



## FRENCH PROGRESSION AT JOHN WHEELDON PRIMARY ACADEMY

### KS2

SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>End points</b>				
<b>Reading/ Phonics</b>	<p>Recognise and read out a few familiar words and phrases.</p> <p>Make links with English or known language to work out the meaning of new words.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p>	<p>Understand simple written phrases.</p> <p>Match sounds to familiar written words.</p> <p>Use context to predict the meaning of new words.</p> <p>Begin to use a bilingual dictionary to find the meaning of individual words in French and English</p>	<p>Understand the main point(s) from a short-written passage.</p> <p>Apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Use bi-lingual dictionaries independently.</p> <p>Read and show understanding of simple sentences containing familiar/unfamiliar language.</p>	<p>Understand the main points and simple opinion of a longer written passage (e.g., letter, recipe, poem, story, an account).</p> <p>Use a bilingual dictionary to access unfamiliar language.</p> <p>Read the text of songs and rhymes and identify patterns of language and link sound to spelling.</p>
<b>End points</b>				
SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Writing</b>	<p>Write or copy a few simple words or symbols.</p> <p>Use familiar vocabulary to write a short sentence using a language scaffold.</p> <p>Replace familiar vocabulary in short phrases written from</p>	<p>Spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Write two or three short sentences as a personal response, using reference materials / with support.</p> <p>Attempt to use nouns and adjectives and show awareness of the use of conjugation of some commonly used and regular verbs in the present tense.</p>	<p>Write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic using reference materials, support if necessary.</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>

	memory to create new short phrases.		Replace vocabulary in sentences written from memory to create new sentences.	
<b>End points</b>				
<b>SKILLS</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Listening</b>	<p>Understand a few familiar spoken words and phrases.</p> <p>Listen and show understanding of single words through physical response.</p> <p>Listen and identify specific words in songs and rhymes and demonstrate understanding.</p>	<p>Understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p> <p>Listen and identify specific words and phrases in songs and rhymes and demonstrate understanding</p>	<p>Listen and show understanding of simple sentences containing familiar words through physical response.</p> <p>Listen and understand the main points from short, spoken material in the target language.</p> <p>Listen and identify rhyming words and specific sounds in songs and rhymes.</p>	<p>Listen and understand the main points and some detail from short, spoken material in French.</p>
<b>End points</b>				
<b>SKILLS</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Speaking</b>	<p>Say/repeat a few words and short simple phrases.</p> <p>Name objects and actions and may link words with a simple connective.</p> <p>Begin to identify individual sounds in words and pronounce accurately when modelled.</p>	<p>Ask and answer simple questions and give basic information.</p> <p>Pronounce familiar words and some new words accurately.</p> <p>Listen and show understanding of short phrases through physical response.</p>	<p>Ask and answer simple questions on several topics using a scaffold of responses.</p> <p>Express simple opinions.</p> <p>Take part in brief pre-prepared tasks such as short presentations and role plays.</p> <p>Adapt intonation to ask questions or give instructions.</p>	<p>Take part in a simple conversation without prompts.</p> <p>Express a wider range of opinions and begin to provide some simple justification.</p> <p>Use familiar vocabulary to say several longer sentences using a language scaffold.</p>

	Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.	Speak about everyday activities and interests and refer to recent experiences or future plans.  Begin to pronounce words accordingly.	Say a longer sentence using familiar language.  Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.  Appreciate the impact of accents and apply increasingly confidently when pronouncing words.	Vary language and produce extended responses.  Adapt intonation, for example questions and exclamations.  Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.
<b>End points</b>				
<b>SKILLS</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Grammar</b>	<p>Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English.</p> <p>Name the first and second person singular subject pronouns.</p> <p>Use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</p> <p>Recognise and use the first-person possessive adjectives (mon, ma, mes).</p>	<p>Identify word classes.</p> <p>Name the gender of nouns and the indefinite and definite articles for both genders and use correctly.</p> <p>Say how to make the plural form of nouns.</p> <p>Recognise and use partitive articles (du, de la, de l', des)</p> <p>Use a simple negative form (ne... pas);</p> <p>Give different forms of a high frequency verb (aller – to go)</p> <p>Use simple prepositions in sentences.</p>	<p>Demonstrate understanding of gender and number of nouns and use appropriate determiners.</p> <p>Name and use a range of conjunctions to create compound sentences.</p> <p>Demonstrate the use of first-, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement.</p> <p>Explain and use elision; state the differences and similarities with English.</p> <p>Recognise and use the simple future tense of a high frequency verb; compare with English.</p>	<p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>Use some adverbs.</p> <p>Recognise and use a range of prepositions.</p> <p>Follow a pattern to conjugate a regular verb in the present tense.</p> <p>Choose the correct tense of a verb according to context.</p> <p>Use the third person plural of a few high frequency verbs in the present tense.</p> <p>Name all subject pronouns and use to conjugate a high frequency verb in the present tense.</p>



		<p>Use the third person singular and plural of the verb 'être' in the present tense.</p>	<p>Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular. Recognise and use the first- and third-person singular possessive adjectives (mon, ma, mes, son, sa, ses).</p>	<p>Recognise and use a high frequency verb in the perfect tense and compare with English.</p>
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**John Wheeldon**  
Primary Academy