

French Skills Progression Map

	LKS2	UKS2
Listening and Speaking/Oracy	<p>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"> repeat modelled words; listen and show understanding of single words through physical response; repeat modelled short phrases; listen and show understanding of short phrases through physical response. 	<p>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"> listen and show understanding of simple sentences containing familiar words through physical response; listen and understand the main points from short, spoken material in French; listen and understand the main points and some detail from short, spoken material in French.
	<p>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"> recognise a familiar question and respond with a simple rehearsed response; ask and answer a simple and familiar question with a response; express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response. 	<p>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"> engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts.
	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> name objects and actions and may link words with a simple connective; use familiar vocabulary to say a short sentence using a language scaffold; speak about everyday activities and interests; refer to recent experiences or future plans. 	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> say a longer sentence using familiar language; use familiar vocabulary to say several longer sentences using a language scaffold; refer to everyday activities and interests, recent experiences and future plans; vary language and produce extended responses.
	<p>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"> identify individual sounds in words and pronounce accurately when modelled; start to recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>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"> pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations.
Listening and Speaking/Oracy	<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> name nouns and present a simple rehearsed statement to a partner; present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> say simple familiar words to describe people, places, things and actions using a model; say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.
		Children read carefully and show understanding of words, phrases and simple writing.

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	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • read and show understanding of familiar single words; <p>read and show understanding of simple phrases and sentences containing familiar words.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • read and show understanding of simple sentences containing familiar and some unfamiliar language; • read and understand the main points from short, written material; • read and understand the main points and some detail from short, written material.
	<p>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> <ul style="list-style-type: none"> • use strategies for memorisation of vocabulary; • make links with English or known language to work out the meaning of new words; • use context to predict the meaning of new words; • begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>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> <ul style="list-style-type: none"> • use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); • use a bilingual dictionary to identify the word class; • use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
Reading and Writing/Literacy	<p>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"> • identify individual sounds in words and pronounce accurately when modelled; • start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; • adapt intonation to ask questions; • show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>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"> • read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; • adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>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"> • write single familiar words from memory with understandable accuracy; • write familiar short phrases from memory with understandable accuracy; • replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>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"> • write a simple sentence from memory using familiar language; • write several sentences from memory with familiar language with understandable accuracy; • replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy simple familiar words to describe people, places, things and actions using a model; • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; • write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, Songs, Poems and Rhymes	<p>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"> • listen and identify specific words in songs and rhymes and demonstrate understanding; • listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>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"> • listen and identify rhyming words and specific sounds in songs and rhymes; • follow the text of familiar songs and rhymes, identifying the meaning of words; • read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
Stories, Songs, Poems and	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> • join in with actions to accompany familiar songs, stories and rhymes; • join in with words of a song or storytelling. 	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> • follow the text of a familiar song or story;

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		<ul style="list-style-type: none"> • follow the text of a familiar song or story and sing or read aloud; • understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> • show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; • 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; • recognise and use partitive articles; • 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; • name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; • use a simple negative form (ne... pas); • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; • recognise and use the first person possessive adjectives (mon, ma, mes); • recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; • conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; • use simple prepositions in their sentences; • use the third person singular and plural of the verb 'être' in the present tense. 	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> • identify word classes; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs; • demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • explain and use elision; state the differences and similarities with English; • recognise and use the simple future tense of a high frequency verb; compare with English; • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; • recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); • recognise and use a range of prepositions; • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • recognise and use a high frequency verb in the perfect tense; compare with English; • follow a pattern to conjugate a regular verb in the present tense; • choose the correct tense of a verb (present/perfect/imperfect/future) according to context.