

Skills Progression – French

	Listening	Speaking	Reading
Yr 3	<p>Repeat words modelled by a teacher. Listen and show understanding of single words through physical response. Listen and identify rhyming words and particular sounds in songs and rhymes. Join in with actions to accompany familiar songs, stories and rhymes.</p>	<p>Recognise a familiar question and respond with a simple rehearsed response. Name objects and actions and link words with a simple connective. Name nouns and present a rehearsed simple statement.</p>	<p>Identify individual sounds in words and pronounce accurately in sequence. Start to recognise the sounds of some letter strings. Read and show understanding of familiar single words.</p>
Yr 4	<p>Listen and show understanding of short phrases through physical response. Listen and identify words in songs and rhymes and demonstrate understanding.</p>	<p>Ask and answer several simple and familiar questions with a rehearsed response. Use familiar vocabulary to say simple sentences using a language scaffold. Make simple rehearsed statements about themselves, objects and people. Say a simple rhyme from memory. Join in with words of a song or storytelling.</p>	<p>Read and recognise some letter strings in familiar words and pronounce when modelled, observing silent letter rules. Read and show understanding of simple familiar phrases and short sentences.</p>
Yr 5	<p>Listen and show understanding of more complex familiar phrases and sentences.</p>	<p>Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help. Use familiar vocabulary to say more complex sentences using a language scaffold. Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.</p>	<p>Read and pronounce familiar words accurately using knowledge of letter string sounds as support, observing silent letter rules. Read and show understanding of a complex sentence using familiar language. Follow the simple text of a familiar song or story and sing or read aloud. Follow the text of familiar rhymes and songs identifying the meaning of words.</p>
Yr 6	<p>Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</p>	<p>Engage in a short conversation using familiar questions and express opinions. Manipulate language to create and say own sentence using familiar language. Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.</p>	<p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Read and show understanding of a series of complex sentences using familiar language. Follow a more complex text of a familiar song or story and read aloud. Read and understand the gist of an unfamiliar text using familiar language. Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.</p>

	Writing	Grammar	General
Yr 3	Write single familiar words from memory with understandable accuracy. Write and say simple familiar words to describe people, places, things and actions using a model.	Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives and be aware of similarities in English.	Use strategies for memorisation of vocabulary. Be familiar with the layout of a bi-lingual dictionary.
Yr 4	Write simple familiar short phrases from memory with understandable accuracy. Write and say a simple phrase to describe people, places, things and actions using a language scaffold.	Name the gender of nouns. Name the words for the indefinite article for both genders and use correctly. Say how to make the plural form of nouns. Name the 1 st and 2 nd person pronouns. Use the correct form of regular and high frequency verbs in the present tense with 1 st and 2 nd person pronouns. State the position of most adjectives and demonstrate use. Make a positive sentence negative. Construct a simple sentence with a noun, verb and adjective. State the differences and similarities with English.	Use context to predict the meaning of new words. Use a bi-lingual dictionary to find the meaning of individual words in the target language and English.
Yr 5	Write familiar complex sentences from memory with understandable accuracy. Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.	Explain the agreement of adjectives and nouns and demonstrate use. Be aware of the position of some adjectives in front of a noun. Use the correct form of 3 rd person singular (plural) of regular and high frequency verbs. Name the words for the definite article and use correctly. Construct more complex sentences, some with relative clauses. Explain and use elision. State the differences and similarities with English.	Use context and prior knowledge to determine the meaning of words. Use a bi-lingual dictionary to identify the word class.
Yr 6	Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy. Write and say a complex sentence manipulating familiar language to describe people, places, things and actions, maybe using a dictionary.	Demonstrate the use, in sentences, of the knowledge of grammar below: word classes; gender of nouns, indefinite article, plural of nouns; 1 st , 2 nd and 3 rd person pronouns with regular and high frequency verbs in present tense; the position and agreement of adjectives; negatives; the definite article; elision and the construction of simple and complex sentences. State the differences and similarities with English.	Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context.

Based on 'Suggested Progressive Learning Outcomes' by S. Cave and recommended by the MFL HIAS team.