

French Progression of Skills

	EYFS	KS1	Year 3	Year 4	Year 5	Year 6
Listening and Responding	Use a gesture, hold up a picture to identify specific words when listening to these in French	Understand and follow simple instructions with actions and gestures	<p>Pupils show that they understand simple classroom commands, short statements and questions</p> <p>They understand speech spoken clearly, face-to-face or from a good quality recording, with no background noise or interference.</p>	<p>Pupils show that they understand a range of familiar statements and questions (e.g. everyday classroom language and instruction for setting tasks).</p> <p>They respond to a clear model of standard language, but may need items to be repeated.</p>	<p>Pupils show that they understand short passages made up of familiar language that is spoken at near normal speed without interference.</p> <p>These passages include instructions, messages and dialogues.</p> <p>Pupils identify and note main points and personal responses (e.g. likes, dislikes and feelings)</p>	<p>Pupils show that they understand longer passages, made up of familiar language in simple sentences that are spoken at near normal speed with little interference.</p> <p>They identify and note main points and some details, but may need some items to be repeated.</p>
Speaking	Sing, mime, act and name different items	Ask and answer easy questions and say greetings and salutations	<p>Pupils respond briefly, with single words or short phrases, to what they see and hear. Their pronunciation may be approximate, and they may need considerable support from a spoken model and from visual cues.</p>	<p>Pupils give short, simple responses to what they see and hear.</p> <p>They name and describe people, places and objects.</p> <p>They use set phrases e.g., to ask for help and permission.</p> <p>Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.</p>	<p>Pupils take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.</p> <p>They use short phrases to express personal responses (e.g., likes dislikes and feelings).</p> <p>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.</p>	<p>Pupils take part in simple structured conversations of at least three or four exchanges, supported by visual or other cues.</p> <p>They are beginning to use their knowledge of grammar to adapt and substitute single words and phrases.</p> <p>Their pronunciation is generally accurate and they show some consistency in their intonation.</p>

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Reading and responding	Recognise simple images	Recognise and read simple words	<p>Pupils show that they understand single words presented in clear script in a familiar context.</p> <p>They may need visual cues.</p>	<p>Pupils show that they understand short phrases presented in a familiar context.</p> <p>They match sound to print by reading aloud single familiar words and phrases.</p> <p>They use books or glossaries to find out the meanings of new words.</p>	<p>Pupils show that they understand short texts and dialogues, made up of familiar language, printed in books or word processed.</p> <p>They identify and note main points and personal responses (e.g., likes, dislikes and feelings).</p> <p>They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.</p>	<p>Pupils show that they understand short stories and factual texts, printed or clearly handwritten.</p> <p>They identify and note main points and some details.</p> <p>When reading on their own, as well as using a bilingual dictionary or glossary, they are beginning to use context to work out what unfamiliar words mean.</p>
Writing		Copy simple words in context	<p>Pupils copy single familiar words correctly.</p> <p>They label items and select appropriate words to complete short phrases or sentences.</p>	<p>Pupils copy familiar short phrases correctly.</p> <p>They write or word-process items (e.g., simple signs and instructions) and set phrases used regularly in class.</p> <p>When they write familiar words from memory their spelling may be approximate.</p>	<p>Pupils write two or three short sentences on familiar topics, using aids (e.g., textbooks, wall charts and their own written work).</p> <p>They express personal responses (e.g., likes, dislikes and feelings).</p> <p>They write short phrases from memory and their spelling is readily understandable.</p>	<p>Pupils write individual paragraphs of about three or four simple sentences, drawing largely on memorised language.</p> <p>They are beginning to use their knowledge of grammar to adapt and substitute individual words and set phrases.</p> <p>They are beginning to use dictionaries or glossaries to check words they have learnt.</p>

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Grammar	For these levels grammar is indirectly stimulated and addressed through questions spontaneously asked by the children	Understand singular and plural in nouns and definite articles	Understand feminine and masculine in nouns and articles	Understand the position and gender of the adjectives	Understand the conjugation of high frequency verbs
Inter-Cultural Understanding	Mime nursery rhymes and traditional songs Repeat chunk words in a lullaby and nursery rhymes	Sing traditional songs related to French culture		Learn about some aspects of everyday life and about French culture Appreciate different languages in the class	