

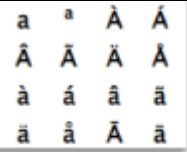




Progression in French skills



	 Speaking and listening	 Reading and Writing	 How language works (Grammar)
Year 3	<ul style="list-style-type: none"> • Use a gesture/ hold up a picture to identify a word when listening to songs, poems or simple stories. • Recognise numbers 1-20. • Understand and respond to simple classroom instructions. • Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. • Ask and answer simple questions about self e.g. name and age. 	<p>Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play.</p> <ul style="list-style-type: none"> • Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. <p>Write one or two simple sentences, using a model e.g. name and age to introduce themselves.</p> <p>Label an animal they have drawn or made from playdough - e.g. a black cat.</p> <ul style="list-style-type: none"> • Complete a simple gapped text such as a party invitation or passport. 	<p><i>See separate progression document for phonics, vocabulary and grammar.</i></p>
	<ul style="list-style-type: none"> • Pick out phonemes, words and phrases in songs, stories and rhymes. Listen to up to three simple sentences using familiar vocabulary 	<p>Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog?</p>	<p><i>See separate progression document for phonics, vocabulary and grammar.</i></p>

<p>Year 4</p>	<p>and answer questions in English e.g. How old is Nicole?</p> <ul style="list-style-type: none"> • Respond to a wider range of classroom instructions. • Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. • Ask and answer questions using a wider range of question forms. • Express preference about what they like. 	<ul style="list-style-type: none"> • Follow a text such as a song or poem whilst listening to it at the same time • Link phrases to make a sentence e.g. When it rains, you need an umbrella. • Use strategies to work out meaning of new words. <p>Write a few simple sentences using a word bank to describe.</p> <ul style="list-style-type: none"> • Experiment with writing new words 	
<p>Year 5</p>	<ul style="list-style-type: none"> • Identify key points in a new context e.g. a story, which contains familiar language. • Understand higher numbers e.g. in prices. • Follow instructions and directions e.g. a recipe or simple directions • Recognise letters of the alphabet when they hear them <ul style="list-style-type: none"> • Seek help and clarification • Give simple directions and instructions e.g. a recipe. • Take part in conversations expressing likes, dislikes and preferences 	<p>Practise reading aloud a poem to perform in assembly.</p> <ul style="list-style-type: none"> • Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary. <p>Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet.</p> <ul style="list-style-type: none"> • Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet. 	<p><i>See separate progression document for phonics, vocabulary and grammar.</i></p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Listen to longer texts read by other speakers. • Understand and use numbers in context e.g. saying the year, 24- hour clock 	<p>Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town</p>	<p><i>See separate progression document for phonics, vocabulary and grammar.</i></p>

	<ul style="list-style-type: none">• Understand and use transactional language e.g. in a café• Give a description e.g. of a town, geographical features in a country.• Talk about the past in simple terms e.g. I ate / drank/ the weather• Express and justify opinions e.g. I like netball because it's fun.	<ul style="list-style-type: none">• Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article. <p>Use adjectives to add interest and detail to a description</p> <ul style="list-style-type: none">• Use some simple adverbs to make sentences more interesting• Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email• Have some understanding of how to use the past tense.	
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