

French Progression Map of Skills

| | Key Stage 2 National Curriculum Objectives | Year 3 | Year 4 | Year 5 | Year 6 |
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| 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"> I can ask simple questions. I can say if I have or don't have something. | <ul style="list-style-type: none"> I can ask for and give personal information. I can ask for simple opinions, and give my own e.g. likes and dislikes. I can use conversational phrases e.g. ordering food. | <ul style="list-style-type: none"> I can form a question in order to ask for information. I can present factual information in extended sentences including justification. | <ul style="list-style-type: none"> I can express and justify an opinion. I can plan and ask extended questions. I can engage in purposeful dialogue e.g. buying a ticket. |
| | Speak in sentences, using familiar vocabulary, phrases and simple writing. | <ul style="list-style-type: none"> I can repeat simple words and phrases. I can join in with simple songs and rhymes. I can answer questions to give basic information using simple words and phrases. | <ul style="list-style-type: none"> I can say a few sentences about the things I do, using the present tense. I can prepare and present a set of simple instructions to a group. | <ul style="list-style-type: none"> I can plan and present a short descriptive text e.g. about my family. | <ul style="list-style-type: none"> I can talk about what I am going to do, using the future tense. I can talk about what I have done, using the past tense. |
| | 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"> I can listen to and repeat key phonemes with care. I can repeat short phrases accurately, including liaison of final consonant before vowel. | <ul style="list-style-type: none"> I can compare sounds and spelling patterns with English. I can practise speaking with a partner. | <ul style="list-style-type: none"> I can use intonation and gesture to differentiate between statements and questions. I can sing familiar songs clearly and confidently, with | <ul style="list-style-type: none"> I can discuss strategies for remembering and applying pronunciation rules. I can use a range of spoken language confidently, using accurate |

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| | | | | accurate pronunciation. | pronunciation and intonation. |
| | Present ideas and information orally to a range of audiences. | <ul style="list-style-type: none"> I can introduce myself with simple phrases. | <ul style="list-style-type: none"> I can plan and perform a short presentation e.g. weather report. | <ul style="list-style-type: none"> I can adapt a story and retell to the class. | <ul style="list-style-type: none"> I can respond to questions orally, including giving and justifying opinions. |
| | Describe people, places and things and actions orally. | <ul style="list-style-type: none"> I can recognise and use basic adjectives e.g. colour, size. | <ul style="list-style-type: none"> I can use appropriate adjectives e.g. to describe someone's appearance or character. | <ul style="list-style-type: none"> I can use different adjectives, correctly positioned and agreed, to describe objects. I can use language of comparison. | <ul style="list-style-type: none"> I can recognise and use a wide range of descriptive phrases. |
| Listening | Listen attentively to spoken language and show understanding by joining in and responding. | <ul style="list-style-type: none"> I can respond to single words & short phrases. I can understand and follow simple classroom instructions. I can recognise a question. | <ul style="list-style-type: none"> I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. | <ul style="list-style-type: none"> I can understand the main points from a spoken story or poem, which contains some unfamiliar language. | <ul style="list-style-type: none"> I can understand the main points and some of the detail from a short spoken passage, story or poem, including more complex phrases and 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"> I can listen to and join in with rhymes and songs. I can begin to identify vowel sounds and combinations. I can listen to and notice rhyming words. | <ul style="list-style-type: none"> I can listen to and join in with songs and notice patterns in sounds. I can notice and begin to predict word patterns and spellings. | <ul style="list-style-type: none"> I can match unknown written words as I hear new vocabulary. I can recognise common spelling patterns and blends and select words by sound. | <ul style="list-style-type: none"> I can recall and perform an extended song or rhyme. |

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| Reading | Read carefully and show understanding of words, phrases and simple writing. | <ul style="list-style-type: none"> I can read and pronounce the most common letters and letter strings in French. I can recognise familiar written words. | <ul style="list-style-type: none"> I can notice and discuss cognates e.g. café. | <ul style="list-style-type: none"> I can use a range of strategies to decode new vocabulary. I can read and understand some main points from a short written text. I can recognise features of different text types e.g. recipe, scientific text. | <ul style="list-style-type: none"> I can read and understand the main points and some detail from a short written passage. I can read short, authentic texts for enjoyment or information. |
| | Appreciate stories, songs, poems and rhymes in the language. | <ul style="list-style-type: none"> I can read a simple rhyme or poem, in chorus. | <ul style="list-style-type: none"> I can follow a short familiar text, listening and reading at the same time. | <ul style="list-style-type: none"> I can read and adapt a range of different format short texts e.g. Monsieur Mangetout. | <ul style="list-style-type: none"> I can read and respond to an extract from a story, an e-mail message or song. |
| | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | <ul style="list-style-type: none"> I can begin to develop dictionary skills, e.g. alphabetical animals. I can recognise cognates and near cognates. | <ul style="list-style-type: none"> I can understand how to use a bilingual dictionary. I can make comparisons of word order in French and English. | <ul style="list-style-type: none"> I can use contextual clues and cues to make predictions about meanings e.g. fact file, recipe. I can recognise key information within a text. | <ul style="list-style-type: none"> I can begin to recognise different verb form endings. I can use a bilingual dictionary to select alternative vocabulary for sentence building e.g. description of a town. |
| Writing | Write phrases from memory, and adapt these to create new sentences to express ideas clearly. | <ul style="list-style-type: none"> I can recall and write simple words from memory. I can give a written response to a simple written question. | <ul style="list-style-type: none"> I can write some phrases and simple sentences from memory. I can express my opinions using simple sentences. | <ul style="list-style-type: none"> I can adapt familiar written sentences by changing a few words. I can express my opinions using complex sentences. | <ul style="list-style-type: none"> I can use familiar words and sentence structures to write new sentences. I can construct a short text to describe a place, person or thing, using more complex sentences. |

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| | <p>Describe people, places and things and actions in writing.</p> | <ul style="list-style-type: none"> • I can recognise and use adjectives. | <ul style="list-style-type: none"> • I can use adapted phrases to describe someone's outfit, appearance or character. | <ul style="list-style-type: none"> • I can use different adjectives, correctly positioned and agreed, to describe objects. | <ul style="list-style-type: none"> • I can use a wide range of descriptive phrases. • I can use a bilingual dictionary to check the spelling of familiar words. • I can write simple sentences using the past tense and future tense, with help. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grammar</p> | <p>I can understand basic French grammar, including feminine, masculine and neuter forms and 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> | <ul style="list-style-type: none"> • I can begin to recognise gender of nouns. • I can identify whether nouns are singular or plural. • I can recognise placement of adjectives, compared with English. • I can begin to understand that verbs have patterns. | <ul style="list-style-type: none"> • I can use pronouns he/ she. • I can recognise and apply rules for placement and agreement of adjectives. • I can begin to use regular singular verb endings (l/he/she). • I can recognise and use the negative form. | <ul style="list-style-type: none"> • I can apply rules for adjectives to new vocabulary. • I can use comparative language. • I can explore verbs in infinitive form. • I can recognise and apply verb endings for present regular 'er' verbs. | <ul style="list-style-type: none"> • I can identify word classes within a sentence. • I can understand how word order differs between French and English. • I can learn and use some common irregular verbs, e.g. 'to make', 'to go' • I can recognise and begin to use verbs in different tenses. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cultural understanding</p> | <p>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.</p> | <ul style="list-style-type: none"> • I can recognise that different languages are spoken in the community/world. • I can name the capital of France. • I can explore and appreciate French artists. | <ul style="list-style-type: none"> • I can recognise landmarks of Paris e.g. Louvre. • I can compare birthdays in France and UK. • I can discover some of the major cities of France. | <ul style="list-style-type: none"> • I can identify and locate other French speaking countries in the world. • I can compare geographical features and climates of different French-speaking countries. | <ul style="list-style-type: none"> • I can plan a journey to and around France. |