



Y3/Y4

Y5/Y6

Listening and Speaking

Children listen attentively to spoken language and show understanding by joining in and responding

Repeat modelled words
Listen and show understanding of single words through physical response
Repeat modelled short phrases
Listen and show understanding of short phrases through physical response

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Recognise a familiar question and respond with a simple rehearsed response
Ask and answer a simple and familiar question with a response
Express simple opinions such as likes, dislikes and preferences
Ask and answer at least two simple and familiar questions with a response

Children speak in sentences, using familiar vocabulary, phrases and basic language structures

Name objects and actions and may link words with a simple connective
Use familiar vocabulary to say a short sentence using a scaffold
Speak about everyday activities and interests
Refer to recent experiences or future plans

Children can develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases

Identify individual sounds in words and pronounce accurately when modelled
Start to recognise the sound of some letter strings in familiar words and pronounced when modelled
Adapt intonation to ask questions or give instructions
Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly

Children present ideas and information orally to a range of audiences

Name nouns and present a simple rehearsed statement to a partner
Present simple rehearsed statements about themselves, objects and people to a partner
Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people

Children describe people, places, things and actions orally

Say simple familiar words to describe people, places, things and actions using a model
Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold
Say one or two short sentences that may contain an adjective to describe people, places, things and actions

Children listen attentively to spoken language and show understanding by joining in and responding

Listen and show understanding of simple sentences containing familiar words through physical response
Listen and understand the main points from short, spoken material in the target language
Listen and understand the main points and some detail from short, spoken material in French

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Engage in a short conversation using a range of simple, familiar questions
Ask and answer more complex questions with a scaffold of responses
Express a wider range of opinions and begin to provide simple justification
Converse briefly without prompts

Children speak in sentences, using familiar vocabulary, phrases and basic language structures

Say a longer sentence using familiar language
Use familiar vocabulary to say several longer sentences using a language scaffold
Refer to everyday activities and interests, recent experiences and future plans
Vary language and produce extended responses

Children can develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases

Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules
Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words
Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
Adapt intonation, for example to mark questions and exclamations

Children present ideas and information orally to a range of audiences

Manipulate familiar language to present ideas and information in simple sentences
Present a range of ideas and information, using prompts, to a partner or small group of people
Present a range of ideas and information, without prompts, to a partner or a group of people

Children describe people, places, things and actions orally

Say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold
Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary
Use a wider range of descriptive language in their descriptions of people, places, things and actions

Children read carefully and show understanding of words, phrases and simple writing

Read and show understanding of familiar single words

Read and show understanding of simple phrases and sentences containing familiar words

Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary

Use strategies for memorisation of vocabulary

Make links with English or known language to work out the meaning of new words

Use context to predict meaning of new words

Begin to use bilingual dictionary to find the meaning of individual words in French and English

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases

Identify individual sounds in words and pronounce accurately when modelled

Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled

Adapt intonation to ask questions

Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Write single familiar words from memory with understandable accuracy

Write familiar short phrases from memory with understandable accuracy

Replace familiar vocabulary in short phrases written from memory to create new short phrases

Children describe people, places, things and actions in writing

Copy simple familiar words to describe people, places, things and actions using a model

Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold

Write one or two simple sentences that may contain an adjective to describe people, places, things and actions

Children read carefully and show understanding of words, phrases and simple writing

Read and show understanding of simple sentences containing familiar and unfamiliar language

Read and understand the main points from short, written material

Read and understand the main points and some detail from short, written material

Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary

Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)

Use a bilingual dictionary to identify the word class

Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases

Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules

Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words

Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules

Adapt intonation for example to mark questions and exclamations in a short, written passage

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Write a simple sentence from memory using familiar language

Write several sentences from memory with familiar language with understandable accuracy

Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy

Children describe people, places, things and actions in writing

Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold

Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary

Use a wider range of descriptive language in their description of people, places, things and actions

Stories, songs, poems and rhymes

Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Listen and identify specific words/phrases in songs and rhymes and demonstrate understanding

Children appreciate stories, songs, poems and rhymes in the language

Join in with actions to accompany familiar songs, stories and rhymes

Join in with words of a song or storytelling

Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Listen and identify rhyming words and specific sounds in songs and rhymes

Follow the text of familiar songs and rhymes, including the meaning of new words

Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling

Children appreciate stories, songs, poems and rhymes in the language

Follow the text of a familiar song or story

Follow the text of a familiar song or story and sing or read aloud

Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud

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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Show awareness of word classes- nouns, adjectives, verbs and connectives and be aware of similarities in English

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

Recognise and use partitive articles

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

Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular

Use a simple negative form (ne...pas)

Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use

Recognise and use the first person possessive adjectives (mon, ma, mes)

Recognise a high frequency verb in the imperfect tense and the in the simple future and use as a set phrase

Conjugate a high frequency verb (aller- to go) in the present tense; show awareness of subject-verb agreement

Use simple prepositions in their sentences

Use the third person singular and plural of the verb 'etre' in the present tense

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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Identify word classes

Demonstrate understanding of gender and number of nouns and use appropriate determiners

Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence

Name and use a range of conjunctions to create compound sentences

Use some adverbs

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

Explain and use elision, state the difference and similarities with English

Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular, explain how it's formed

Recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses)

Recognise and use a range of prepositions

Use the third person plural of a few high frequency verbs in the present tense

Name all subject pronouns and use to conjugate a high frequency verb in the present tense

Recognise and use a high frequency verb in the present tense; compare with English

Follow a pattern to conjugate a regular verb in the present tense

Choose the correct tense of verb (present/perfect/imperfect/future) according to context.

Grammar

