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| **Progression of Skills in French KS2 Isleham Primary School** |  |  |  |  |
| Listen attentively to spoken language and show understanding by joining in and responding. | **SPEAKING AND LISTENING** | **A** | **YR 3** | Listen and show understanding of single words through physical response. |
| **YR 4** | Listen and show understanding of short phrases through physical response. |
| **YR 5** | Listen and show understanding of more complex familiar phrases and sentences. |
| **YR 6** | Listen and show understanding of more complex sentences containing familiar words and unfamiliar words. |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words. | **B** | **YR 3** | Listen and identify rhyming words and particular sounds in songs and rhymes. |
| **YR 4** | Listen and demonstrate understanding of words in songs and rhymes. |
| **YR 5** | Follow the text of familiar rhymes and songs identifying the meaning of words. |
| **YR 6** | Read aloud the text of familiar rhymes and songs. |
| Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help. | **C** | **YR 3** | Recognise a familiar question and respond with a simple rehearsed response. |
| **YR 4** | Ask and answer several simple and familiar questions with a rehearsed response. |
| **YR 5** | Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. |
| **YR 6** | Engage in a short conversation using familiar questions and express opinions. |
| Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences | **D** | **YR 3** | Name objects and actions and link words with a connective in a simple rehearsed statement. |
| **YR 4** | Use familiar vocabulary to say simple sentences to give information using a language scaffold. |
| **YR 5** | Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. |
| **YR 6** | Manipulate familiar language to present own ideas and information in more complex sentences. |
| Appreciate stories, songs, poems and rhymes in the language. | **SONGS, STORIES & RHYMES** |  | **YR 3** | Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. |
| **YR 4** | Join in with the words of a rhyme, song or story sometimes from memory. |
| **YR 5** | Follow the simple text of a familiar song or story and sing or read aloud. |
| **YR 6** | Understand the gist of an unfamiliar text using some familiar language. |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **READING AND WRITING** | **A** | **YR 3** | Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. |
| **YR 4** | Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. |
| **YR 5** | Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. |
| **YR 6** | Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. |
| Read carefully and show understanding of words, phrases and simple writing. | **B** | **YR 3** | Read and show understanding of familiar single words. |
| **YR 4** | Read and show understanding of simple familiar phrases and short sentences. |
| **YR 5** | Read and show understanding of a complex sentence using familiar language. |
| **YR 6** | Read and show understanding of a series of complex sentences using familiar language. |
| Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary. | **C** | **YR 3** | Identify and use strategies for memorising new vocabulary. |
| **YR 4** | Use a bi-lingual dictionary to find the meaning of a word or its translation. |
| **YR 5** | Use a bi-lingual dictionary to find the meaning of nouns in the plural and adjectives in agreement |
| **YR 6** | Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary. |
| Describe people, places, things and actions orally and in writing. | **D** | **YR 3** | Write and say simple familiar words to describe people, places, things and actions using a model. |
| **YR 4** | Write and say a simple phrase to describe people, places, things and actions using a language scaffold. |
| **YR 5** | Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. |
| **YR 6** | Write and say a complex sentence manipulating familiar language, using a dictionary for new language. |
| Write phrases from memory and adapt these to create new sentences, to express ideas clearly. | **E** | **YR 3** | Write single familiar words from memory with understandable accuracy. |
| **YR 4** | Write simple familiar short phrases from memory with understandable accuracy. |
| **YR 5** | Write familiar complex sentences from memory with understandable accuracy. |
|  | **YR 6** | Begin to write some more complex sentences from memory manipulating familiar vocabulary with understandable accuracy. |
| Understand basic grammar appropriate to the language being studied including masculine/feminine 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. | **GRAMMAR** |  | **YR 3 A** | Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. |
| **YR 3 B** | Use the 1st and 2nd person pronouns with high frequency verbs eg I have + simple question do you have? |
| **YR 3 C** | Write a simple sentence using a connective |
| **YR 4 A** | Use 1st/2nd person pronouns with some regular verbs in present tense eg I dance and simple question do you dance? |
| **YR 4 B** | Demonstrate knowledge of the position of adjectives |
| **YR 4 C** | Produce simple negative sentences |
| **YR 5 A** | Demonstrate knowledge of the agreement of adjectives and nouns in singular and plural |
| **YR 5 B** | Ask simple questions using the familiar and formal use of you |
| **YR 5 C** | Begin to some adverbs to describe actions |
| **YR 6 A** | Use 3rd person pronouns (singular) with regular and high frequency verbs |
| **YR 6 B** | Begin to produce more complex sentences, using a scaffold, using knowledge of grammar above |

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| Topics by Half Term | | | | | | |
| Year | Aut1 | Aut2 | Spr | Spr2 | Sum1 | Sum2 |
| Year3 French | Greetings and French culture,  Classroom instructions  Conversations  Classroom questions | Animals,  Numbers 1 to 3 and plurals,  Voici,  Simple connectives  Christmas | Je suis  Gender  Colours  Colours and opinions | Names  Je m’appelle  Colours extended | Descriptive sentences  Animals and colours  Word order rule  Numbers extended 1 to 10 | Opinions  J’ai and Je suis  Age  Le la les  Un une des |
| Year 4 French | Animals revised  Bilingual dictionary  Colours  Classroom questions revisited and extended | Parts of the body  Colours  Monsters  Dictionary skills | Petit and grand, Adjectival agreements  Easter | Colours and adjectival agreements | Food items  Opinions  Numbers 1 to 15 | Boucle d’Or  Shopping for food  Months and numbers |
| Year 5 French | Revisit classroom instructions  Classroom equipment  Sports clothing | Negative sentences  Avoir  Etre  Adjectives  Christmas | The Emperor’s New Clothes  Map of France  Cities | Weather  Hobbies and pets | Numbers to 60 inc. maths calculations  French schools  Lesson subjects  opinions | Dictionary skills  Aller  Transport |
| Year6 French | Etre and Avoir | Time  Daily routine  Christmas | Houses and homes  Opinions and qualifiers  Easter | My bedroom  Descriptions | My Family  Transition to Year 7 Project to inc. revision  Je vous presente … | Cont. |