



Dishforth Primary School French progression document KS2.

| Skill | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|---|---|---|---|
| Listening | <p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> | <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p> | <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> | <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary .</p> <p>Children can understand a short passage made up of familiar words and basic phrases</p> |
| Speaking | <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> | <p>Use common phrases. Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short prepared phrases on a familiar topic, with secure pronunciation.</p> | <p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p> | <p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p> |



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|---------|--|--|---|---|
| Writing | <p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning.</p> | <p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling</p> | <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> | <p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p> |
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| Reading | <p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrase</p> | <p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p> | <p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p> | <p>Practice reading longer texts aloud containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</p> |
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| Grammar | <p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p> | <p>Can use definite and indefinite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p> | <p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p> | <p>Can use high-frequency verb forms nouns, articles and adjectives to form simple sentences.</p> |