



Preston Candover Foreign Language (French) Curriculum

Progression in Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	Is able to use French vocab in everyday classroom situations- eg answering the register	<p>Listen to and have a go at repeating words with some accuracy</p> <p>Answer simple questions about the topic with one word or short phrases with support</p>	<p>Listen to and repeat words accurately</p> <p>Answer simple questions about the topic using vocabulary learnt</p>	<p>Listening and repeating key phonemes</p> <p>Repeating short phrases accurately</p> <p>Answering simple questions using vocabulary learnt</p> <p>Expressing opinions with a model</p>	<p>Comparing sounds and spelling patterns with English</p> <p>Asking and answering simple questions using vocabulary learnt</p> <p>Expressing opinions and responding to those of others with learnt vocabulary</p> <p>Seeking clarification and help</p>	<p>Using intonation and gesture to differentiate between questions and statements</p> <p>Making realistic attempts at pronunciation of new and unknown vocabulary</p> <p>Beginning to speak aloud in short phrases with familiar words and structure</p> <p>Planning and performing a short presentation</p> <p>Using different adjectives</p>	<p>Speaking aloud in sentences with increasing confidence and accuracy</p> <p>Responding to questions orally, including giving opinions, answering questions</p> <p>Using a range of descriptive phrases</p>

Listening	Listens attentively to spoken language of rhymes and stories	Joins in with some words of simple repetitive songs and rhymes Recognises some simple everyday instructions Recognises the meanings of simple questions	Joins in to simple repetitive songs and rhymes Recognises simple everyday instructions Responds to simple questions	Responding to single words and short phrases Following classroom instructions Listening and joining in with rhymes and songs Answering simple questions	Listening and selecting information Joining in with songs noticing patterns in sounds Picking out key words in a short spoken passage covered in previous topics.	Gisting information from an extended text Listening and following the sequence of an unfamiliar story Matching unknown written words as they hear new vocabulary Recognising common spelling patterns and select words by sound.	Listening and writing short phrases with unfamiliar words more accurately.
Reading			Be able to identify some written versions of the words I hear.	Recognising familiar words in written form Reading aloud a familiar sentence or rhyme Recognising cognates and near cognates Carefully sounding out some unfamiliar words and parts of words with some success	Follows a short text listening and reading at the same time Reads simple sentences using key vocabulary Using sound-spelling links to follow when reading Reading aloud familiar words observing certain pronunciation rules	Reading a range of different short texts Using contextual clues to make predictions about meaning Recognising key information within a text Beginning to use a dictionary to find out meanings of new vocabulary	Reading and understanding the main points and details from a short written passage Reading familiar words and short sentences aloud with clear and comprehensible pronunciation Using bilingual dictionary to find the meanings of unfamiliar words

Writing				<p>Recalling and writing simple words from memory</p> <p>Experimenting with simple writing, copying with accuracy</p>	<p>Selecting and writing short words and phrases</p> <p>Making short phrases or sentences using word cards</p> <p>Using adapted phrases to describe</p>	<p>Making a short text using word and phrase cards</p> <p>Completing gapped text with key words</p> <p>Making short phrases using a model</p> <p>Using adjectives and beginning to show agreements</p>	<p>Choosing words, phrases and sentences and writing a short familiar text on a familiar topic.</p> <p>Using a wide range of descriptive phrases</p>
Grammar				<p>Begin to recognise gender of nouns</p> <p>Noticing the negative form</p> <p>Becoming more aware of word order and differences in English</p>	<p>Recognises the gender of nouns</p> <p>Begins to recognise plurals of nouns</p> <p>Recognise that adjectives are placed after the noun.</p>	<p>Showing agreements of adjectives and plurals with some success</p> <p>Applying rules to new vocabulary</p>	<p>Identifying word classes within a sentence</p> <p>Recognising that verbs are conjugated in French</p> <p>Memorising key verb patterns for have and be</p>