

Intake Farm Primary School French progression of skills

Key Stage 2 National Curriculum Targets		Year 3	Year 4	Year 5	Year 6
Listening	Listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> Responding to single words & short phrases e.g. greetings, numbers Following classroom instructions Pointing to objects and repeating a sequence 	<ul style="list-style-type: none"> Identifying items by colour Listening and selecting information e.g. weather, points of compass Decoding vocabulary e.g. Shopping items 	<ul style="list-style-type: none"> Listing information from an extended text e.g. solar system Listening and following the sequence of an unfamiliar story 	<ul style="list-style-type: none"> Indicating the position of objects from a descriptive paragraph Understanding phrases to describe, e.g. route to school Recognising present and future tense sentences
	Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words	<ul style="list-style-type: none"> Listening and joining in with rhymes, e.g. puppets and songs e.g. numbers Beginning to identify vowel sounds and combinations e.g. colours Listening and noticing rhyming words e.g. travel song 	<ul style="list-style-type: none"> Joining in with songs and noticing patterns in sounds e.g. days of week Noticing and beginning to predict word patterns and spellings e.g. numbers 	<ul style="list-style-type: none"> Matching unknown written words as they hear new vocabulary e.g. body parts Recognising common spelling patterns and blends and select words by sound 	<ul style="list-style-type: none"> Recalling and performing an extended song or rhyme Making increasingly accurate attempts to read unfamiliar words and phrases
Speaking	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<ul style="list-style-type: none"> Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers 	<ul style="list-style-type: none"> Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers 	<ul style="list-style-type: none"> Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written 	<ul style="list-style-type: none"> Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence

	Speak in sentences, using familiar vocabulary, phrases and simple writing	<ul style="list-style-type: none"> Recognise a familiar question and respond with a simple rehearsed response Can repeat and say familiar words and short simple phrases, using understandable pronunciation. 	<ul style="list-style-type: none"> Children can and perform short role plays on one topic, with several exchanges and secure pronunciation. Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation. 	<ul style="list-style-type: none"> support) within a familiar topic, with good pronunciation. 	<ul style="list-style-type: none"> Children can ask and answer simple questions on a few very familiar topics
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases				
	Present ideas and information orally to a range of audiences				
	Describe people, places and things and actions orally and in writing				
Reading	Read carefully and show understanding of words, phrases and simple writing	<ul style="list-style-type: none"> Begin to recognise written vocabulary/ single words Begin to recognise written phrases 	<ul style="list-style-type: none"> Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases. 	<ul style="list-style-type: none"> Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic Read short passages and pull answer 	<ul style="list-style-type: none"> Practice reading longer texts aloud, containing taught phrases and vocabulary Children can understand a short text made up of short sentences with familiar language on a familiar topic.
	Appreciate stories, songs, poems and rhymes in the language				
	Broaden their vocabulary and				

	develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			questions on what they have read.	<ul style="list-style-type: none"> • Can use a dictionary or word list.
Write	Write phrases from memory, and adapt these to create new sentences to express ideas clearly	<ul style="list-style-type: none"> • Copy simple vocabulary • Children can write some single words from memory, with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning. 	<ul style="list-style-type: none"> • Children can write simple words and several short phrases from memory • Children use understandable spelling. 	<ul style="list-style-type: none"> • Begin to use dictionaries to find the meaning of unknown words and to translate own ideas • Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. 	<ul style="list-style-type: none"> • Adapt taught phrases to create new sentences • Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling
	Use familiar vocabulary in phrases and simple writing				
	Describe people, places and things and actions orally and in writing				
Grammar	Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and	<ul style="list-style-type: none"> • Can use indefinite articles in the singular with masculine and feminine nouns. • Can use the high-frequency verb forms (I have, it is, there is/are). 	<ul style="list-style-type: none"> • Can use indefinite and definite articles with singular and plural nouns. • Can use prepositions of place and sequencers. 	<ul style="list-style-type: none"> • Can use all persons of several regular verbs in the present tense (with the support of a frame). 	<ul style="list-style-type: none"> • Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.

	<p>the conjugation of high frequency verbs, key features and patterns of the language; how to apply these to build sentences and how these differ from or are similar to English</p>				
<p>Intercultural Understanding</p>	<p>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.</p>				