



Bedfield and Wetheringsett C of E Primary Schools: Progression of Knowledge and Skills

Subject: Modern Foreign Languages – French

This progression of skills relates to the four-year rolling programme adopted by our schools and MAT. It is taught in stages with all children completing each stage before moving to the next. The knowledge and skills mapped out for KS1 are taught at KS2, in addition to those mapped out for specific KS2 year groups

Years 3&4	Year 3	Year 4
	<p>Listening</p> <ul style="list-style-type: none"> • Recognise basic greetings, colours, numbers and nouns • Understand a few familiar spoken words and phrases • Recognise and identify some sounds • Recognise and identify sounds • Listen to and accurately repeat particular phonemes in songs and rhymes and make links to spellings <p>Speaking</p>	<p>Listening</p> <ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Recognise and identify a range of sounds • Listen to and accurately repeat phonemes in songs, rhymes and texts and make links to spellings <p>Speaking</p> <ul style="list-style-type: none"> • Ask and answer a range of questions on different topic areas

	<ul style="list-style-type: none"> • Say basic greetings, colours, numbers and nouns • Say and repeat single words and short simple phrases. Pronounce words with some accuracy. • Memorise a small part of a spoken text. • Ask and answer simple questions, for example about personal information • Repeat sentences heard and make simple adaptations to them • Use mostly accurate pronunciation and speak clearly when addressing an audience <p>Reading</p> <ul style="list-style-type: none"> • Start to try and sound out well-rehearsed basic greetings, colours, numbers and nouns • Understand a few familiar words and phrases • Use my knowledge of what a text is about to work out some of the meaning <p>Writing</p> <ul style="list-style-type: none"> • Write words for basic greetings, colours, numbers and nouns • Write simple words or symbols correctly • Write some single words from memory accurately • Use simple adjectives such as colours and sizes to describe things orally • Record descriptive sentences using a word bank <p>Grammar</p> <ul style="list-style-type: none"> • Recognise the main word classes e.g nouns, adjectives and verbs 	<ul style="list-style-type: none"> • Using familiar sentences as models, make varied adaptations to create new sentences • Read aloud using accurate pronunciation and present a short, learned piece for performance <p>Reading</p> <ul style="list-style-type: none"> • Recognise some familiar words and phrases in written form • Read some familiar words aloud using mostly accurate pronunciation • Earn and remember new words encountered in reading • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English <p>Writing</p> <ul style="list-style-type: none"> • Write words and short phrases from memory • Use a range of adjectives to describe things in more detail, such as describing someone's appearance • Write descriptive sentences using a model but supplying some words from memory <p>Grammar</p> <ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles 	<ul style="list-style-type: none"> Understand that adjectives may change form according to the noun they relate to, and select the appropriate form
Years 5&6	Year 5	Year 6
	<p>Listening</p> <ul style="list-style-type: none"> Listen to and accurately repeat an extended range of phonemes in songs, rhymes and texts and make links to spellings Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points heard in the target language <p>Speaking</p> <ul style="list-style-type: none"> Take part in conversations and express simple opinions giving reasons Adapt known complex sentences to reflect a variation in meaning Use intonation to differentiate between sentence types <p>Reading</p>	<p>Listening</p> <ul style="list-style-type: none"> Identify different ways to spell key sounds, and select the correct spelling of a familiar words Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words <p>Speaking</p> <ul style="list-style-type: none"> Engage in longer conversations, asking for clarification when necessary Create his/her own sentences using knowledge of basic sentence structure Use pronunciation and intonation effectively to accurately express meaning and engage an audience <p>Reading</p> <ul style="list-style-type: none"> Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation Attempt to read a range of texts independently, using different strategies to make meaning

	<ul style="list-style-type: none">• Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation• Learn a song or poem using the written text for support• Use dictionaries to extend vocabulary on a given topic and develop ability to use different strategies to work out the meaning of unfamiliar words <p>Writing</p> <ul style="list-style-type: none">• Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank• Use a wide range of adjectives to describe people and things, and use different verbs to describe actions <p>Grammar</p> <ul style="list-style-type: none">• Recognise questions and negative sentences• Adapt sentences to form negative sentences and begin to form questions• Know how to conjugate a range of high frequency verbs	<ul style="list-style-type: none">• Use a bi-lingual dictionary independently <p>Writing</p> <ul style="list-style-type: none">• Write a range of phrases and sentences from memory and adapt them to write 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 adverbs <p>Grammar</p> <ul style="list-style-type: none">• Understand how to use some adverbs in sentences• Have an awareness of similarities and differences in grammar between different languages
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