

# Progression of skills for French

At Potley Hill Primary School, we follow the HIAS long term plan for delivery of our French curriculum. This is supported by use of the 'Kapow Primary' scheme of work. This document gives an overview of the key skills covered and built upon in each year groups in order to meet the end of key stage attainment targets set out in the National Curriculum. It also shows how children develop and build on their cultural awareness of French speaking countries.

## Listening

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Understand simple commands in the target language. e.g. <i>Écoutez Écrivez Parlez</i></li> <li>Aware of cognates and how to spot them.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and responding to full sentences.</li> <li>Able to listen to others' responses and record information.</li> <li>Following a short text or rhyme, listening and reading at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to longer passages of texts using more unfamiliar language and share simple translations.</li> <li>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising present and future tense sentences</li> <li>Listening and responding to directions</li> </ul>

## Speaking

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Using short phrases to give information.</li> <li>Take part in simple dialogue using familiar language</li> <li>Use simple target language expressions to make requests.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in structured dialogues using familiar language and pronounces these with a high degree of accuracy.</li> <li>Use high frequency connectives to link ideas</li> </ul>	<ul style="list-style-type: none"> <li>Beging to able to give reasons to justify their opinions and connectives to extend them. <i>e.g. J'adore le français car c'est intéressant, cependant je déteste les maths.</i></li> </ul>	<ul style="list-style-type: none"> <li>Rehearsing and recycling extended sentences orally.</li> <li>Speaking confidently in full sentences using known vocabulary</li> <li>Adapting model sentences to express different ideas.</li> </ul>

<p><i>e.g. Je peux aller aux toilettes ?</i></p> <ul style="list-style-type: none"> <li>• Asking and/or answering simple questions.</li> <li>• Forming simple statements with information including the negative.</li> <li>• Use basic, high frequency verbs avoir/etre in the first person</li> <li>• Begin to show awareness of changing verbs to talk about others using tu or il/elle.</li> </ul>	<p>together in short sequences of speaking.</p> <ul style="list-style-type: none"> <li>• Give opinions of nouns in the first person.</li> <li>• <i>e.g. J'adore le tennis</i></li> <li>• Use the conditional tense in the first person to express wants and wishes.</li> <li>• e.g. Je voudrais un chocolat chaud.</li> <li>• Beginning to form opinion phrases.</li> <li>• Using a variety of conversational phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the conditional tense in the first person to express wants and wishes.</li> <li>• Use the near future tense in the first person to express what they are going to do. <i>e.g. je vais</i></li> </ul>	<ul style="list-style-type: none"> <li>• Disagree with others and give an alternative opinion.</li> <li>• Understand, express and be able to justify opinions orally and in writing on a range of topics, giving contrasting opinions.</li> </ul>
---	---	---	---

## Reading

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Recognising some familiar French words in written form.</li> <li>• Aware of cognates and how to spot them.</li> </ul>	<ul style="list-style-type: none"> <li>• Following a short text or rhyme, listening and reading at the same time.</li> <li>• Recognising some familiar French words when written in a short phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying key information in simple writing.</li> <li>• Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to predict spelling patterns.</li> <li>• Reading and responding to a range of authentic texts.</li> </ul>

<ul style="list-style-type: none"> <li>• Read and comprehend short passages of texts using mostly familiar language</li> <li>• Reading aloud some words from simple songs, stories and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and discussing cognates and beginning to explore various language detective strategies</li> <li>• Beginning to notice common spelling patterns.</li> </ul>		
--	---	--	--

## Writing

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Recalling and writing simple words from memory.</li> <li>• Use basic, high frequency verbs avoir/etre in the first person</li> <li>• Begin to show awareness of changing verbs to talk about others using tu or il/elle.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and writing short words and phrases.</li> <li>• Write simple sentences using support material with some students able to produce sentences unaided.</li> <li>• Use high frequency connectives to link ideas together in short sequences of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write longer sentences using support material with some students able to produce sentences unaided.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting model sentences to express different ideas.</li> <li>• Use adjectives to make sentences more descriptive, using the correct agreement for the gender .</li> </ul>

## Cultural Awareness

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Understand a little about the history of the country as well as common customs and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understanding more about common customs and traditions in relation to the focus of the scheme of work.e.g. most frequently played sports in France,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify the main differences between the foreign language and their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some festivals, customs and traditions which are specific to the country they are studying.</li> </ul>

<ul style="list-style-type: none"><li>• Enjoy and understand some poems, stories and songs in the foreign language.</li></ul>	<p><i>popular French foods, differences in eating habits in France vs. England.</i></p> <ul style="list-style-type: none"><li>• Challenge stereotypes about the country's people and language.</li><li>• Enjoy and understand some poems, stories and songs in the foreign language.</li></ul>		
---	--	--	--