



Working together for a brighter future.

French Knowledge and Skills Progress Building Block End Points

Parlons Français

Let's Speak French

<i>Year 3</i>	<i>On y va!</i>	<i>Let's go!</i>
<i>Year 4</i>	<i>De plus!</i>	<i>Let's do more!</i>
<i>Year 5</i>	<i>On avance!</i>	<i>Moving forward!</i>
<i>Year 6</i>	<i>On arrive!</i>	<i>We're ready!</i>

Oakhill Primary School French Knowledge and Skills Progression KS2 Building Blocks End Points

	Year 3	Year 4	Year 5	Years 6
Listening	<p>Listen to sounds to acclimatise to French, repeat and join in single words sounds and phrases spoken and in song</p> <p>Show understanding of basic sentences and phrases through responses to words, phrase and simple questions appropriately</p> <p>Listen to new vocabulary and make contextual assumptions and identify clear verbal cognates</p> <p>Hear known spoken words within a new simple phrase, sentence or short series of sentences</p>	<p>Listen to sounds to acclimatise to French, repeat and join in single sounds phrases and sentences spoken and in song/rhyme</p> <p>Show a widening understanding of basic sentences and phrases through responses to words, phrase and simple questions appropriately</p> <p>Listen to new vocabulary and make contextual assumptions and identify verbal cognates</p> <p>Hear a wider range of known spoken words within a new simple phrase, sentence or short series of sentences</p>	<p>Listen to sounds to acclimatise to French, repeat and join in single sounds, phrases and series of sentences spoken and in song/rhyme/stories</p> <p>Show understanding of simple and compound sentences and phrases through responses to words, phrases and simple questions appropriately</p> <p>Listen to new vocabulary and make contextual assumptions and identify verbal cognates. Make links to known vocabulary</p> <p>Identify a range of known spoken words/phrases which aid prediction of what is being said in varying contexts</p>	<p>Listen to sounds to acclimatise to French, repeat and join in single sounds, phrases and series of sentences spoken and in song/rhyme/stories/information text</p> <p>Multi layered use of cognates, context and grammar awareness to understand the gist of a short discourse or verbal interaction.</p> <p>Be able to understand a range of day to day questions in and out of context</p> <p>Identify a range of known spoken words/phrases which aid prediction of what is being said in varying contexts including interactions/information</p> <p>.</p>

	Year 3	Year 4	Year 5	Years 6
Speaking	<p>Rehearse saying set phrases and sentences for common scenarios</p> <p>Use rehearsed phrases/sentences in exchanges</p> <p>Using cognates as cues to support recall</p> <p>Use language creatively to build own simple phrases and simple sentences</p> <p>Learn three songs to experience and master pronunciation and have fun with language</p> <p>Repeat sounds as heard and practise pronunciation and intonation through repetition of words/phrases/sentences/song</p> <p>Use songs/rhymes as aide memoires e.g. counting in tens</p>	<p>Engage in rehearsed exchanges for common scenarios</p> <p>Extend sentences using common conjunctions</p> <p>Construct longer sentences and series of sentences using nouns, verbs and some adjectives</p> <p>Conjugate to first second and third person and use appropriately</p> <p>Express preferences about things I like and dislike</p> <p>Say several rehearsed sentences from memory</p> <p>To use a song as an aide memoire e.g. Days of the Week</p> <p>Learn three additional songs/rhymes to extend pronunciation and have fun with language</p> <p>Further develop pronunciation and intonation through repetition of words/phrases/sentences/song</p>	<p>Ask common questions using appropriate structure</p> <p>Say a series of sentences in a familiar context</p> <p>Adapt familiar sentences by making small adjustments</p> <p>Begin to use a range of sentence structure I have learned</p> <p>Express my preferences giving reasons</p> <p>Learn additional three songs/rhymes to extend pronunciation and have fun with language</p> <p>Use songs/rhymes as aide memoires to extend learning e.g. months of the year</p> <p>Use correct pronunciation/ intonation for learned vocab and phrases and extend to new contexts</p>	<p>Respond to and ask common and basic questions</p> <p>Say a series of sentences in a new context</p> <p>Vary sentence structure</p> <p>Undertake a short presentation on a familiar subject</p> <p>Use familiar words and sentences in new situations</p> <p>Begin to use tenses including conditional</p> <p>Express my preferences / opinions giving reasons</p> <p>To recount a short familiar story</p> <p>Maintain correct pronunciation and intonation in more complex contexts e.g. telling a short story</p>

	Year 3	Year 4	Year 5	Years 6
Reading	<p>Read and understand single words and short phrases in a familiar context</p> <p>Use word mats/aides with dual coding to support reading of single words</p> <p>Identify known words from a text and begin to contextualise for meaning</p> <p>Know there are similarities and differences between French and English phonics</p> <p>Use cognates to support meaning</p> <p>Begin to know which sounds are commonly not pronounced and remain silent</p> <p>Begin to blend for reading using phonics</p> <p>Know that nouns are masculine, feminine or plural</p>	<p>Begin to apply translation techniques as opposed to literal for short set and not set phrases</p> <p>Read using key features of basic syntax e.g, position of adjective in a sentence/phrase</p> <p>Read and understand single words and phrases and match to print</p> <p>Read single words, short phrases and simple sentences in a familiar context</p> <p>Pick out key words in a short text</p> <p>Use known phonics to support blending for reading</p> <p>Use cognates to support meaning whilst ensuring reading makes sense</p> <p>Know masculine and feminine and plural of familiar nouns</p>	<p>Apply translation techniques as opposed to literal for phrases and short sentences</p> <p>Read and understand a short text which combines known and new language</p> <p>Read compound sentences as a group and independently</p> <p>Use a bi lingual dictionary to read words</p> <p>Use known phonics to blend for reading including identifying those sounds which are the same in English</p> <p>Recognise masculine, feminine and plural agreement of any noun/pronoun/article</p>	<p>Apply translation techniques as opposed to literal for a short text</p> <p>Read and understand a paragraph which combines known and new language</p> <p>Use a bi lingual dictionary confidently to read words</p> <p>Use blending to read longer words and recognise when a word is non decodable and use other means to identify meaning (context, dictionary)</p> <p>Recognise all agreements in adjectives relating to masculine feminine and plural nouns</p>

	Year 3	Year 4	Year 5	Years 6
Writing	<p>Explore writing single words and short phrases</p> <p>Begin to build some phonic knowledge for segmenting for spelling</p> <p>Write some single words from memory</p> <p>Write simple sentences using known vocabulary and sentence starters</p> <p>To know that verbs change according to the conjugation</p>	<p>Write single words or short familiar phrases from memory</p> <p>Write some High Frequency words from memory</p> <p>Write using basic syntax e.g. word order</p> <p>Begin to apply phonic knowledge to spelling of decodable words</p> <p>Adapt written sentences to different familiar contexts, changing some words</p> <p>Write a sentence according to personal intent</p> <p>Use the correct article for masculine, feminine or plural nouns when known</p> <p>To be able to write to like/to have/to be in the first person</p> <p>Conjugate er verbs to 1st 2nd and 3rd person</p>	<p>Write an increasing number of single words/phrases from memory</p> <p>Write simple sentences with a noun, verb and adjective and adjective using appropriate syntax</p> <p>To use known spellings and French phonics to write common phrases/sentences</p> <p>To spell a range of non decodable /high frequency words</p> <p>To conjugate verbs with correct spellings: to have, to be and to first second and third person</p> <p>Know that nouns are masculine or feminine and begin to apply agreement to adjectives/pronouns/articles</p> <p>Begin to write negatives</p>	<p>Write using the present tense/ past tense using regular verbs. Write the negative.</p> <p>Write some conditional verbs in the first person</p> <p>Conjugate a growing range of common irregular verbs to first second and third person</p> <p>Use appropriate syntax to write a short paragraph about a familiar subject</p> <p>Write series of sentences using appropriate syntax across a growing range of contexts</p> <p>To use known spellings and French phonics to write common phrases/sentences/series of sentences</p> <p>To spell a widening range of non decodable /high frequency words</p> <p>Use a bilingual dictionary to broaden vocabulary</p>

