

## FRENCH CURRICULUM PROGRESSION OVERVIEW

Year Group	Listening	Speaking	Reading	Writing
<b>Year 3</b>	They begin to respond to and ask questions about name and age. Listen and respond to a French version of a well-known song.	Learn to introduce themselves, greet others and say how they are. Children learn or extend their knowledge of numbers to 20 and play familiar playground games. They also learn to say the name of the month in which they celebrate their birthday. Learn the names for main parts of the body and describe colours. Learn the names of some vegetables grown in a garden.	They begin to recognise some letter names in French. Recognise key words in a story. Teacher led reading <i>Les quatre amis</i> and 'Jack and the beanstalk'	Copy vocabulary. Write simple sentences to describe a number of characters with support.
I can...	I can understand simple classroom commands.  I can ask and answer short questions.	I can give short responses to what I see and hear.	I can understand single words in a familiar context.	I can copy single familiar words correctly.  I can label items.  I can chose a word to complete a sentence.
<b>Year 4</b>	Give instructions to each other. To ask and answer questions on different topics.	They learn the days of the week and some phrases about the weather. Learn further expressions for likes and dislikes. Count in multiples of 10. Learn the names of some food and drinks. Name some animals and where they live.	Teacher led read 'Sleeping beauty' song. Recognise adjectives and nouns in French. To read and understand a range of familiar written phrases. Understand the main points of a weather report	Write simple words and phrases using a model and some words from memory. Use their knowledge of grammar to build sentences
I can...	I can understand a range of familiar statements and questions. <ul style="list-style-type: none"> <li>- Classroom language</li> <li>- Instructions</li> </ul>	I can describe people places and objects.  I can memorise set sentences.	I can understand short phrases in a familiar context.  I can recognise familiar words in print.  I can use books and glossaries to find meanings of new words.	I can write familiar words from memory.  I can copy short phrases correctly.  I can write set phrases used regularly in class.

Year 5	Understand the main points from spoken language that includes unfamiliar language. Use adjectives to express simple opinions. Identify a short spoken text by matching written phrases and sentences to what they hear.	Make statements in the perfect tense using ate and drank. Understand and express likes and dislikes using simple connectives. Identify and pronounce the names of some places in the locality. Describe a journey to school. Say colours and items at the beach.	Identify key language in a non-fiction text. Read and understand a selection of sentences on a familiar topic. Use a dictionary. Use clues to help themselves understand and remember new words	Write instructions based on a familiar text. Write words, phrases and sentences using a model. Understand how a simple sentence is written. Build sentences about an event in the past using text cards. Use a reference source to check the spellings of familiar words
I can...	I can understand short passages with familiar language.  I understand instructions, messages and dialogues.  I can identify main points.	I can take part in simple conversations with visual clues.  I can adapt memorised sentences by changing singular words.	I can understand short texts and dialogue.  I can identify the main points and some details.  I can read simple texts independently using a dictionary.	I can write two or three short phrases on familiar topics.  I can write short phrases from memory.
Year 6	Match sound to sentences and paragraphs. Use known words to translate sentences. To recognise patterns in the foreign language. Listen for clues to meaning, eg key words.	Tell the time on the half-hour. Use vocabulary for places around school. Recall and say the names of continents and rivers. Use the perfect tense to talk about what a friend has eaten or drunk. Recall numbers up to 40.	Use detail from a text to complete a chart. Use known words to translate sentences. Use a dictionary. To follow a simple recipe. Read and understand the main points and some detail from a short written passage	Write a short text to describe different areas of the school. Use knowledge of words and text conventions to build sentences and short texts. Write sentences on a range of topics using a model. Use knowledge of words and text conventions to build sentences and short texts. Create a leaflet about their town
I can...	I can understand longer passages made up of simple sentences.  I can identify the main points and some details.	I can take part in simple conversations.  I can adapt memorised sentences by changing phrases.  I can pronounce words accurately.	I can understand short stories and factual texts.  I can identify the main points of a text and some details.  I can use context to work out unfamiliar words.	I can write individual paragraphs of three or four simple sentences.  I can adapt memorised sentences by changing phrases.