Progression of skills and knowledge in French

Prior learning

Know that there are different languages.
Repeat words and sentences.

Year 3

3a Show that he/she recognises words and phrases heard by responding appropriately.
3b Follow simple instructions and link pictures or actions to language.
3c When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.
3d Ask and answer simple questions, for example about personal information.
3e Repeat sentences heard and make simple adaptations to them.
3f Use mostly accurate pronunciation and speak clearly when addressing an audience.
3g Use simple adjectives such as colours and sizes to describe things orally.
3h Recognise some familiar words and phrases in written form.
3i Read some familiar words aloud using mostly accurate pronunciation.
3j Learn and remember new words encountered in reading.
3k Write some single words from memory.
3l Use simple adjectives such as colours and sizes to describe things in writing.
3m Record descriptive sentences using a word bank.
3n Recognise the main word classes e g nouns, adjectives and verbs.
3o Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.
3p Have a basic understanding of the usual order of words in sentences in French.

Year 4

4a Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.
4b Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.
4c Notice that French may contain different phonemes and that some similar sounds may be spelt differently to English.
4d Ask and answer a range of questions on different topic areas.
4e Using familiar sentences as models, make varied adaptations to create new sentences.
4f Read aloud using accurate pronunciation and present a short learned piece for performance.
4g Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.
4h Follow the written version of a text he/she is listening to.
4i Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.
4j Write words and short phrases from memory.
4k Use a range of adjectives to describe things in more detail, such as describing someone's appearance.
4l Write descriptive sentences using a model but supplying some words from memory.
4m Recognise a wider range of word classes including pronouns and articles, and use them appropriately.
4n Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.
4o Recognise questions and negative sentences.

Year 5

5a Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in French.

5b Identify different ways to spell key sounds, and select the correct spelling of a familiar word.

5c Take part in conversations and express simple opinions giving reasons.

5d Adapt known complex sentences to reflect a variation in meaning.

5e Begin to use intonation to differentiate between sentence types.

5f Create a short piece for presentation to an audience.

5g Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.

5h Learn a song or poem using the written text for support.

5i Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.

5j Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.

5k Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.

5l Know how to conjugate some high frequency verbs.

5m Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.

5n Adapt sentences to form negative sentences and begin to form questions.

Year 6

6a Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.

6b Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.

6c Engage in longer conversations, asking for clarification when necessary.

6d Create his/her own sentences using knowledge of basic sentence structure.

6e Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

6f Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.

6g Attempt to read a range of texts independently, using different strategies to make meaning.

6h Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.

6i Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.

6j Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.

6k Begin to use some adverbs.

6l Know how to conjugate a range of high frequency verbs.

6m Understand how to use some adverbs in sentences.

6n Have an awareness of similarities and differences in grammar between different languages.