**French Progression of skills**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening** | Join in with actions to a song, story or poem and say some words. | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. | Joins in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language. | Listens to and understands complex sentences in passages of a few sentences, answering questions or identifying key information. |
| **Speaking** | Can answer most questions confidently  (e.g. greetings, name, age, how you are today, favourite colour / animal).  Pronounce familiar words showing a knowledge of sound patterns.  Uses ‘it is’ and ‘there is’ to form simple sentences. | Asks and answers a few familiar  questions with little support (in pairs).  Pronounce familiar and unknown words showing a knowledge pf sound patterns.  Speaks in simple sentences, including nouns and adjectives. | Asks and answers a variety of questions with support.  Expresses likes and dislikes, some  opinions (I like, I don’t like, I prefer, I hate). Asks for help and repeats.  Speaks using some complex sentences e.g. noun, adjectives, and verbs.  Says a variety of sentences describing what like (1st and 2nd person).e.g. I like, do you like? | Engages in short conversations using familiar languages.  Expresses likes and dislikes, some opinions and reasons and asks ‘do you like’ and ‘why do you / don’t you like?’ signals a problem, asks for help and gives additional details when asked e.g. can you  help me?  Says complex sentences, using ‘because’. |
| **Reading** | Reads out loud everyday words and phrases.  Can make links to phonics and  pronounce familiar words well, and some unfamiliar words, when prompted by the teacher. | Reads out loud everyday words, phrases and sentences.  Reads familiar words with good  Pronunciation ad expression.  understands some new words  introduced into familiar text, especially but not exclusively if they are cognates. | Read and understand the main point in short written texts.  Reads aloud confidently familiar words observing particular pronunciation rules with expression (e.g. silent letters, accent/stress markers  etc.) and some unknown cognates.  knows 1) the parts of the dictionary 2) what the codes (nf, nm etc.) mean is confident with alphabetical order can find the meanings of new words | Read and understand the main point and some of the details in short written texts.  Pronounces some unfamiliar words in a sentence using phonic knowledge with expression.  Uses a dictionary to research new nouns and adjectives and use them actively in sentences with some success. |
| **Writing** | Write or copy everyday words correctly.  Writes some known words and short  phrases from memory with  understandable spelling.  Substitutes and adapts noun-adjective collocations in simple sentences. e.g. days of the week. | Write or copy everyday words or phrases correctly.  Uses a model including words and short phrases to create new versions (e.g. writing the sequence of the days of the week)  Writes some simple sentences with  nouns and adjectives, which may / may not be placed correctly. | Write a few short sentences about themselves.  Adapts a range of simple and complex sentences to create new sentences.  Write some short sentences saying what he or she does (uses 1st and 2nd person). | Write a short text about themselves.  Uses a model paragraph to produce a new paragraph with good accuracy.  Writes some complex sentences using a language scaffold with support if necessary. |
| **Grammar** | Can repeat nouns with correct indefinite article when modelled by the teacher retains the correct gender of a few  nouns.  Shows awareness of plural nouns.  I can identify the adjective and the noun in short phrases.  Can recall ‘and’ and use it when  prompted. | When prompted to notice, can identify the meaning of ‘a / some ‘and ‘the’ within simple sentences.  Uses singular and plural nouns  correctly.  I can use the adjective and the noun in short phrases.  Can recall ‘and’ and ‘but’ and use it when prompted. | Uses the most familiar nouns with correct gender article, although may still confuse definite and indefinite use.  Be aware that adjectives change according to gender and number sometimes uses adjectives correctly,  often when prompted.  To conjugate key verbs. | Uses the nouns with correct gender article.  Demonstrates improved use of adjective position and some correct use of gender agreement.  To conjugate key verbs and make them negative. |