

### French Progression Plan

Year/Term	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> <li>• Enjoy listening to songs, poems and stories.</li> <li>• Listen carefully and identify familiar words in songs, poems and simple stories.</li> <li>• Recognise, with confidence, numbers to 20 and know own birthday date</li> <li>• Recognise days of the week</li> <li>• Follow simple classroom instructions and recognise simple colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to enjoy listening to songs, rhymes and stories.</li> <li>• Respond to a short text using familiar vocabulary.</li> <li>• Respond to a wide range of classroom instructions.</li> <li>• Recognise some animals, pets, weather and hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points</li> <li>• Identify specific sounds in familiar and unfamiliar words.</li> <li>• Recognise classroom objects and names of some shops</li> <li>• Recognise a range of French food including their eating habits (breakfast, lunch and dinner)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some sounds and letter combinations need to be said and written differently from in English</li> <li>• Listen to spoken foreign language for details and gist. Identify key points and some detail.</li> <li>• Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</li> <li>• Follow a wide range of classroom instructions</li> <li>• Recognise different types of homes including room types and furniture</li> <li>• Recognise places in a town</li> <li>• Recognise numbers to 100 including years</li> <li>• Recognise and understand time to 5 minute intervals on 24 hour and 12 hour clocks.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Pronounce very familiar language with good pronunciation and intonation.</li> <li>• Ask and answer questions on a limited range of topics such as age, where they live, and the date</li> </ul>	<ul style="list-style-type: none"> <li>• Join in speaking activities willingly and confidently.</li> <li>• Recall simple vocabulary and begin to use these to construct sentences</li> <li>• Begin to use simple</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in full but simple sentences</li> <li>• Use a wider range of adjectives when speaking sentences</li> <li>• Have the vocabulary to give the opinions they want to express.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a simple conversation, ask and answer questions and express opinions.</li> <li>• Use spoken language confidently to initiative and sustain a simple conversation.</li> </ul>

	<p>of their birthday, which they have practised regularly.</p> <ul style="list-style-type: none"> <li>• Begin to engage in a sustained dialogue.</li> </ul>	<p>conjunctions and adjectives</p> <ul style="list-style-type: none"> <li>• Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like ....</li> <li>• Talk about family members</li> <li>• Communicate a short story verbally</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in a sustained dialogue of four or more exchanges confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple information on a familiar topic to the class</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Identify familiar words in a short story to make sense of it in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a text displayed in the classroom at the same rate as listening to it.</li> <li>• Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy the challenge of working out the meaning of unfamiliar language.</li> <li>• Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.</li> <li>• Apply phonic knowledge when meeting new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</li> <li>• Understand key points in short written texts in unfamiliar contexts</li> <li>• Find the meaning of new words by using a bilingual dictionary.</li> <li>• Answer comprehension questions on a short text</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Notice gender of noun for the vocabulary taught.</li> <li>• Notice differences in word order</li> </ul>	<ul style="list-style-type: none"> <li>• Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.</li> <li>• Form the negative to give answers to simple questions about hobbies</li> <li>• Use dictionaries to begin to class words as adjectives or nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Explain confidently the word order for familiar adjectives</li> <li>• Adapt endings to familiar adjectives with increasing accuracy</li> <li>• To class words confidently as adjectives, nouns or verbs using dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary</li> <li>• Use high frequency adjectives with reasonable accuracy (word order and endings)</li> <li>• Use dictionary abbreviations to identify word class of a word</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Complete a simple gapped text by adding three or four familiar words.</li> <li>• Begin to write a few familiar vocabulary words from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Write a few phrases using words banks and writing frames for support.</li> <li>• Begin to use pronouns.</li> <li>• Write two to three simple</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences by adding one or two simple adjectives</li> <li>• Personalise a text by changing one or two elements</li> <li>• Use a bilingual dictionary and</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph around a common theme. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency</li> </ul>

	and know that all attempts will be valued	questions and responses based on vocabulary taught..	word banks to check spelling	adjectives. • Use a wider range of adjectives and use conjunctions to link sentences.
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