**French Skills Progression – Belleville Wix Academy 2020-21**

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| **Reception** | |
| **Skills** | **Example contexts and language from the scheme of work** |
| * Listen and respond to familiar spoken words and phrases * Communicate with others using simple words and phrases * Recognise and respond verbally to visual cues and key words * Write simple words with support e.g. greetings, colours, numbers 1-10 | * Understand and respond to greetings, simple classroom instructions, name, songs * Use greetings, names, feelings. * Recognise and understand: greetings, names, numbers, days of the week, months of the year, seasons. |

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| **Year 1** | |
| **Skills** | **Example contexts and language from the scheme of work** |
| * Listen and respond to familiar spoken words, phrases and sentences * Communicate with others using simple words and phrases * Recognise and understand some familiar written words and phrases * Write simple words with support e.g. greetings, names, days of the week, months of the year | * Understand and respond to greetings, simple classroom instructions, name, songs * Use greetings, names, feelings * Recognise and understand: greetings, names, numbers, days of the week, months of the year, seasons |

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| **Year 2** | |
| **Skills** | **Example contexts and language from the scheme of work** |
| * Listen and respond to familiar spoken words, phrases and sentences * Communicate with others using simple words and phrases * Appreciate simple songs, poems, videos and rhymes in the language * Recognise and understand some familiar written words and phrases Write basic sentences, with support | * numbers, colours, animals, family members * name, age, describing the colour of animals * basic description of animals and family members |

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| **Year 3** | |
| **Skills** | **Example contexts and language from the scheme of work** |
| * Listen and respond to familiar spoken words, phrases and sentences e.g. *simple instructions, rhymes, songs* * Communicate with others using simple words, phrases and short sentences e.g. *greetings, simple personal information* * Recognise and understand some familiar written words and phrases e.g. *familiar nouns, adjectives and simple verb forms in poems and rhymes* * Read aloud familiar text in chorus * Write some familiar simple words using a model and from memory e.g. *familiar nouns, adjectives* * Use correct pronunciation when speaking and show awareness of sound spelling links * Understand basic grammar appropriate to the language being studied | * Understand numbers 1-31 and say key numbers relating to dates e.g. own birthday * Understand and respond to simple questions e.g.   H*o how many …? What do you look like?*   * Use simple greetings e.g. *saying hello and goodbye, saying how you are and asking others* * Ask and answer simple questions about e.g.*name and age, family members and descriptions, birthday* * Understand and communicate familiar nouns e.g. *family members, countries of Europe.* * Use simple adjectives e.g. *to describe oneself and other people (size, colour of hair and eyes)* * Use simple sentences e.g. *to say what they look like, to say who is in my family* * Use some simple familiar verbs, I have/I am/I live in….he/she has/ is……… |

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| **Year 4** | |
| **Skills** | **Example contexts and language from the scheme of work** |
| * Listen for specific words and phrases e.g. *in instructions and other spoken sources such as songs stories, poems* * Communicate by asking and answering a wider range of questions and presenting short pieces of information * Read and understand familiar written words, phrases and short text made of simple sentences e.g. *in familiar stories, character descriptions, poems and rhymes* * Read a wider range of words, phrases and sentences aloud * Follow text while listening and reading at the same time. * Write some familiar words, phrases and simple sentences * Apply phonic knowledge to support reading, writing and pronunciation * Understand basic grammar appropriate to the language being studied * Understand (where relevant): feminine and masculine forms | * Use a wider range of question forms e.g. *for help in the classroom, the date* * Understand and communicate a wider range of familiar nouns e.g. *classroom items, animals, countries, continents, rivers.* * Understand and use adjectives that describe people and things e.g. *classroom objects, animals, Roman soldiers, Tudors Kings* * Understand and use verbs in the first person to say e.g. *what they do, like, prefer* * Understand and use verbs in the third person to say e.g. to describe *other people or animals* * Use some simple adverbs to make sentences more interesting, e.g. quite, very…. * Express likes, dislikes and preference about what they do e.g. *about school, animals, justifying the opinions* |

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| **Year 5** | |
| **Skills** | **Example contexts and language from the scheme of work** |
| * Listen attentively and understand more complex phrases and sentences e.g. *in instruction, directions and other spoken sources such as songs stories, poems* * Take part in short conversations using familiar structures and vocabulary and present information to others * Understand and express simple opinions * Read a variety of short simple texts in different formats and in different contexts *e.g. stories, poems, texts from the internet, nonfiction texts, emails from a partner school* * Write simple sentences and short texts using a model and a dictionary to check the spelling of words * Recognise patterns when building sentences and apply knowledge of grammatical rules * Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning | * Follow and give simple instructions and directions e.g. *directions to a place in a town* * Ask questions e.g. *Where are places in a town* * Express opinions with reasons using *aimer* and the infinitive plus *parce que* * Take part in conversations expressing likes, dislikes and preferences *e.g. about food, places, activities* * Making simple statements and present information e.g. *about hobbies and sports* * Talk and write about the past using set phrases e.g. *what has been visited/seen/eaten in Paris* * Understand and communicate simple descriptions in speech and writing *e.g. of basic conversation at the doctor’s, monsters,* * Use adjectives to add interest to a description * Understand and use numbers in context up to 100 * Understand and use transactional language e.g.at the doctor’s/*in a café* * Give a description e.g. places in  *a town* |

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| **Year 6** | |
| **Skills** | **Example contexts and language from the scheme of work** |
| * Understand the main points and simple opinions in spoken sources e.g. *story, song or passage* * Understand longer and more complex phrases or sentences e.g. *descriptions, information, instructions* * Use spoken language to initiate and sustain simple conversations and conversations on familiar topics * Present to an audience e.g. *role-play, presentation, performance, read aloud from a text* * Read and understand the main points and some detail from a short written passage e.g. *extract from a story poem, information, nonfiction text* * Find new words in by using a bilingual dictionary. * Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure | * Give a description e.g. *of oneself and others, clothes, planets* * Use adjectives to add interest and detail to a description of oneself * Express and justify opinions * Use adverbs, adverbial phrases and negatives in descriptions e.g. *lifestyle, activities* * Ask and respond to questions e.g. *about the weather* * Understand and respond to texts e.g. what I would rather do, what I will do when I am older, my ideal outfit etc * Use different forms of –er verbs in different contexts, plural forms and adjective endings |

**KS2 Languages National Curriculum Strands** Appendix A

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| **Listening** | **Speaking** | **Reading** | **Writing** |
| * listen attentively to spoken language * listen to songs and rhymes * show understanding by responding * show understanding by joining in * appreciate stories, songs, poems and rhymes in the language * appreciate songs, poems and rhymes in the language * appreciate stories in the language * understand ideas, facts and feelings | * ask and answer questions * engage in conversations * express opinions * respond to the opinions of others * seek clarification and help * speak in sentences, using familiar vocabulary, phrases * present ideas and information to a range of audiences * describe people, places, things and actions * communicate for practical purposes * speak with increasing confidence, fluency and spontaneity * communicate ideas, facts and feelings | * read carefully and show understanding of words * read carefully and show understanding of phrases * read carefully and show understanding of simple writing * appreciate poems and rhymes in the language * appreciate stories, in the language * broaden vocabulary through reading * develop the ability to understand new words that are introduced in familiar written material * find out the meaning of new words through using a dictionary * understand ideas, facts and feelings | * write words and phrases from memory * express ideas in writing through substituting words * adapt words and phrases to create new sentences * express ideas in writing through adapting, phrases and sentences * describe people, places, things and actions * communicate for practical purposes * write at varying length, for different purposes * write at varying length, for different audiences * communicate ideas, facts and feelings |
| **Phonology**   * explore the patterns and sounds of language and link the spelling, sound and meaning of words * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * understand and communicate using knowledge of phonology | | | |
| **Grammar - Use basic language structures**   * understand basic grammar appropriate to the language being studied * understand key features and patterns of the language * understand (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs * know how to apply the basic grammar they have learnt, for instance, to build sentences * know how these patterns and grammar differ from or are similar to English | | | |
| **Intercultural understanding**   * foster pupils’ curiosity and deepen their understanding of the world * learn new ways of thinking and read great literature in the original language * understand and respond to spoken and written language from a variety of authentic sources * discover and develop an appreciation of a range of writing in the language studied | | | |