

### Bournmoor Primary School Progression of Skills French

Key Stage 2				
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• 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.</li> </ul>			
Skill	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Repeat words modelled by teacher and authentic speakers, showing understanding with an action  Children can understand and respond to familiar spoken words and short phrases, spoken slowly and clearly.	Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)  Pick out known words in an 'authentic' conversation  Children can understand and respond to a range of familiar spoken words and short phrases.	Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary  Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary  Children can understand a short passage made up of familiar words and basic phrases.
Skill	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	Learn specific vocabulary, develop accuracy in pronunciation listening to and repeating recordings of authentic speakers  Recognise a familiar question and respond with a simple rehearsed response	Use common phrases  Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers  Children can perform short role plays on a topic, with several exchanges and secure pronunciation	Children can ask and answer questions on the current topic  Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Engage in short scripted conversations  Speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentences

	Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	Children can produce short prepared phrases on a familiar topic with secure pronunciation.		Children can ask and answer simple questions on a few very familiar topics.
<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Writing</b>	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling</p> <p>Children can with support substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory</p> <p>Children can use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory using understandable spelling.</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short simple text from memory, using simple sentences from a familiar topic with reasonable spelling.</p>
<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reading</b>	<p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases.</p>	Recognise simple written phrases and understand them.	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a simple piece of writing based on the current topic</p> <p>Read short passages and answer questions on what they have read.</p>	<p>Practice reading longer texts containing taught phrases and vocabulary aloud</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic</p> <p>Can use a dictionary or word list.</p>
<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Grammar</b>	<p>Can use indefinite articles in the singular with masculine and feminine nouns</p> <p>Can use the high frequency verb forms (I have, it is, there is /are)</p>	<p>Can use indefinite and definite articles with singular and plural nouns</p> <p>Can use prepositions of place and sequences.</p>	Can use all persons of several regular verbs in the present tense (with the support of a frame).	Can use high frequency verb forms, nouns, articles and adjectives to form simple sentences.

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Intercultural understanding</b>	<p>Identify social conventions in France.</p> <p>Have an awareness of some celebrations and festivals</p>	<p>Recognise names of some places in France</p> <p>Understand possibilities for travelling abroad.</p> <p>Compare traditional stories</p> <p>Play a traditional game and sing songs.</p>	<p>Recognise similarities and differences between places on the high street at home and in France.</p> <p>Investigate the similarities and differences between French and English eating habits by looking at French school lunch menus. Consider key similarities and differences in daily life in France.</p>	<p>Be aware of cultural difference relating to school uniform and school life.</p> <p>Recognise and understand some of the difference between people.</p> <p>Compare attitudes towards aspects of everyday life.</p> <p>Be aware of cultural difference in housing abroad and at home.</p> <p>Understand that French is spoken throughout the world.</p>