



Byfleet Primary School - Modern Foreign Languages (French) Skills Progression

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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.

| Year 3 | Year 4 | Year 5 | Year 6 |
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| Can repeat words modelled by a teacher; listen and show understanding of single words through physical response. | Can listen and show understanding of short phrases through physical response. | Can listen and show understanding of more complex familiar phrases and sentences. | Can listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. |
| Can name objects and actions and link words with a simple connective. | Can use familiar vocabulary to say simple sentences using a language scaffold. | Can use familiar vocabulary to say more complex sentences using a language scaffold. | Can manipulate language to create and say sentence of own choice using familiar language. |
| Can listen and identify rhyming words and particular sounds in songs and rhyme. | Can listen and identify words in songs and rhymes and demonstrate understanding. | Can follow the text of familiar rhymes and songs identifying the meaning of words | Can read the text of familiar rhymes and songs |



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Can recognise a familiar question and respond with a simple rehearsed response.

Can name nouns and present a rehearsed simple statement

Can ask and answer several simple and familiar questions with a rehearsed response.

Can make simple rehearsed statements about themselves, objects and people.

Can ask and answer more complex familiar questions with a scaffold of responses, asking for clarification and help when required.

Can use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.

Can engage in a short conversation using familiar questions and express opinions.

Can manipulate language using a language scaffold to present their own ideas and information in more complex sentences.

Can write and say simple familiar words to describe people, places, things and actions using a model.

Can write and say a simple phrase to describe people, places, things and actions using a language scaffold.

Can read and show understanding of simple familiar phrases and short sentences.

Can write and say a more complex sentence to describe people, places, things and actions using a language scaffold.

Can read and show understanding of a complex sentence using familiar language.

Can write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary.

Can read and show understanding of a series of complex sentences using familiar language.

Can recognise a familiar question and respond with a simple rehearsed response.

Can write single familiar words from memory with understandable accuracy.

Can read and show understanding of familiar single words

Can write simple familiar short phrases from memory with understandable accuracy.

Can write familiar complex sentences from memory with understandable accuracy.

Can write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.

Can use strategies for memorisation of vocabulary Is beginning to become familiar with the layout of a bi-lingual dictionary.

Can use context to predict the meaning of new words.

Can use a bi-lingual dictionary to find the meaning of individual words in the target language and English.

Can use context and prior knowledge to determine the meaning of words; use a bilingual dictionary to identify the word class.

Can use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context.



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Is developing awareness of the form of word classes – nouns, adjectives, adverbs, verbs and connectives.

Can name the gender of nouns.

Can explain the agreement of adjectives and nouns and demonstrate use Is aware of the position of some adjectives in front of a noun.

Can demonstrate the use, in sentences, of the knowledge of grammar below: word classes; gender of nouns, indefinite article, plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense.

Can name the words for the indefinite article for both genders and use correctly.

Can say how to make the plural form of nouns.

Can use the correct form of 3rd person singular (plural) of regular and high frequency verbs.

Can demonstrate the position and agreement of adjectives; negatives; the definite article; elision and the construction of simple and complex sentences.

Can name the 1st and 2nd person pronouns.

Can name the words for the definite article and use correctly.

Can use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns.

Can construct more complex sentences, some with relative clauses.

Can state the differences and similarities with English.

Can state the position of most adjectives and demonstrate use.

Can explain and use elision.

Can make a positive sentence negative.

Can state the differences and similarities with English

Can construct a simple sentence with a noun, verb and adjective.

Can state the differences and similarities with English