

## Walkeringham Primary School French Progression

<b>LKS2</b>	<b>UKS2</b>
<b>Speaking and Listening</b>	
<p>Children listen attentively to spoken language and show understanding by joining in and responding. Children can:</p> <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>	<p>Children listen attentively to spoken language and show understanding by joining in and responding. Children can:</p> <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>
<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can:</p> <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>	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can:</p> <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>
<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can:</p> <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> <li>• Refer to recent experiences or future plans.</li> </ul>	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can:</p> <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> </ul>

	<ul style="list-style-type: none"> <li>• Vary language and produce extended responses.</li> </ul>
<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"> <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>	<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"> <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> </ul>
<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <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>	<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <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>
<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <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>	<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <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>
<b>Reading and Writing</b>	
<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</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</li> </ul>	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Read and show understanding of simple sentences containing familiar and some unfamiliar language.</li> </ul>

<p>familiar words.</p>	<ul style="list-style-type: none"> <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. Children can:</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.</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. Children can:</p> <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. Children can:</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>	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can:</p> <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. Children can:</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>	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can:</p> <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. Children can:</p>	<p>Children describe people, places, things and actions in writing. Children can:</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>
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## 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. Children can:</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>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can:</p> <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. Children can:</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>	<p>Children appreciate stories, songs, poems and rhymes in the language. Children can:</p> <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> <li>• Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>

## 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. Children can:</p> <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> </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. Children can:</p> <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> </ul>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</li> <li>• Use a simple negative form (ne... pas).</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>• Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase.</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 and plural of the verb 'être' in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and use a range of conjunctions to create compound sentences.</li> <li>• Use some adverbs.</li> <li>• 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.</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 immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed.</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>• Name all subject pronouns and use to conjugate a high frequency verb 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>
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