. • To appreciate short stories and fairy tales and start to understand some of the familiar words in what we hear. • To listen to and enjoy short stories, nursery rhymes and songs. 	<ul style="list-style-type: none"> • To understand very short passages of spoken language that they hear. • To learn to match the language they hear to images and/or words that they have been taught in their lessons. 	<ul style="list-style-type: none"> • To listen for longer periods of time. • To understand very short passages of spoken language, based on taught language with more new language weaved in. • To use and understand what they hear to complete the tasks set.

		<ul style="list-style-type: none"> • To recognise familiar words and short phrases. 	<ul style="list-style-type: none"> • To listen to short, familiar stories and songs in French. (e.g Little Red Riding Hood.) • To complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills. 	<ul style="list-style-type: none"> • To appreciate familiar stories and songs in French using stories such as 'Goldilocks & The Three Bears'. • To understand what they hear and not only use previous knowledge of the story in English to decode meaning in French.
<p>Reading</p>	<ul style="list-style-type: none"> • To begin to be able to identify written versions of simple words I hear. 	<ul style="list-style-type: none"> • To be able to identify written versions of the words I hear. • To be able to identify the written version of a wider range of words I hear. • To read some familiar words and short phrases, beginning to know the meaning in English. 	<ul style="list-style-type: none"> • To learn to gist read by "hunting" for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. • To identify cognates (words that are similar in English and French) and start to learn how to decode written text they are presented with. 	<ul style="list-style-type: none"> • To read short passages of text based on the units they are studying, being able to understand most of what they read. • To decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them. • To improve and develop their reading skills further by tackling and understanding longer passages of written text in the French.
<p>Writing</p>		<ul style="list-style-type: none"> • To begin to copy and write words in the language from a model. • To start to reproduce nouns from a model. • To write some simple familiar words using a model or a vocabulary list. 	<ul style="list-style-type: none"> • To develop their writing skills in the French by filling in missing letters with relative accuracy (predominantly nouns and articles). • To attempt to spell and write some simple words and vocabulary from memory. • To attempt to write a short simple sentence with an article, noun and verb. The sort of sentences they will be taught to write include: 'My 	<ul style="list-style-type: none"> • To begin to write sentences with increased ease and improved accuracy. Sentences will include the correct use of nouns, articles and verbs. • To develop writing beyond simple noun level to being able to construct basic sentences and short simple phrases using word banks. • To write a short text or email in French, applying their knowledge of correct word order.

			<p>name is...', 'I play the piano...!', 'I like strawberries' etc.</p> <ul style="list-style-type: none">• To attempt to translate from French into English (simple nouns and articles) and English to French.	<ul style="list-style-type: none">• To ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement.• To write about themselves in more detail using full sentences using previous knowledge and building on this.• To learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.• To use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.• To create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.• To translate short sentences from French into English with high accuracy and also from English into French.• To start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns.
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Grammar		<ul style="list-style-type: none">• To start to understand that foreign languages can have different structures to English• To start to show an understanding of the concept of noun gender and the use of articles.• To begin to use the 1st person singular of high frequency verbs.	<ul style="list-style-type: none">• To understand the concept of gender.• To start to understand the concept of nouns and articles.• To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.	<ul style="list-style-type: none">• To understand better the use of the possessives, first person and possibly other forms too.• To understand better the concept of adjectives and that adjectives change depending on the gender and plurality of the noun.• To learn how to use conjunctions /connectives, improving sentence structure and length by learning to use simple conjunctions like "and" and "but".• To understand better the use of the negative form and how to change something from the positive into the negative.• To introduce the concept of whole regular verb conjugation.
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