

# French Progression Document - Speaking



<b>Year 3</b>	<p>Say and repeat single words and short simple phrases.</p> <p>Present a simple rehearsed statement to a partner</p> <p>Name objects and actions and may link words with a simple connective</p> <p>Ask and answer a simple familiar question with a response</p> <p>Start to recognise the sound of some letter strings in familiar words and pronounce accurately when modelled</p> <p>Start to recognise the sound of some letter strings in familiar words and pronounce accurately when modelled</p> <p>Say simple familiar words to describe people, places, things and actions using a model</p>
<b>Year 4</b>	<p>Answer and ask simple questions and give basic information.</p> <p>Present ideas and information in simple sentences to a partner or small group</p> <p>Speak about every day activities and interests, express simple opinions such as likes and dislikes</p> <p>Ask and answer at least 2 simple familiar questions with a response</p> <p>Adapt intonation to ask questions or give instructions</p> <p>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly</p> <p>Say one to two short sentences that may contain an adjective to describe, people, places, things and actions</p>

# French Progression Document - Speaking



<b>Year 5</b>	<p>Ask and answer simple questions and talk about their interests.</p> <p>Engage in a short conversation using a range of simple, familiar questions.</p> <p>Ask and answer more complex questions with a scaffold of responses</p> <p>Say a longer sentence using familiar language</p> <p>Use familiar vocabulary to say several longer sentences using a language scaffold</p> <p>Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words</p> <p>Manipulate familiar language to present ideas and information in simple sentences</p> <p>Present a range of ideas and information, using prompts, to a partner or a small group of people</p> <p>Say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</p>
<b>Year 6</b>	<p>Speak with increasing confidence and fluency.</p> <p>Express a wider range of opinions and begin to provide simple justification</p> <p>Converse briefly without prompts.</p> <p>Refer to everyday activities and interests, recent experiences and future plans</p> <p>Vary language and produce extended responses</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</p> <p>Adapt intonation, for example to mark questions and exclamations</p> <p>Present a range of ideas and information, without prompts, to a partner or a group of people</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>

# French Progression Document - Listening



Year 3	<p>Listen and show understanding of single words through physical response</p> <p>Ask and answer a simple and familiar question with a response</p>
Year 4	<p>Listen and show understanding of short phrases through physical response</p> <p>Ask and answer at least two simple and familiar questions with a response</p>
Year 5	<p>Listen and show understanding of simple sentences containing familiar words through physical response</p> <p>Ask and answer more complex questions with a scaffold of responses</p> <p>Listen and understand the main points from short, spoken material in French</p>
Year 6	<p>Listen and understand the main points and some detail from short, spoken material in French</p> <p>Converse briefly without prompts</p>

# French Progression Document - Reading



Year 3	<p>Read and show understanding of familiar single words</p> <p>Use strategies for memorisation of vocabulary</p> <p>Make links with English or known language to work out the meaning of new words</p> <p>Identify individual sounds in words and pronounce accurately when modelled when reading simple sentences</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled</p>
Year 4	<p>Read and show understanding of simple phrases and sentences containing familiar words</p> <p>Use context to predict the meaning of new words</p> <p>Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p> <p>Adapt intonation to ask questions when reading simple phrases</p> <p>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly when reading simple phrases</p>

# French Progression Document - Reading



Year 5	<p>Read and show understanding of simple sentences containing familiar and some unfamiliar language</p> <p>Rad and understand the main points from short, written material</p> <p>Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</p> <p>Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules in a short written passage.</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</p>
Year 6	<p>Read and understand the main points and some detail from short, written material</p> <p>Use a bilingual dictionary to identify the word class</p> <p>Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules when reading a short passage</p> <p>Adapt intonation for example to mark questions and exclamations when reading a short passage</p>

# French Progression Document - Writing



Year 3	<p>Write single familiar words from memory with understandable accuracy</p> <p>Copy simple familiar words to describe people, places, things and actions using a model</p>
Year 4	<p>Write familiar short phrases from memory with understandable accuracy</p> <p>Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold</p> <p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions</p> <p>Try to spell correctly.</p>

# French Progression Document - Writing



Year 5	<p>Write a simple sentence from memory using familiar language</p> <p>Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary</p> <p>Spelling is readily understandable.</p>
Year 6	<p>Write several sentences from memory with familiar language with understandable accuracy</p> <p>Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions</p> <p>Good use of spelling and grammar</p>