

French Skills Progression (2022 – 2023)

	Year 3	Year 4	Year 5	Year 6
Listening	Chn will be able to: Understand a few familiar spoken words and phrases – eg: <ul style="list-style-type: none"> - the teacher's instructions - basic phrases concerning greetings, fruits, ice cream and verbs linked to activities - songs and rhymes - colours - numbers 	Chn will be able to: Understand familiar spoken words and phrases – eg: <ul style="list-style-type: none"> - the teacher's instructions - basic phrases concerning greetings, vegetables and verbs linked to activities - songs and rhymes - colours - numbers 	Chn will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences – eg: <ul style="list-style-type: none"> - the teacher's instructions - basic phrases concerning greetings, animals, seasons and verbs linked to activities - songs and rhymes - colours & numbers 	Chn will be able to: Understand the main points from a short spoken passage made up of familiar language in sentences – eg: <ul style="list-style-type: none"> - the teacher's instructions - basic phrases concerning greetings, the date, seasons and verbs linked to activities - songs and rhymes - colours & numbers
Speaking	Chn will be able to: Say and repeat single words and short simple phrases eg: <ul style="list-style-type: none"> - greeting someone/saying how I feel/my name - naming colours - counting to 10 - naming fruits & sharing likes/dislikes - ordering an ice cream 	Chn will be able to: Say and repeat single words and short simple phrases eg: <ul style="list-style-type: none"> - greeting someone/saying how I feel/my name - naming colours - counting to 10 - naming vegetables & looking at quantities - what I am able to do 	Chn will be able to ask and answer questions and have a conversation about: <ul style="list-style-type: none"> - how I am feeling - what I am able to do - naming animals - the seasons - counting to 10 	Chn will be able to ask and answer questions and have a conversation about: <ul style="list-style-type: none"> - how I am feeling - what I am able to do - the days of the week and today's date - the seasons - numbers to 31
Reading	Chn will be able to: Recognise and read a few familiar words and phrases eg: <ul style="list-style-type: none"> - greetings - in stories and rhymes - identifying colours - saying numbers - identifying foods/matching nouns 	Chn will be able to: Understand and read out words and written phrases eg: <ul style="list-style-type: none"> - greetings - in stories and rhymes - identifying colours - saying numbers - in a shopping list - verbs linked to activities 	Chn will be able to: Understand the main points from a sentence / short written passage – eg: <ul style="list-style-type: none"> - greetings / feelings - in stories and rhymes - identifying colours - what I am able to do - animals - seasons 	Chn will be able to: Understand the main points from a sentence / short written passage – eg: <ul style="list-style-type: none"> - greetings / feelings - in stories and rhymes - identifying colours - what I am able to do - seasons / the date - days of the week
Writing	Chn will be able to: Write or copy simple words or symbols correctly eg: <ul style="list-style-type: none"> - greetings - colours - numbers - fruits and ice cream 	Chn will be able to: Write or copy simple words or symbols correctly eg: <ul style="list-style-type: none"> - greetings - colours - numbers - a shopping list - what I am doing 	Chn will be able to: Write words / a few short sentences about eg: <ul style="list-style-type: none"> - greetings - seasons - what I am doing - animals - in stories and rhymes 	Chn will be able to: Write words / a few short sentences about eg: <ul style="list-style-type: none"> - greetings / feelings - seasons / the date - days of the week - numbers to 31 - what I am doing

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Grammar	<ul style="list-style-type: none"> - Indefinite article with fruits - How to articulate an opinion - Fruits in the plural form - Verb structures – first person singular form of the phrase "I would like." 	<ul style="list-style-type: none"> - Plural use of definite article - How to articulate an opinion - Verb structures – first person singular form of the phrase "I would like." - Modal verb followed by infinitive "I am able to." / "I can." First person singular only 	<ul style="list-style-type: none"> - Use of definite articles (seasons) - Introduction of gender via the indefinite article & first person singular of the verb 'to be' - Modal verb followed by infinitive "I am able to." / "I can." First person singular only 	<ul style="list-style-type: none"> - Use of definite articles (seasons) - Modal verb followed by infinitive "I am able to." / "I can." First person singular only
Stories / rhymes	Nursery Rhymes: <ul style="list-style-type: none"> - Twinkle, Twinkle (lesson 1) - Old MacDonald (lesson 4) 	Nursery Rhymes: <ul style="list-style-type: none"> - Twinkle, Twinkle (lesson 1) - Old MacDonald (lesson 4) 	Nursery Rhyme: <ul style="list-style-type: none"> - Old MacDonald (lesson 4) Story: <ul style="list-style-type: none"> - Little Red Riding Hood (lesson 1) 	Nursery Rhyme: <ul style="list-style-type: none"> - Old MacDonald (lesson 4) Story: <ul style="list-style-type: none"> - Little Red Riding Hood (lesson 1)
By the end of KS2 pupil should be taught	<ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and 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. ♣ the starred (*) content above will not be applicable to ancient languages. 		<ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and 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. ♣ the starred (*) content above will not be applicable to ancient languages. 	