



Barrowcliff School

Skills Progression Grid

Modern Foreign Languages (French)

EYFS	Communication and language	
Nursery – Year 2	French is currently only taught in KS2 on a weekly basis using the North Yorkshire scheme of work. However, there is provision for language learning throughout EYFS and KS1 through a number of different activities. Exposure to a range of languages at this early stage will lay the foundations and instil curiosity and enthusiasm for further language learning in KS2. Throughout EYFS and KS1, children will be exposed to language learning in the following ways: • Songs and rhymes • Dual language books • Greetings (displays, assemblies, register) • Classroom language and instructions • Labelling of classroom objects and key areas around the classroom and school • Language displays to celebrate their language learning • Numbers on number lines (cross-curricular links to Numeracy) • Colours to label objects Different languages can be explored in these early years to engage and interest the children and begin to equip them with language learning skills they will need as they progress through into KS2. Links should be made to topics being studied. For example, as part of Geography topics in Key Stage 1, children can explore native languages in the countries studied. It is important that we ensure EAL children are given the opportunity to share and celebrate their mother tongue language with their peers.	

Years 3-6	Listening	Speaking	Writing	Reading	Grammar
Year 3	• I understand spoken words and phrases that I have been learning, including classroom language and praise words. • I can follow and repeat key words from a song, rhyme or poem. • I can identify letter sounds in another language and use them to help me understand. • I can listen to the phoneme in isolation (and write it accurately.)	• I can read aloud some words and short phrases I have been learning, applying some phonics knowledge. • I can ask and answer simple pre - learned questions from memory and use several short phrases and questions in predictable classroom interaction. • I can repeat and say familiar words and short simple phrases, using understandable pronunciation.	• I can copy words and short phrases accurately. • I can write some familiar simple words from memory, with plausible spelling. • I can substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). • I can translate words from French to English and English to French.	• I understand some familiar written words and short phrases. • I can use the visual cues and context to follow the gist of a short text. • I can use a word list to locate specific words. • I can use read aloud individual words and short phrases with accurate pronunciation.	• I can use indefinite (<i>un, une, des</i>) articles in the masculine, feminine and plural nouns. • I can use definite (<i>le, la, l', les</i>) articles in the masculine, feminine and plural nouns. • I can form regular plural nouns. • I can identify adjective and noun position. • I can use masculine, feminine and plural adjectives correctly. • I can use the conjunctions <i>et, aussi, mais</i>. • I can use the high - frequency verb forms in the 1 st person (e.g. <i>j'ai, je suis</i>) and opinion verbs confidently.

					- I can use <i>c'est</i>. I can use <i>je voudrais</i> to express a desire or request. - I can use the negative '<i>ne...pas</i>' with opinion verbs in the 1st person.
	Listening	Speaking	Writing	Reading	Grammar
Year 4	- I understand basic questions and identify key points in a few short spoken sentences. - I can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases. - I can use strings of letter sounds to help me understand new words. - I can listen to high - frequency familiar words when spoken slowly and clearly and apply in my writing with understandable spelling.	- I can match sound to print, by reading aloud familiar words and short sentences, applying some phonics knowledge. - I can rehearse and perform short role plays drawing on one topic, with 2 -3 exchanges and secure pronunciation. - I can produce short pre - prepared phrases on a familiar topic, with secure pronunciation.	- I can write sentences accurately using support such as a sentence builder or word list to check spellings. - I can write several short phrases or sentences from memory with understandable spelling. - I can adapt different elements of a sentence to create new sentences using a sentence builder. - I can translate phrases or simple sentences from French to English and English to French including	- I can read and understand a range of familiar written phrases and simple sentences. - I can identify the overall type of text from contextual cues and a few familiar words and start to use prior knowledge to work out meaning. - I can use a word list (or dictionary or online resource) to check the spelling of a word. - I can use read aloud a series of sentences with accurate pronunciation and intonation.	- I can use a variety of plural nouns, including some irregular ones. - I can use adjectives (agreement and position) with more confidence. - I can use possessive adjectives (<i>mon, ma, mes</i>). - I can use the conjunctions <i>parce que</i> and <i>car</i>. - I can use the high - frequency verb forms in the 1st and 3rd person (eg <i>j'ai, il/elle a, je suis, il/elle est</i>) confidently. - I can use opinions + infinitive verbs.

			the use of a dictionary or supporting resource.		- I can use <i>je voudrais</i> to express a desire or request. - I can use the negative '<i>ne...pas</i>' with a range of high frequency verbs in the 1st and 3rd person.
	Listening	Speaking	Writing	Reading	Grammar
Year 5	- I understand the main points and some detail in a short text when spoken slowly and clearly. - I can join in with familiar stories, songs, rhymes or poems, or parts of them when listening to the source material. - I can listen and apply knowledge of letter sounds to help understand more complex new words and short phrases. - I can listen to and write familiar words reasonably accurately by applying phonic knowledge when spoken slowly and clearly.	- I can read short phrases and sentences accurately that contain mostly familiar language, applying phonics knowledge. - I can ask and answer simple questions on the current topic. - I can adapt models successfully to give own information, including simple opinions, substituting individual words. - I can produce some short phrases independently (without written	- I can write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support. - I can write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling. - I can use a short text as a model for an independent piece of writing on a familiar topic, using reference	- I can read and understand a short text made up of short sentences with familiar language on a familiar topic. - I can spot new words introduced into short sentences made up of familiar material and use prior knowledge of the TL and English and the surrounding words to guess their meaning. - I appreciate how to use a bi-lingual dictionary and know that there may be more than	- I can use definite and indefinite articles with increasing accuracy. - I can use adjectival agreements in a wider range of topics. - I understand word order and agreements: nouns, adjectives. - I can use conjunctions <i>comme, en plus</i> - I can use 1 st , 2 nd and 3rd person of several regular verbs in the present tense in addition to the irregular high

		support) within a familiar topic, with good pronunciation.	materials to proof read to improve accuracy. I can translate sentences or short texts from French to English and English to French including the use of a dictionary or supporting resource.	one entry for each word. I can find the meanings of new words. I can use read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning.	frequency verbs including <i>avoir</i> (to have), <i>être</i> (to be) and <i>aller</i> (to go). - I can use phrases using <i>faire</i>. - I can use the near future tense in the 1st, 2nd and 3rd person. - I can use the negative <i>ne... pas</i> with variety of high frequency verbs and parts including 'il n'y a pas de'. - I can use prepositions of place and location (countries), (<i>sur, sous, devant</i>). - I can use verbs with prepositions: (<i>faire de, jouer à</i>)
	Listening	Speaking	Writing	Reading	Grammar
Year 6	I understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.	I can read (say) both familiar and new words, phrases and sentences aloud with understandable pronunciation	I can write individual words accurately, building them from written syllables or write short phrases with understandable spelling, when	I can read and understand a text made up of a range of sentences with some familiar language on a familiar topic.	I can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and

	• I can produce from memory familiar parts of known stories, songs, rhymes and poems. • I can listen and apply knowledge of letter sounds to help me understand new phrases or short sentences.	applying phonics knowledge. • I can ask and answer simple questions on a few familiar topics, including expressing opinions and responding to those of others. • I can use phrases and simple sentences independently (or more complex sentences with support) to describe people, places, things and actions, with good pronunciation.	delivery is slow, clear and repeated. • I can write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary. • I can write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling. • I can use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy. • I can translate texts including	• I can work out the meaning of new language introduced into a text made up of mainly familiar material and use prior knowledge of the TL and English and the surrounding words to work out meaning. • I can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. • I can use read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely.	omissions in independent use. • I can agree adjectives for number and gender after <i>ils/ells</i>. • I understand word order and agreements: nouns, adjectives, verbs. • I can use the full conjugation of the verbs <i>être</i> and <i>avoir</i> in several different contexts, still with some errors. • I can use the perfect tense with auxiliary <i>avoir</i> and or <i>être</i> with regular verbs in the 1st person. • I can begin to use imperfect phrases, e.g. <i>c'était., j'étais, j'avais</i>. • I can begin to use the reflexive verbs in the 1st person. • I can use the modal verb; <i>je</i>
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			subordinate clauses or complex language from French to English and English to French including the use of a dictionary or supporting resource.		<i>peux</i> + infinitive (I can ...) I can use near future with <i>aller</i> + infinitive in the first person. • I can use different negative structures (<i>ne... pas, ne...plus, ne... que, ne...rien</i>) with variety of high frequency verbs. • I can use comparative language (<i>plus/ moins que and mieux/pire</i>). I can use subordinating connectives <i>si</i> (if) and some may be able to use <i>que</i> (which). • I can form question words
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