

French Skills & Knowledge Progression 2022/23



Year Group	Listening	Speaking	Reading	Writing	Grammar
R	Listening *Enjoy listening to songs, poems and stories. *Listen carefully and respond to familiar words in songs, poems and simple stories by joining in with actions or repeating single words. *Follow simple classroom instructions.	Speaking *Repeat single words and short simple sentences. *Respond briefly, with single words or short phrases to greetings.. *The pronunciation is approximate and he/she needs considerable support from a spoken model and from visual cues.	Reading	Writing	Grammar
1	Listening *Enjoy listening to songs, poems and stories. *Listen carefully and respond to familiar words in songs, poems and simple stories by joining in with actions or repeating single words. *Follow simple classroom instructions.	Speaking *Repeat single words and short simple sentences. *Respond briefly, with single words or short phrases to what can be heard. *Pronounce few familiar words and short sentences with good pronunciation.	Reading *Identify a few familiar words.	Writing	Grammar
2	Listening *Enjoy listening to songs, poems and stories. *Listen carefully and respond to	Speaking *Take risks when practising new language and understand that making accurate sounds in another language means they will have to	Reading *Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their		Grammar

	familiar words in songs, poems and simple stories by joining in with actions or repeating single words. *Follow simple classroom instructions.	make different mouth movements. *Answer questions on a limited range of topics such as their names and how they are. *Pronounce very familiar language with good pronunciation and intonation.	meaning in English. *Read aloud, as a class or group, a simple sentence with familiar words.		
3	Listening *Enjoy listening to songs, poems and stories. *Listen carefully and respond to familiar words in songs, poems and simple stories by joining in with actions or repeating single words. *Follow simple classroom instructions.	Speaking *Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. *Pronounce very familiar language with good pronunciation and intonation. *Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. *Express likes and begin to express dislikes.	Reading *Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. *Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. *Read aloud and understand a simple conversation with a partner that uses familiar language.	Writing *Complete a simple gapped text by adding three or four familiar words. *Write two or three sentences on a familiar topic using a writing frame and word bank. *Begin to write a few familiar words from memory and know that all attempts will be valued.	Grammar *Notice (where relevant) that the definite/indefinite article changes according to gender of noun. *Notice differences in word order. *Begin to understand how to form the negative.
4	Listening *Continue to enjoy listening to songs, rhymes and stories *Identify specific phonemes, words and phrases. *Listen to a short text using familiar vocabulary and answer simple questions in English. *Respond to a wide range of classroom instructions.	Speaking *Join in speaking activities willingly and confidently. *Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes. *Begin to use simple conjunctions e.g. I have brown eyes and black hair.	Reading *Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. *Follow a text displayed in the classroom at the same time as listening to it. *Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting	Writing *Write a few sentences using word banks and writing frames for support. *Begin to use pronouns. *Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation. *Show willingness to have a go at writing new words using phonic knowledge	Grammar *Understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural. *Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to the gender of the nouns they describe.

		*Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. *Ask and answer questions in 1st, 2nd, 3rd person singular. *Begin to use pronouns *Recite a few lines from a story, poem or song with good pronunciation. *Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.	new words. *Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words. *Begin to use a bilingual dictionary to check the meaning of new words		*Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like with increasing accuracy. *Ask and answer questions in 1st, 2nd, 3rd person singular.
5	Listening *Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points *Identify specific sounds in familiar and unfamiliar words. *Enjoy the challenge of meeting unfamiliar language	Speaking *Use spontaneously, a limited range of phrases and sentences to seek clarification and help. *Pronounce and use the alphabet with increasing accuracy. *Use simple conjunctions so that they can create more complex sentences. *Have the vocabulary to give the opinions they want to express. *Begin to understand and use future tense in spoken language. *Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.	Reading *Work well with a partner to work out a short text containing familiar and unfamiliar language. *Enjoy the challenge of working out the meaning of unfamiliar language. *Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. *Apply phonic knowledge when meeting new words.	Writing *Write three or four sentences using word/phrase bank. *Write more interesting sentences by adding one or two simple conjunctions. *Personalise a text by changing one or two elements. *Use a bilingual dictionary and word banks to check spelling. *Attempt to write two or three sentences from memory using familiar language.	Grammar *Explain confidently the word order for familiar adjectives. *Adapt endings to familiar adjectives with increasing accuracy. *Start to apply correct endings to a few possessive articles. *Create simple sentences about the future. *Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense. *Explain with confidence how to form the negative in simple sentences.

6	Listening *Understand that some sounds and letter combinations need to be said and written differently from in English *Listen to spoken foreign language for details and gist. Identify key points and some detail. *Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. *Follow a wide range of classroom instructions. *Be confident and open to understanding very familiar language spoken by someone other than their teacher	Speaking *Take part in a simple conversation, ask and answer questions and express opinions. *Use spoken language confidently to initiative and sustain a simple conversation. *Present simple information on a familiar topic to the class. *Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. *Use a range of questions and statements spontaneously to seek clarification and help.	Reading *Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. *Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. *Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. *Understand key points in short written texts in unfamiliar contexts. *Find the meaning of new words by using a bilingual dictionary.	Writing *Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. *Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.	Grammar *Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary. * Show some understanding of past and future tense in spoken and written work. *Use high frequency adjectives with reasonable accuracy ie word order and endings. *Apply understanding of conjugation to two or three familiar verbs in the present tense.
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