

French – Progression and Skills Overview

<p>KS2</p> <p>including direct reference to national curriculum aims</p>	<p>Listening and Speaking</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children describe people, places, things and actions orally.</p>	<p>Reading and writing</p> <p>Children read carefully and show understanding of words, phrases and simple writing</p> <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 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 write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children describe people, places, things and actions in writing</p>	<p>Stories, songs, poems and rhymes</p> <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 appreciate stories, songs, poems and rhymes in the language.</p>	<p>Grammar</p> <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 appreciate stories, songs, poems and rhymes in the language.</p>
<p>3</p>	<p>Pupils can listen carefully and understand and repeat words and short phrases.</p> <p>Pupils can listen to and understand simple questions and respond with a word or short phrase.</p> <p>Pupils can express simple likes and dislikes, using a word or short phrase Pupils can produce simple sentences (with support), using familiar vocabulary or use phrases they have learned by heart.</p> <p>Pupils are beginning to understand that the sounds of the target language and the spellings associated with them may be different from their own.</p> <p>Pupils can use a simple word or phrase to give information, either independently or in unison.</p> <p>Pupils can use simple words and phrases to name and describe either independently or in unison.</p>	<p>Pupils can read and understand words in the TL that are familiar to them.</p> <p>Pupils can identify some cognates in the TL and can use a simple glossary, or other resource, to reinforce the meaning of familiar words.</p> <p>Pupils can produce some simple words from memory, sometimes with approximate but recognisable spelling.</p> <p>Pupils can use simple familiar words (e.g. nouns, adjectives) to describe (e.g. labelling) and sometimes to create short sentences.</p>	<p>Pupils can join in with simple songs and rhymes copying the sounds of the target language with some accuracy.</p> <p>Pupils can listen carefully and respond to and/or join in with simple songs and rhymes or familiar stories in the target language.</p> <p>Pupils can read along with and respond to and/or join in with simple songs and rhymes or familiar stories in the target language with the appropriate support or scaffolding.</p>	<p>Pupils demonstrate an understanding that nouns and adjectives can be found in the target language as well as English but that their word order may be different.</p>

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<p>4</p>	<p>Pupils can listen to and understand short sentences on familiar topics</p> <p>Pupils can listen, understand and respond to questions using words and short phrases and ask a range of simple questions.</p> <p>Pupils can express simple likes and dislikes, using short phrases and can understand opinion of others. Pupils can use simple familiar structures and words (with or without support) to create their own short utterances.</p> <p>Pupils are beginning to use appropriate intonation when speaking (e.g. when asking questions).</p> <p>Pupils can use simple phrases to give information, either independently or in unison.</p> <p>Pupils can use simple words or phrases to name and describe, sometimes independently.</p>	<p>Pupils can read and understand familiar phrases and can begin to decode simple sentences and pick out key information in the TL.</p> <p>Pupils can use simple reading strategies to help decode meaning of words and use a simple glossary or dictionary to find out meaning of unfamiliar words.</p> <p>Pupils can produce some simple phrases from memory, sometimes with approximate but recognisable spelling.</p> <p>Pupils can use familiar language to create short sentences with the appropriate scaffolding.</p>	<p>Pupils are beginning to associate certain phonemes and graphemes in the target language.</p> <p>Pupils can listen carefully and understand and respond to a wider range of songs and rhymes or stories in the target language on familiar themes.</p> <p>Pupils can read and understand and respond to a wider range of songs and rhymes or stories that are appropriately scaffolded in the target language on familiar themes</p>	<p>Pupils begin to understand the gender of nouns including masculine and feminine forms. They begin to produce sentences and utterances that show emerging grammatical understanding.</p>

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<p>5</p>	<p>Pupils can listen to and understand longer sentences (sometimes containing new words).</p> <p>Pupils can understand and respond to and ask a range of questions in sequence to hold a short conversation.</p> <p>Pupils can express and justify opinion simply and elicit and understand opinion and justification of others.</p> <p>Pupils can build on short utterances using familiar vocabulary to provide more de-tail (with or without support).</p> <p>Pupils are continuing to develop their phonetic awareness and are beginning to apply this knowledge independently when speaking and reading out loud.</p> <p>Pupils can give a short presentation or explanation using a wider range of phrases on a given topic.</p> <p>Pupils can use a wider range of phrases or structures to name and describe, with growing independence.</p>	<p>Pupils can read and understand more complex sentences and pick out key information from short passages in the TL.</p> <p>Pupils can find out the meaning of unfamiliar words using a wider range of reading strategies and/or resources. Pu-pils can understand the layout of bilingual dictionary and use it effectively.</p> <p>Pupils can adapt the language produced from memory to build new sentences so that the message is understood.</p> <p>Pupils can produce longer sentences using familiar and unfamiliar language with support (e.g. adapting language, using resources).</p>	<p>Pupils will be starting to recognise cognates and near-cognates in the target language as their phonetic awareness develops.</p> <p>Pupils can listen carefully, understand, respond to and perform a wider range of oral 'texts' in the target language on familiar and some unfamiliar themes.</p> <p>Pupils can read carefully, understand, respond to and perform a wider range of oral 'texts' in the target language on familiar and some unfamiliar themes.</p>	<p>Pupils demonstrate more ability to talk about nouns, verbs and adjectives and produce sentences and utterances that show developing grammatical understanding. They construct longer utterances and sentences by using connectives.</p>

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<p>6</p>	<p>Pupils can listen to and understand short passages of a few sentences on a familiar theme, (sometimes containing new words).</p> <p>Pupils understand and respond to a wider question range, sometimes using longer sentences, to hold a conversation, asking questions in turn.</p> <p>Pupils can express and justify a range of opinions, understand others' opinions and express dis/agreement</p> <p>Pupils can produce some sentences independently using familiar vocabulary and understand how to form sentence in the language.</p> <p>Pupils can use intonation and pronunciation with increasing accuracy and can speak with increasing confidence.</p> <p>Pupils can give longer presentations on a range of topics using longer sentences and a wider range of phrases with reasonable confidence.</p> <p>Pupils can use a wide range of phrases or structures to name and describe, independently</p>	<p>Pupils can read and understand a wider range of more complex text with some unfamiliar language.</p> <p>Pupils can produce more complex sentences using familiar and unfamiliar language with support (e.g. adapting language, using resources).</p>	<p>Pupils might be starting to be able to transcribe words or parts of words as phonetic knowledge develops.</p> <p>Pupils can listen carefully to a wide range of oral 'story-telling', demonstrating understanding and appreciation through their response and/or participation</p> <p>Pupils can read a wide range of texts with reasonable independence, demonstrating understanding and appreciation through their response and/or participation</p>	<p>Pupils use nouns, verbs and adjectives to add detail to their extended sentences and utterances. They will begin to identify and use the negative form. They begin to understand the principles of verb conjugation of high-frequency verbs (regular and irregular) in the present tense.</p>