



Great Whelnetham Primary School

Skills Progression

Subject area: Modern Foreign Languages – French

	Larks (Reception and Year 1)	Robins (Year 2 and Year 3)	Owls (Year 4/5)	Swans (Year 6)
Skill				
Listening	<p>Begin to recognise basic greetings, colours, numbers and nouns.</p>	<p>Y2: Understand a few familiar spoken words and phrases.</p> <p>.</p> <p>Y2: Recognise and identify some sounds.</p> <p>Y2/3: 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>Y5: 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>Y6: 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>

<p>Speaking</p>	<p>Begin to say basic greetings, colours, numbers and nouns.</p>	<p>Y2: Say and repeat single words and short simple phrases.</p> <p>Y2: Pronounce words with some accuracy.</p> <p>Y2: Memorise a small part of a spoken text.</p> <p>Y2/3: ask and answer simple questions, for example about personal information</p> <p>Y2/3 Repeat sentences heard and make simple adaptations to them</p> <p>Y2/3: 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>Y5: 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>Y6: 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>Reading</p>	<p>Start to try and sound out well-rehearsed basic greetings, colours, numbers and nouns.</p>	<p>Y2: Understand a few familiar words and phrases</p> <p>Y2: Use my knowledge of what a text is about to work out some of the meaning.</p> <p>Y2/3: Recognise some familiar words and phrases in written form</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>Y5: 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>Y2/3: Read some familiar words aloud using mostly accurate pronunciation</p> <p>Y2/3: Earn and remember new words encountered in reading</p>	<p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</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>Y6: 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 a bi-lingual dictionary independently.</p>
Writing	<p>Start to copy parts of words for basic greetings, colours, numbers and nouns.</p>	<p>Y2: Copy simple words or symbols correctly.</p> <p>Y2: Write a few words from memory with some accuracy.</p> <p>Y2/3: Write some single words from memory</p> <p>Y2/3: Use simple adjectives such as colours and sizes to describe things orally</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>Y5: 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>Y6: write a range of phrases and sentences from memory and adapt them to write his/her</p>

		Y2/3: Record descriptive sentences using a word bank		own sentences on a similar topic Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions Begin to use some adverb
Genre		Y2/3: Recognise the main word classes e.g nouns, adjectives and verbs Y2/3: Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles Y2/3: Have basic understanding of the usual order of words in sentences in the target language	Recognise a wider range of word classes including pronouns and articles, and use them appropriately Understand that adjectives may change form according to the noun they relate to, and select the appropriate form Recognise questions and negative sentences	Y5: adapt sentences to form negative sentences and begin to form questions Know how to conjugate a range (Y5 some) of high frequency verbs Understand how to use some adverbs in sentences Have an awareness of similarities and differences in grammar between different languages
Additional	Count up to 10. Explore traditional tales and stories written and share read in French.	Count up to 30 Project work on a familiar topic with support and templates	Count up to 80. Project work on a familiar topic. Presenting a piece of work to an audience (with support as required).	Count up to 100. Project work on an aspect of French life or culture. Presenting a piece of work to an audience.

				Performing as a group a short story, tale or song to an audience.
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