



# Laughton Junior & Infant School

Learning together, achieving together

French Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum</b>	<b>Listening</b>					
<p><b>KS1</b> Pupils should be taught to:</p> <p>French is non-statutory at KS1</p> <p><b>KS2</b> <i>Pupils should be taught to:</i></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</i></p>	<p>Children can recognise the vocabulary which describes family and name some of it when asked.</p>	<p>Children recognise family names by sounds</p> <p>Join in with actions to accompany familiar songs, stories and rhymes</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>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 the target language.</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word.</p>	<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p>
	<b>Speaking</b>					
<p><b>KS2</b> <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</i></p> <p><i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i></p> <p><i>Present ideas and information orally to a range of audiences.</i></p> <p><i>Appreciate stories, songs, poems and rhymes in the language.</i></p>	<p>Children can understand and count numbers to ten.</p> <p>Children can name a common pet e.g. a cat or a dog.</p> <p>Children can join in a simple game in French, following instructions and showing understanding.</p>	<p>Children can match a quantity to a spoken number (to ten)</p> <p>Repeat words modelled by teacher, show understanding with an action.</p>	<p>Ask and answer simple questions, for example about personal information.</p> <p>Repeat sentences heard and make simple adaptations to them.</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p>	<p>Ask and answer a range of questions on different topic areas.</p> <p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>Take part in conversations and express simple opinions giving reasons.</p> <p>Adapt known complex sentences to reflect a variation in meaning.</p> <p>Begin to use intonation to differentiate between sentence types.</p>	<p>Engage in longer conversations, asking for clarification when necessary.</p> <p>Create his/her own sentences using knowledge of basic sentence structure.</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</p>

<p><b>KS2</b></p> <p><i>Read carefully and show understanding of words, phrases and simple writing.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i></p>		<p>Children can match colour names to pictures.</p>	<p>Recognise some familiar words and phrases in written form.</p> <p>Read some familiar words aloud using mostly accurate pronunciation.</p> <p>Earn and remember new words encountered in reading.</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Learn a song or poem using the written text for support.</p> <p>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.</p>	<p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p>
<p><b>KS2</b></p> <p><i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i></p> <p><i>Describe people, places, things and actions orally and in writing.</i></p>			<p>Write some single words from memory.</p> <p>Use simple adjectives such as colours and sizes to describe things orally.</p> <p>Record descriptive sentences using a word bank</p>	<p>Write words and short phrases from memory.</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p>	<p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p> <p>Begin to use some adverbs.</p>
			<p>Recognise the main word classes e.g nouns, adjectives and verbs.</p> <p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.</p> <p>Have basic understanding of the usual order of words in sentences in the target language.</p>	<p>Recognise a wider range of word classes including pronouns and articles, and use them appropriately.</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.</p> <p>Recognise questions and negative sentences</p>	<p>Know how to conjugate some high frequency verbs.</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.</p> <p>Adapt sentences to form negative sentences and begin to form questions.</p>	<p>Know how to conjugate a range of high frequency verbs.</p> <p>Understand how to use some adverbs in sentences.</p> <p>Have an awareness of similarities and differences in grammar between different languages.</p>