



French – Progression of Skills

Themes	Y1, Autumn – French: An Introduction Y1, Spring – Seasons Y1, Summer - Transport & beach Y2, Autumn – Animals Y2, Spring – Toys, Plants & vegetables Y2 Summer – Transport & beach (Recovery)	Y3, Autumn - The Very Hungry Caterpillar Y3, Spring – Mardi Gras Y3, Summer – The 3 Little Pigs Y4, Autumn - Sleeping Beauty Y4, Spring – Me & My Family Y4, Summer – Hobbies	Y5, Autumn – Where I live Y5, Spring – My Town Y5, Summer 1 – Art Project Y5, Summer 2 – Clothes Y6, Autumn – Weather & clothes (Recovery) Y6, Spring – Healthy Eating Y6, Summer - Sports & leisure
Phase/Year Group	KS1	LKS2	UKS2
	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Listening & Speaking			
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary,</p>	<ul style="list-style-type: none"> • Listen to songs to gain knowledge of intonation and to hear key vocabulary in authentic format. • Repeat key vocab through songs • Respond to greetings • Respond as a character (single word) in a story • Respond to topic-based opinion questions • Repeat the script of a well-known story as it is read aloud using actions to enhance understanding 	<ul style="list-style-type: none"> • Work out answers based on peer responses in games. • Identify key vocab from a story read aloud with actions. • Identify sentences after listening to a story (no script) and song to sequence the order of events. • Join in a song then perform from memory • Use given sentence structure to answer opinion questions. • Perform simple role play about giving advice 	<ul style="list-style-type: none"> • Identify key vocab in short passage with familiar and unfamiliar language • Understand gist of longer spoken phrases. • Offer correct/incorrect response to peers answers. • Use support to answer lesson routine questions • Express feelings with reasons with less support • Gap fill simple songs with given words.

<p>phrases and basic language structures. Present ideas and information to a range of audiences.</p>	<ul style="list-style-type: none"> • Ask and respond to tally chart opinion survey using one-four word answers • Express simple feelings 	<ul style="list-style-type: none"> • Do actions for a story once language is repeated with teacher prompt. • Learn new vocab through songs. • Pick out key vocab of a short passage made up from familiar words and phrases. • Strategies for listening activities (listen, repeat, listen, repeat) • Present personal information to the class for them to note understanding. • Use opinion openers to give opinions about story characters. • Express feelings with reasons with supported answers. 	<ul style="list-style-type: none"> • Listen to and assess peer role play. • Create and perform a role play. • Assess peer role plays. • Respond with extended answers to opinion questions on a variety of topics - info, opinion & reason. • Give opinions, starting with opinion openers, about healthy eating using comparatives and superlatives and reasons • Answer lesson routine questions from memory and with added complexity (negative phrases) • Express feelings with reasons without support and with adapted answers. • Gap fill song at greater speed.
<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p>	<ul style="list-style-type: none"> • Listen and join in with well-known songs. • Compare cognate phonic sound differences. • Listen and join in with well-known stories. • Begin to learn core vocabulary which demonstrates phonics sound differences. • Listen and repeat new words and phrases • Decipher meaning through cognates and near-cognates. • Explore different animal sounds. 	<ul style="list-style-type: none"> • Understand gist from well-known short stories and videos. • Use of voice to ask and answer opinion questions • Join in with familiar stories with choral repetition • Explore onomatopoeia expressions • Use hand gestures to demonstrate understanding of different phonic sounds. • Add actions to words to enhance understanding. 	<ul style="list-style-type: none"> • Use tone of voice to assist in listening tasks to understanding opinions • Sing along to a Christmas song at speed with lyrics. • Using cognates and memorable vocab to understand new words from short video clips. • Gap fill words in a pop song, anticipating the sound of the missing word.

	<ul style="list-style-type: none"> • Introduce hand gestures to support learning of different phonics sounds 		
Reading & Writing			
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> • Listen and read words together to understand sound patterns. • Use English phonics to assist with breaking down reading of new words. • Use colour coding to think about pronunciation differences between French and English. • Use of magic e at the end of words. 	<ul style="list-style-type: none"> • Read a book they have written to younger children • Pronounce numbers correctly so others can join the game. • Use colour coded text to attempt pronunciation of new words • Identify next word in text when read aloud. • Pronounce the date so that others can check accuracy • Read sections of a story that partner can understand in order to do actions. 	<ul style="list-style-type: none"> • Use knowledge of memorable words to assist with pronunciation of new words • Speak clearly so that peers can assess responses to questions. • Take part in role plays so others can understand meaning. • Use classroom routine language clearly so others can respond • Use prompts to give opinions about a variety of topics which others can translate and respond to.
Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> • Match pictures to words • Copy new words accurately • Pelmanism activities to check understanding of new words. • Match story text to pictures. • Complete sentences adding nouns and adjectives. 	<ul style="list-style-type: none"> • Identify known words and cognates in a repetitive text to get gist of text. • Simple quiz to check memorable language. • Use repetitive story structure to understand new words • Match phrases and short sentences to pictures. • Adapt short sentences substituting new words 	<ul style="list-style-type: none"> • Translate cognates and known words in a sentences before working out the meaning of new words. • Use translation sentences to guide structure for own writing. • Translate cognates and known words in a longer text before working out the meaning of new words. • Be comfortable learning gist of longer texts, not having to translate every single word.

			<ul style="list-style-type: none"> • Use a longer reading text to guide structure for own extended writing. • Identify personal pronouns and verbs in a longer text
<p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</p> <p>Describe people, places, things and actions orally and in writing.</p>	<ul style="list-style-type: none"> • Identify single words when given a choice. • Use pictures and labels to copy new words correctly. • Use simple vocab lists/knowledge organisers to write simple sentences with new and learnt words to give opinions about various topics. 	<ul style="list-style-type: none"> • Use topic vocabulary in a dictionary to adapt well-known story. • Use notes in folder to add to and adapt writing. • Use online learning website to enhance memory of new words. • Use writing frame to write short paragraphs about self and family. • Explore the French dictionary and French alphabet to understand how to search for French and English words. • Search for a range of emotion adjectives in a dictionary, being sure to select correct word category. 	<ul style="list-style-type: none"> • Use vocab list to translate sentences about where you live. • Use vocab lists to enhance writing using appropriate sentence structure when describing your town • Use prior learning in folders and from memory to write a book "about me" Use a writing frame for less recent sentence structures • Use dictionary to enhance opinion adjectives. • Independent use of work in folder to extend language. • Use the context of the whole sentence to understand new words when describing what others like to wear. • Use online dictionary to find new words, acknowledging different word categories • Use a reading text to structure writing about self and others using extended sentences.

<p>Write words from memory and adapt these to create new sentences, to express ideas clearly.</p>	<ul style="list-style-type: none"> • Words copied with support. • Words and short sentences written with support. 	<ul style="list-style-type: none"> • Day of week written from memory • Numbers 1-7 written from memory to adapt story • Verb phrases used with support. • Days & numbers to 31 written from memory • Some verb phrases used from memory in 1st person. • Verb phrases used with support in 3rd person. 	<ul style="list-style-type: none"> • Days, numbers & months written from memory and checked using support sheet • Verb phrases revised and used from memory in 1st and 3rd person. • Date written from memory • Verb phrases adapted for use with other topic vocabulary and to describe other people. • Verb phrases adapted to express opinions.
Grammar			
<p>Understand basic grammar appropriate to the language being studied; key features and patterns of the language.</p> <p>How to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<ul style="list-style-type: none"> • Notice more than one way to say "a" and "the". • Talk about masculine and feminine story characters. • Use 1st person of high frequency verbs. • Match un/le & une/la to masculine & feminine nouns • Use 1st & 2nd person of high frequency verbs. • Recognise and use plural noun endings. 	<ul style="list-style-type: none"> • Use singular indefinite articles • Form regular plural nouns with number determiners • Recognise adjective and noun position and agreement. • Use high frequency verb forms (I have, it is/was/will be, there is/are) and the imperative • Use connectives and & but • Correct use of lower case letters for certain proper nouns. • Identify word order of colour • Say date in present tense. • Use indefinite and definite articles with a variety of nouns and adjectives • Create a greater variety of sentences using 1st, 2nd, & 3rd 	<ul style="list-style-type: none"> • Use definite and indefinite articles • Agree adjectives for number and gender. • Use 1st person of several regular verbs in the present tense (with a writing frame) • Use "there is" in negative form with support. • Say date in past, present & future tenses with support • Use high-frequency verb forms nouns, articles, opinion phrases and adjectives to form simple sentences independently • Use verb (opinion verbs and modal verbs) + infinitive structures and a variety of connectives with support.

		<p>person of key verbs (avoir, être & opinion verbs)</p> <ul style="list-style-type: none"> • Use adjectival agreement and noun/adjective word order with support. • Use sequencers and intensifiers. • Use a variety of adverbs of time • Use connectives for simple reasons 	<ul style="list-style-type: none"> • Use variety of connectives to give contrasting opinions. • Use of comparative and superlatives to analyse data. • Conjugate present tense -er verbs with range of personal pronouns, singular and plural. • Can use "there is not" in new contexts • Explore use of negative around simple verbs. • Structure sentences using adjectival agreement and correct placement of adjectives, including BAGS adjectives) • Say date in past, present & future tenses from memory.
<p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Age appropriate stories, songs, poems and rhymes are embedded across the SoW to support progression in all 4 language skills (listening, speaking, reading & writing).</p>		