**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
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**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
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| **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
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| **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
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| **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
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