

EUXTON C OF E PROGRESSION MAP – FRENCH

(National Curriculum statements in blue)

Year Group	Y3 & Y4	Y5 & Y6
Listening and Speaking (Oracy)	<i>Children listen attentively to spoken language and show understanding by joining in and responding.</i>	
	<ul style="list-style-type: none"> <li>• repeat modelled words;</li> <li>• listen and show understanding of single words through physical response;</li> <li>• repeat modelled short phrases;</li> <li>• listen and show understanding of short phrases through physical response.</li> </ul>	<ul style="list-style-type: none"> <li>• listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>• listen and understand the main points from short, spoken material in French;</li> <li>• listen and understand the main points and some detail from short, spoken material in French.</li> </ul>
	<i>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i>	
	<ul style="list-style-type: none"> <li>• recognise a familiar question and respond with a simple rehearsed response;</li> <li>• ask and answer a simple and familiar question with a response;</li> <li>• express simple opinions such as likes, dislikes and preferences;</li> <li>• ask and answer at least two simple and familiar questions with a response.</li> </ul>	<ul style="list-style-type: none"> <li>• engage in a short conversation using a range of simple, familiar questions;</li> <li>• ask and answer more complex questions with a scaffold of responses;</li> <li>• express a wider range of opinions and begin to provide simple justification;</li> <li>• converse briefly without prompts.</li> </ul>
	<i>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	
	<ul style="list-style-type: none"> <li>• name objects and actions and may link words with a simple connective;</li> <li>• use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>• speak about everyday activities and interests;</li> </ul>	<ul style="list-style-type: none"> <li>• say a longer sentence using familiar language;</li> <li>• use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>• refer to everyday activities and interests, recent experiences and future plans;</li> <li>• vary language and produce extended responses.</li> </ul>
	<i>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</i>	
	<ul style="list-style-type: none"> <li>• identify individual sounds in words and pronounce accurately when modelled;</li> <li>• start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>• adapt intonation to ask questions or give instructions;</li> <li>• show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>• appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>• start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>• adapt intonation, for example to mark questions and exclamations.</li> <li>• present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
<i>Children present ideas and information orally to a range of audiences.</i>		
<ul style="list-style-type: none"> <li>• name nouns and present a simple rehearsed statement to a partner;</li> <li>• present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>• present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<ul style="list-style-type: none"> <li>• manipulate familiar language to present ideas and information in simple sentences;</li> <li>• present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>• present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>	
<i>Children describe people, places, things and actions orally.</i>		

<ul style="list-style-type: none"> <li>say simple familiar words to describe people, places, things and actions using a model;</li> <li>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
<p>Children read carefully and show understanding of words, phrases and simple writing.</p>	
<ul style="list-style-type: none"> <li>read and show understanding of familiar single words;</li> <li>read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>read and understand the main points from short, written material;</li> <li>read and understand the main points and some detail from short, written material.</li> </ul>
<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>	
<ul style="list-style-type: none"> <li>use strategies for memorisation of vocabulary;</li> <li>make links with English or known language to work out the meaning of new words;</li> <li>use context to predict the meaning of new words;</li> <li>begin to use a bilingual dictionary to find the meaning of individual words in French and English (Year 4).</li> </ul>	<ul style="list-style-type: none"> <li>use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>use a bilingual dictionary to identify the word class;</li> <li>use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>
<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p>	
<ul style="list-style-type: none"> <li>identify individual sounds in words and pronounce accurately when modelled;</li> <li>start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>adapt intonation to ask questions;</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	
<ul style="list-style-type: none"> <li>write single familiar words from memory with understandable accuracy;</li> <li>write familiar short phrases from memory with understandable accuracy;</li> <li>replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>write a simple sentence from memory using familiar language;</li> <li>write several sentences from memory with familiar language with understandable accuracy;</li> <li>replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
<p>Children describe people, places, things and actions in writing.</p>	
<ul style="list-style-type: none"> <li>copy simple familiar words to describe people, places, things and actions using a model;</li> <li>write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

	<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>	
Grammar	<ul style="list-style-type: none"> <li>show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>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;</li> <li>recognise and use partitive articles;</li> <li>name the first person singular subject pronoun; use the correct form of some regular and high frequency verbs in the present tense with first person;</li> <li>name the third person singular subject pronouns; use the present tense of some high frequency verbs in the first and third person singular;</li> <li>use a simple negative form (ne... pas) (from Y4);</li> <li>show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>use simple prepositions in their sentences;</li> <li>use the third person singular of the verb 'être' in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>identify word classes;</li> <li>demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>name and use a range of conjunctions to create compound sentences;</li> <li>use some adverbs;</li> <li>demonstrate the use of first and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li>explain and use elision; state the differences and similarities with English;</li> <li>recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>recognise and use a range of prepositions;</li> <li>use the third person plural of a few high frequency verbs in the present tense;</li> <li>recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li>follow a pattern to conjugate a regular verb in the present tense;</li> <li>choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>
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>	
	<ul style="list-style-type: none"> <li>listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<ul style="list-style-type: none"> <li>listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
	<p>Children appreciate stories, songs, poems and rhymes in the language.</p>	
	<ul style="list-style-type: none"> <li>join in with actions to accompany familiar songs, stories and rhymes;</li> <li>join in with words of a song or storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>follow the text of a familiar song or story;</li> <li>follow the text of a familiar song or story and sing or read aloud;</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li></ul> |
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