

## Thomas Jones Primary School – French Progression in Skills and Understanding

This progression document should be read in conjunction with the French language ‘map’ which outlines exactly which vocabulary and language structures are taught in each year group and how both are applied and ‘recycled’ to ensure both progression and language *retention*.

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Use simple greetings, such as hello, goodbye</li> <li>Ask and answer simple questions about self</li> <li>Use familiar nouns e.g. classroom objects</li> <li>Give simple descriptions of objects, i.e. colours</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of familiar nouns, adjectives and phrases to talk about themselves and others</li> <li>Link phrases to produce a short sentence</li> <li>Ask and answer a wider range of questions using different question forms</li> <li>Express preferences about what they like/ dislike</li> </ul>	<ul style="list-style-type: none"> <li>Take part in conversations that express likes, dislikes and preferences</li> <li>Give oral descriptions of people and places, i.e., their city.</li> <li>Act out various role play scenarios, for example, at the doctors.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use transactional language, i.e. in a café or at the doctors</li> <li>Give a description, i.e. of a town, the season or their body.</li> <li>Express and justify their own opinions.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Use a gesture, respond with the correct action, and identify specific words in key questions, responses and songs.</li> <li>Respond with correct language to key questions.</li> </ul>	<ul style="list-style-type: none"> <li>Pick out words and phrases in texts, stories and songs</li> <li>Count and recognise numbers up to 30</li> <li>Listen to up to three familiar sentences using familiar vocabulary and respond in English</li> <li>Respond to a wider range of key questions and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Recognise letters of the alphabet when they hear them</li> <li>Accurately record information that has been dictated to them</li> <li>Listen with increasing understanding to a range of French phrases, stories and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to longer texts, i.e. stories, weather forecasts, with a native language speaker where possible.</li> <li>Understand language from prior learning within new contexts, such as colours, numbers, weather nouns.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Read and understand familiar nouns, such as classroom objects</li> <li>Read aloud familiar words and phrases from short texts and songs with reasonable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Understand key points in simple texts using familiar language</li> <li>Follow a text such as a song, while listening to it at the same time</li> <li>Link phrases to make a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Practise reading a range of short sentences and texts that include both new and familiar vocabulary.</li> <li>Answer reading comprehension questions, in both English and French</li> </ul>	<ul style="list-style-type: none"> <li>In pairs or groups, read longer comprehension texts, including their own written work.</li> <li>Independently read and understand the key points in a range of different texts.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Identify a missing word from a key phrase or question</li> <li>Write one or two simple sentences using a model</li> <li>Label a drawing they have made, i.e. a black cat</li> </ul>	<ul style="list-style-type: none"> <li>Write a few simple sentences using a word bank for support</li> <li>Experiment with writing new words</li> </ul>	<ul style="list-style-type: none"> <li>Write three or four sentences using a word/phrase bank linked to a recent area of learning such as their town, a visit to the doctors, their hobbies.</li> <li>Use simple conjunctions such as and, but, because, to form more complex sentences.</li> <li>Change elements in a given text e.g. number, colour, body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Use adjectives to add further interest to a description</li> <li>Use some simple adverbs to make sentences more interesting</li> <li>Write longer texts based upon focus topics, including the seasons and illnesses</li> </ul>

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<b>Grammar</b>	<ul style="list-style-type: none"> <li>Match the correct definite/ indefinite article to a noun with increasing accuracy</li> <li>Use picture and word cards to build phrases to show the position of adjectives of colour</li> </ul>	<ul style="list-style-type: none"> <li>Correctly match definite/ indefinite articles to feminine, masculine and plural nouns</li> <li>Place familiar adjectives, e.g. those relating to colour and size in the correct place in a sentence.</li> <li>Select the colour adjective agreement to describe masculine and feminine nouns</li> <li>Begin to use 1st/ 3rd person pronouns</li> </ul>	<ul style="list-style-type: none"> <li>To develop an understanding of possessive pronouns, i.e. “She is my sister”</li> <li>Identify the correct indefinite/ definite article for masculine, feminine and plural nouns</li> <li>Begin to understand the conjugation of key high frequency verbs in the 1st person, such as avoir, aimer, être</li> <li>Begin to understand key contractions within known phrases, such au, à la, aux</li> </ul>	<ul style="list-style-type: none"> <li>Identify the correct adjectival agreement for colours, body parts and feelings</li> <li>Identify the correct placement of adverbs in phrases</li> <li>Understand the contractions du, de la, des</li> <li>Correctly conjugate a range of high frequency verbs, including aller, aimer, avoir, être</li> </ul>
	<b>Arriving in Year 4 able to...</b>	<b>Arriving in Year 5 able to...</b>	<b>Arriving in Year 6 able to...</b>	<b>Arriving in Year 7 able to...</b>
<b>Progression Summary</b>	<ul style="list-style-type: none"> <li>Hold a simple conversation alongside a peer or classroom adult.</li> <li>Understand key basic language in French, such as greetings, colours and classroom objects.</li> <li>Enjoy songs, raps and stories in the target language.</li> <li>Construct sentences using known questions and phrases, with the support of a word bank</li> <li>Listen carefully to, and translate, key words and phrases.</li> <li>Write some key words from memory.</li> <li>Identify the gender of nouns with some accuracy.</li> <li>Show a developing understanding of adjectival agreements.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently ask and answer a wider range of key questions, with increasing independence.</li> <li>Read and recognise a wider range of language and questions without adult support.</li> <li>Identify the gender of nouns, and how this impacts adjectival agreement.</li> <li>Talk about themselves, their likes/ dislikes and their wider family.</li> <li>Write a range of descriptive sentences, using increasingly accurate adjectival placement and agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Express themselves orally with increasing confidence and independence.</li> <li>Ask and answer a wider range of questions.</li> <li>Give their opinions and begin to justify their reasoning.</li> <li>Understand certain high frequency verbs, and the phrases where they are used most often.</li> <li>Read and understand longer texts, including those with new or unfamiliar vocabulary.</li> <li>Start writing longer texts independently, using words and phrases both from memory or a word bank.</li> <li>Begin understanding contractions such as au/ à la/ aux</li> </ul>	<ul style="list-style-type: none"> <li>Understand a wide range of key language, both aurally and in written form.</li> <li>Hold longer conversations and role play scenarios using a wide range of key language.</li> <li>Understand the 1<sup>st</sup> person conjugation of a range of key verbs.</li> <li>Begin to understand contractions such as du/ de la/ des.</li> <li>Read and understand longer texts, including those with unfamiliar or new words.</li> <li>Create a longer written text, including role play scenarios.</li> <li>Express their own likes/ dislikes and justify their opinions.</li> <li>Use a wide variety of language to express themselves, including adjectives and adverbs.</li> <li>Understand and identify the gender of key nouns, and their definite/ indefinite articles.</li> </ul>