



# WOORE PRIMARY & NURSERY SCHOOL

## French Progression Map

Year 3

Year 5

Year 4

Year 6

PoS Statements	Listening	Speaking	Reading	Writing
Listen attentively to spoken language and show understanding by joining in and responding.	To understand some simple words and phrases.	To repeat simple words and phrases.		To write short, simple responses to spoken language using familiar words.
	To understand some simple instructions and follow them.			To write responses to spoken language using short phrases and simple sentences.
	To pick out familiar words and phrases from spoken sentences.			
	To understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.			
	To understand the main points and some of the detail from a short spoken passage, including more complex phrase and sentences.			
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	To identify phonemes which are the same as, or different from, English phonemes.	To join in with simple songs and rhymes.	To read and pronounce the most common letters and letters strings in French.	To use my knowledge of French phonics to help me spell familiar words.
	To identify sounds in songs and rhymes, e.g. by clapping when hear a given sound.		To read and pronounce familiar written words accurately, using my knowledge of French phonics.	
			To read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	To recognise a question.	To answer questions to give basic information using simple words and phrases.		To express my opinion using simple sentences.
	To understand simple questions and respond to them, e.g. by picking up an item.	To say that I don't understand, or ask for a question to be repeated.		To express my opinions using complex sentences.

	Listening	Speaking	Reading	Writing
	To recognise negatives.	To ask for help using polite language.		
		To ask and answer simple questions using short sentences.		
		To ask for simple opinions, and give my own, e.g. likes and dislikes.		
		To join in with a short, continuous conversation, including giving simple opinions.		
		To join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.		
Speak in sentences, using familiar vocabulary, phrases and basic language structures.		To repeat some simple sentences from memory.		
		To say several sentences from memory.		
		To adapt familiar sentences by changing a few words.		
		To use familiar words and sentence structures to construct new sentences.		
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.		To say simple words and phrases from memory, with accurate pronunciation, so that others can understand them.	To read familiar words and phrases aloud with accurate pronunciation, so that others can understand them.	
		To say full sentences from memory, with accurate pronunciation, so that others can understand them.	To read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand them.	
		To use a range of spoken language confidently, using accurate pronunciation and intonation.		

	Listening	Speaking	Reading	Writing
Present ideas and information orally to a range of audiences.		To prepare and recite a few familiar sentences to the teacher.		
		To prepare and present a set of simple instructions to a group for them to follow e.g. some directions.		
		To prepare a short talk on a familiar subject and present it clearly and confidently.		
		To develop a simple sketch or role-play and perform it to the teacher or in an assembly.		
Read carefully and show understanding of words, phrases and simple writing.		To give a spoken response to a simple written question.	To recognise and understand some individual written words, and match them to pictures.	To give a written response to a simple written question.
			To understand familiar written phrases and simple sentences, and respond to them e.g. drawing a line to match an image to a phrase or sentence.	
			To follow and understand a familiar written text, reading and listening at the same time.	
			To understand the main points from a short written text, which contains some unfamiliar language.	
			To understand the main points and some of the detail from a short written text, which contains some unfamiliar language.	
Appreciate stories, songs, poems and rhymes in the language.	To respond appropriately to songs and rhymes e.g. by performing a series of actions.	To recite a simple finger rhyme or song from memory.	To read a simple rhyme or poem, in chorus.	To show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.

	Listening	Speaking	Reading	Writing
	To recognise familiar words and phrases in a spoken story or poem.	To sing familiar songs clearly and confidently, with accurate pronunciation.	To read a simple rhyme, song or story aloud to the class.	
	To understand the main points from a spoken story or poem, which contains some unfamiliar language.		To read aloud a short story containing familiar language, clearly and with expression.	
	To understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.		To appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhyme.	
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.			To use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.	
			To use a bilingual dictionary to find the French translation of English words.	
Write phrases from memory and adapt these to create new sentences, to express ideas clearly.				To write some familiar words from memory.
				To write some phrases and simple sentences from memory.
				To complete a written sentence by adding letters words and phrases.
				To write several sentences from memory.
				To adapt familiar written sentences by changing a few words.
				To use familiar words and sentence structures to write new sentences.
				To write a short passage from memory, including longer or more complex sentences.

	Listening	Speaking	Reading	Writing
Describe people, places, things and actions orally and in writing.		To introduce themselves, giving my name and age, using short, simple sentences.		To write a few simple sentences about themselves, including their name and age from memory.
		To use some numbers, colours and simple describing words in spoken sentences.		To write a few simple sentences to describe where they live, from memory.
		To say a few sentences to describe where they live.		To write a few simple sentences about the things they do e.g. daily routine or hobbies, from memory.
		To say a few sentences about the things they do e.g. daily routine, hobbies, including simple likes and dislikes.		To write a few simple sentences about other people, including their friends and family, from memory.
		To give short descriptions of other people, including my family and friends.		To write several sentences from memory to describe what other people do or like doing.
		To describe what other people do, or like doing.		To write several sentences from memory to describe a place, person or thing.
		To prepare and present a short talk about a place, person or a thing.		To construct a short text to describe a place, person or thing using more complex sentences.

	Listening	Speaking	Reading	Writing
<p>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.</p> <p>This can be broken down into the following areas:</p> <ul style="list-style-type: none"> <li>feminine and masculine forms</li> </ul>				
	To identify the gender of a noun from its article in spoken French.	To pronounce 'le'/'la' and 'un'/'une' clearly and accurately.	To identify the gender of a French noun from its article.	To write some singular nouns with the correct article.
	To understand the difference between 'le'/'la' and 'un'/'une' in spoken French.	To use the correct article most of the time to match the gender of the noun.	To understand the difference between 'le'/'la' and 'un'/'une'.	To use the correct article most of the time to match the gender of the noun.
	To recognise and understand the difference between 'mon'/'ma'/'mes'.	To use either 'le'/'la' or 'un'/'une' appropriately.	To recognise the meaning of 'mon'/'ma'/'mes'.	To use the correct article to match the gender of the noun.
		To use French articles confidently and accurately.		To use French articles confidently and accurately.
<ul style="list-style-type: none"> <li>singular and plural forms</li> </ul>	To recognise whether nouns are singular or plural based on the article 'le'/'la'/'l'/'les'.	To use either 'les' or 'des' with plural nouns.	To recognise whether nouns are singular or plural.	To write some regular French nouns in singular and plural form.
			To recognise that some nouns have irregular plurals.	
<ul style="list-style-type: none"> <li>adjectives</li> </ul>	To recognise some basic French adjectives.	To describe things using simple adjectives.	To recognise that adjectives' endings often change to match the noun they are describing.	To write the correct forms of some simple adjectives with a noun, using an example sentence.

	Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>pronouns and the conjugation of high-frequency verbs</li> </ul>	To recognise who is being talked about in a sentence from the pronoun.	To talk about themselves using some common verbs in the first person singular form.	To recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.	To use a model to write sentences in the first person.
		To use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.	To recognise the first, second and third person singular forms of some common verbs in the present tense.	To write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.
		To use the second person singular form of the present tense to ask questions e.g. 'Tu aimes les pommes?'	To recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.	To write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.
		To recognise that 'vous' is used for more than one person, or in formal situations and that 'tu' is used for one person in informal situations.	To recognise that some verbs are irregular.	To write the correct form of some irregular verbs in the first and third person singular.
		To talk about what they are going to do, using the future tense.	To understand the basic meaning of 'on' in French.	To write simple sentences using the future tense. with help.
		To talk about what they have done, using the past tense.	To identify the future tense.	To write simple sentences using the past tense, with help.
			To recognise the past tense of some common verbs.	
<ul style="list-style-type: none"> <li>word order and patterns in the language</li> </ul>	To recognise that the structure of some French sentences differs from English.	To use simple sentences where the structure of word order differs from English, e.g. negatives and reflexives.	To recognise common sentence and word order patterns in French.	To use some simple sentence structures that differ from English in my writing.
		To use what they have learnt about the structure of French sentences to build new ones using the same model.		To use the rules they know about building sentences in French to create new sentences using different vocabulary.