



## French Progression Grid

Area	Year 3	Year 4	Year 5	Year 6
Spoken French	<p>Children can say basic words and phrases in response to questions about themselves and can use single words linked to the topic being studied (e.g. body parts, animals and pets).</p> <p>Children can count confidently from 1-20, say the days of the week and can begin to say the months of the year.</p>	<p>Children can say basic words and phrases in response to questions about themselves, and can begin to ask each other questions to generate these answers.</p> <p>Children can begin to say short sentences linked to the topic being studied (e.g. J'aime le tennis – I like tennis).</p> <p>Children can count confidently from 1-30, can say the days of the week, the months of the year and begin to learn different times of the day (e.g. le matin, l'après-midi etc).</p>	<p>Children can have a conversation with another child, using questions and answers, to give each other information about themselves.</p> <p>Children begin to use basic conjunctions (e.g. et, mais – and, but) to generate longer sentences about topics being studied (e.g. J'aime le tennis et le foot).</p> <p>Children can count confidently from 1-50, say the days of the week, the months of the year, different times of day (e.g. le matin, l'après-midi etc) and can say what time of day it is using o'clock and half past.</p>	<p>Children can confidently have a conversation with another child, using questions and answers, to give each other information about themselves, including hobbies and preferences.</p> <p>Children are able to use a wider range of conjunctions in their spoken language to link ideas, and within each topic, can use vocabulary to form spoken sentences with the support of a teacher, which may contain relevant words learned in other topics.</p> <p>Children can count confidently from 1-100, say the days of the week, the months of the year, different times of day, and can say what time of day it is using o'clock, quarter past, half past and quarter to (more able will be extended beyond this).</p>

Area	Year 3	Year 4	Year 5	Year 6
Written French	<p>Children can write single or two word phrases linked to each topic, with support (e.g. spellings on the board, flashcards etc).</p>	<p>Children can begin to write sentences linked to each topic, with support (e.g. spellings on the board, flashcards etc) and towards the end of Year 4, will begin to learn how to use a French dictionary to aid writing skills.</p> <p>Children begin to learn about the importance of verbs in sentence construction, and with support, begin to conjugate important verbs – avoir (to have) and être (to be).</p> <p>Children are introduced to masculine, feminine and plural in writing.</p>	<p>Children can write short sentences from memory linked to areas they are confident in (e.g. information about themselves), and longer sentences with support (e.g. from a French dictionary).</p> <p>Children begin to link their ideas in written sentences using basic conjunctions such as ‘et’ and ‘mais’ with support. Some children begin to use their knowledge of verb conjugation to write sentences. More able children may begin to write short paragraphs with support from the teacher and/or resources. Some children, with support, will be able to adapt their writing linked to whether nouns are masculine, feminine or plural.</p>	<p>Children can confidently write short sentences from memory linked to areas they are confident in, and begin to use their knowledge of masculine and feminine to adapt their writing (with support). They are able to use a dictionary to expand their written vocabulary, and can use basic conjunctions with confidence. Some children can use their knowledge of verb conjugation to accurately write sentences. More able children can write a short paragraph linked to the topic being studied, and some may be able to adapt their writing linked to whether nouns are masculine, feminine or plural.</p>

Area	Year 3	Year 4	Year 5	Year 6
Reading French	<p>Most children can read basic words and phrases in French which are familiar to them (e.g. topic vocabulary). They are able to read their own work and begin to edit it with support. Children are exposed to a range of short stories and songs to read with the teacher.</p>	<p>Children can read basic words and phrases in French which are linked to topics. They can read their own work and edit it. Children are exposed to a range of short stories and songs to read with the teacher, but may begin to be able to read short sections independently. Children are introduced to how to use a French dictionary.</p>	<p>Children can read a range of words and phrases linked to topics, and can read the work of others and begin to peer assess accordingly. Children are exposed to a range of short stories, songs and poems to read with the teacher, but some will be able to use a dictionary with support to help further their understanding. Children can use a French dictionary when reading words they don't understand, but may need support with this.</p>	<p>Children can read sentences and short paragraphs linked to topics. They can read their own sentences, correct and edit mistakes and peer assess each other's work. Children are exposed to a range of short stories, songs and poems and some may be able to read them independently using a dictionary to help. Children can use a French dictionary independently when reading words they don't understand.</p>
Listening French	<p>Children can understand a range of basic classroom commands, aided by gestures. By the end of topics, they are able to understand most of the spoken dialogue in short videos and audio clips. Children can begin to understand each other when speaking French, and can begin to follow short stories with pictures and actions, and songs with support.</p>	<p>Children can understand a range of classroom commands, some aided by gestures. By the end of topics, they are able to understand spoken dialogue in short videos and audio clips, and can tell someone else what they were about. Children understand each other when saying basic words and phrases. They can also follow short stories and songs with pictures and actions.</p>	<p>Children understand a wide range of classroom commands. By the end of topics, children are able to understand spoken dialogue in videos and audio clips, and can confidently tell someone else what they were about. Children understand each other when saying short sentences. They can follow short stories with pictures and can appreciate songs in French.</p>	<p>Children confidently understand classroom commands without the need for actions and gestures. By the end of topics, children can translate videos and short audio clips, as well as summarising their content. Children understand each other when having short conversations. They can follow short stories (some without using pictures to aid understanding) and can appreciate songs in French.</p>