



## Progression of Skills in French

	Lower Key Stage 2	Upper Key Stage 2
Listening and speaking / oracy	<p><b>KS2 Languages National Curriculum:</b> Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) repeat modelled words;</li><li>b) listen and show understanding of single words through physical response;</li><li>c) repeat modelled short phrases;</li><li>d) listen and show understanding of short phrases through physical response.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) listen and show understanding of simple sentences containing familiar words through physical response;</li><li>b) listen and understand the main points from short, spoken material in the target language;</li><li>c) listen and understand the main points and some detail from short, spoken material in French.</li></ul>
	<p><b>KS2 Languages National Curriculum:</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) recognise a familiar question and respond with a simple rehearsed response;</li><li>b) ask and answer a simple and familiar question with a response;</li><li>c) express simple opinions such as likes, dislikes and preferences;</li><li>d) ask and answer at least two simple and familiar questions with a response.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) engage in a short conversation using a range of simple, familiar questions;</li><li>b) ask and answer more complex questions with a scaffold of responses;</li><li>c) express a wider range of opinions;</li><li>d) converse briefly without prompts.</li></ul>



## Progression of Skills in French

<b>Listening and speaking / oracy</b>	<p><b>KS2 Languages National Curriculum:</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) name objects and actions and may link words with a simple connective;</li><li>b) use familiar vocabulary to say a short sentence using a language scaffold;</li><li>c) speak about everyday activities and interests;</li><li>d) refer to recent experiences or future plans.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) say a longer sentence using familiar language;</li><li>b) use familiar vocabulary to say a longer sentence using a language scaffold;</li><li>c) refer to everyday activities and interests;</li><li>d) vary language and produce extended responses.</li></ul>
	<p><b>KS2 Languages National Curriculum:</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) identify individual sounds in words and pronounce accurately when modelled;</li><li>b) start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li><li>c) adapt intonation to ask questions or give instructions;</li><li>d) show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li><li>b) appreciate the impact of accents and elisions on sound and begin to apply more confidently when pronouncing words</li><li>c) start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings;</li><li>d) adapt intonation, for example to mark questions and exclamations.</li></ul>
	<p><b>KS2 Languages National Curriculum:</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) name nouns and present a simple rehearsed statement to a partner;</li><li>b) present simple rehearsed statements about themselves, objects and people to a partner;</li><li>c) present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) manipulate familiar language to present ideas and information in simple sentences;</li><li>b) present a range of ideas and information, using prompts, to a partner or a small group of people;</li><li>c) begin to present ideas and information in simple sentences, without prompts, to a partner.</li></ul>



## Progression of Skills in French

Listening and speaking / oracy	<p><b>KS2 Languages National Curriculum:</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) say simple familiar words to describe people, places, things and actions using a model;</li> <li>b) say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c) say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ol>	<p><b>KS2 Languages National Curriculum:</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b) manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c) use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ol>
Reading and writing / literacy	<p><b>KS2 Languages National Curriculum:</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) read and show understanding of familiar single words;</li> <li>b) read and show understanding of simple phrases and sentences containing familiar words.</li> </ol>	<p><b>KS2 Languages National Curriculum:</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) read and show understanding of simple sentences containing familiar and possibly some unfamiliar language;</li> <li>b) read and understand the main points from short, written material containing familiar language.</li> </ol>
Reading and writing / literacy	<p><b>KS2 Languages National Curriculum:</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) use strategies for memorisation of vocabulary;</li> <li>b) make links with English or known language to work out the meaning of new words;</li> <li>c) use context to predict the meaning of new words.</li> </ol>	<p><b>KS2 Languages National Curriculum:</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>b) begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ol>



## Progression of Skills in French

<b>Reading and writing / literacy</b>	<p><b>KS2 Languages National Curriculum:</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) identify individual sounds in words and pronounce accurately when modelled;</li><li>b) start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li><li>c) adapt intonation to ask questions;</li><li>d) show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li><li>b) appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li><li>c) start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings;</li><li>d) adapt intonation, for example to mark questions and exclamations in a short, written passage.</li></ul>
	<p><b>KS2 Languages National Curriculum:</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) write single familiar words from memory with understandable accuracy;</li><li>b) write familiar short phrases from memory with understandable accuracy;</li><li>c) replace familiar vocabulary in short phrases written from memory to create new short phrases.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) write familiar short phrases from memory using familiar language;</li><li>b) write a simple sentence from memory with familiar language with understandable accuracy;</li><li>c) replace familiar vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li></ul>



## Progression of Skills in French

<b>Reading and writing / literacy</b>	<p><b>KS2 Languages National Curriculum:</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) copy simple familiar words to describe people, places, things and actions using a model;</li><li>b) write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li><li>c) write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li><li>b) manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li><li>c) use a wider range of descriptive language in their descriptions of people, places, things and actions.</li></ul>
<b>Stories, songs, poems and rhymes</b>	<p><b>KS2 Languages National Curriculum:</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) listen and identify specific words in songs and rhymes and demonstrate understanding;</li><li>b) listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) listen and identify rhyming words and specific sounds in songs and rhymes;</li><li>b) follow the text of familiar songs and rhymes, identifying the meaning of words.</li></ul>
	<p><b>KS2 Languages National Curriculum:</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) join in with actions to accompany familiar songs, stories and rhymes;</li><li>b) join in with words of a song or storytelling.</li></ul>	<p><b>KS2 Languages National Curriculum:</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) follow the text of a familiar song or story;</li><li>b) follow the text of a familiar song or story and sing or read aloud;</li><li>c) understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li></ul>



## Progression of Skills in French

### **KS2 Languages National Curriculum**

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- a) show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- b) name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- c) recognise and use partitive articles;
- d) name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- e) name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- f) use a simple negative form (ne... pas);
- g) show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- h) recognise and use the first person possessive adjectives (mon, ma, mes);
- i) recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase.

### **KS2 Languages National Curriculum**

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- a) demonstrate understanding of gender and number of nouns and use appropriate determiners;
- b) recognise and use partitive articles confidently;
- c) name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- d) name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- e) use a simple negative form (ne... pas);
- f) show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- g) recognise and use the first person possessive adjectives (mon, ma, mes);
- h) recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase.
- i) conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;
- j) use simple prepositions in their sentences;
- k) use the third person singular and plural of the verb 'être' in the present tense.