



Avenue Primary School - Progression in French Skills



Strands	Year 3	Year 4	Year 5	Year 6
Core Strand 1: Oracy	O 3.1 • Listen and respond to simple rhymes, stories and songs • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. O 3.2 • Recognise and respond to sound patterns and words • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. O 3.3 • Perform simple communicative tasks using single words, phrases and short sentences • recall, retain and use vocabulary • ask and answer questions. O 3.4 • Listen attentively and understand instructions, everyday classroom language and praise words • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding	O 4.1 • Memorise and present a short spoken text • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. O 4.2 • Listen for specific words and phrases • listen with care • use physical response to show recognition and understanding of specific words and phrases. O 4.3 • Listen for sounds, rhyme and rhythm • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. O 4.4 • Ask and answer questions on several topics • practise asking and answering questions with a partner • devise and perform simple role-plays.	O 5.1 • Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning. O 5.2 • Understand and express simple opinions • agree and disagree with statements • understand and express like and dislikes. O 5.3 • Listen attentively and understand more complex phrases and sentences • understand the main points from speech which includes unfamiliar language. O 5.4 • Prepare a short presentation on a familiar topic • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions.	O 6.1 • Understand the main points and simple opinions in a spoken story, song or passage • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. O 6.2 • Perform to an audience • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. O 6.3 • Understand longer and more complex phrases or sentences • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. O 6.4 • Use spoken language confidently to initiate and sustain conversations and to tell stories

				• participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice.
Core Strand 2: Literacy	L 3.1 • Recognise some familiar words in written form • understand words displayed in the classroom • identify and read simple words • read and understand simple messages. L 3.2 • Make links between some phonemes, rhymes and spellings, and read aloud familiar words • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem. L 3.3 • Experiment with the writing of simple words • write simple, familiar words using a model • write some single words from memory.	L 4.1 • Read and understand a range of familiar written phrases • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. L 4.2 • Follow a short familiar text, listening and reading at the same time • make links between spoken and written words • identify common spelling patterns in letter strings. L 4.3 • Read some familiar words and phrases aloud and pronounce them accurately • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation. L 4.4 • Write simple words and phrases using a model and some words from memory • write labels for work on wall displays and in their books	L 5.1 • Re-read frequently a variety of short texts • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. L 5.2 • Make simple sentences and short texts • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards. L 5.3 • Write words, phrases and short sentences, using a reference • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words.	L 6.1 • Read and understand the main points and some detail from a short written passage • read and respond to eg an extract from a story, an e-mail message or song • give true or false responses to statements about a written passage • read descriptions of people in the school or class and identify who they are. L 6.2 • Identify different text types and read short, authentic texts for enjoyment or information • read for enjoyment an e-mail message, short story or simple text from the Internet • read and understand the gist of a familiar news story or simple magazine article. L 6.3 • Match sound to sentences and paragraphs • use punctuation to make a sentence make sense • listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. L 6.4

		• complete a semi-completed e-mail message to someone in a partner school.		• Write sentences on a range of topics using a model • apply most words correctly • construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.
Core Strand 3: Intercultural Understanding	IU 3.1 • Learn about the different languages spoken by children in the school • increase awareness of linguistic and cultural diversity. IU 3.2 • Locate country/countries where the language is spoken • identify some of the countries where the language is spoken. IU 3.3 • Identify social conventions at home and in other cultures • know some facts about one country, e.g. climate, main towns, famous landmarks, produce. IU 3.4 • Make indirect or direct contact with the country/countries where the language is spoken • have contact with a native speaker • view a video or media resource about the country • send an e-mail, letter or postcard to a partner school.	IU 4.1 • Learn about festivals and celebrations in different cultures • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals. IU 4.2 • Know about some aspects of everyday life and compare them to their own • compare pastimes of children of different cultures and countries • exchange information with a partner school, e.g. sports, hobbies. IU 4.3 • Compare traditional stories • compare characteristics of simple stories between cultures • look at the writing system of the language. IU 4.4 • To learn about ways of travelling to the country/countries	IU 5.1 • Look at further aspects of their everyday lives from the perspective of someone from another country • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences. IU 5.2 • Recognise similarities and differences between places • identify geographical features of contrasting locality • learn about buildings and places in different countries. IU 5.3 • Compare symbols, objects or products which represent their own culture with those of another country • learn about symbols representing their own country • learn about symbols and products from another.	IU 6.1 • Compare attitudes towards aspects of everyday life • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures. IU 6.2 • Recognise and understand some of the differences between people • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. IU 6.3 • Present information about an aspect of culture • perform songs, plays, dances • use ICT to present information.

		• revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination.		
Knowledge about Language (KAL) (underpins all 3 core strands)	• Identify specific sounds, phonemes and words. • Recognise commonly used rhyming sounds. • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms and negatives. • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness.	• Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. • Identify a different writing system.	• Recognise patterns in simple sentences. • Manipulate language by changing an element in a sentence. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Understand and use negatives. • Appreciate that different languages use different writing conventions. • Recognise the typical conventions of word order in the foreign language. • Understand that words will not always have a direct equivalent in the language. • Notice different text types and deal with authentic texts.	• Recognise patterns in the foreign language. • Notice and match agreements. • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use.
Language Learning Strategies (LLS) (underpins all 3 core strands)	• Discuss language learning and share ideas and experiences. • Use actions and rhymes and play games to aid memorisation. • Remember rhyming words.	• Discuss language learning and share ideas and experiences. • Use mental associations to help remember words. • Ask for repetition and clarification.	• Plan and prepare – analyse what needs to be done to carry out a task. • Integrate new languages into previously learnt language.	• Discuss language learning and reflect and share ideas and experiences. • Plan and prepare – analyse what needs to be done in order to carry out a task.

	• Use the context of what they see/read to determine some of the meaning. • Practise new language with a friend and outside the classroom. • Look at the face of the person speaking and listen attentively. • Use gestures to show they understand. • Recognise words which the teacher mouths silently. • Write new words. • Compare the language with English.	• Use context and previous knowledge to determine meaning and pronunciation. • Practise new language with a friend and outside the classroom. • Plan and prepare for a language activity. • Read and memorise words. • Sort words into categories. • Apply knowledge about letters and simple grammatical knowledge to experiment with writing. • Use a dictionary to look up spellings. • Use context and previous knowledge to determine meaning and pronunciation. • Access information sources	• Apply grammatical knowledge to make sentences. • Use actions and rhymes to aid memorisation. • Ask for repetition and clarification Use context and previous knowledge to help understanding. • Practise new language with a friend and outside the classroom. • Look and listen for visual and aural clues. • Use a dictionary or a word list. • Pronounce/read aloud unknown words.	• Use language known in one context or topic in another context or topic. • Ask for repetition and clarification. • Use context and previous knowledge to help understanding and reading skills. • Practise new language with a friend and outside the classroom. • Listen for clues to meaning e.g. tone of voice, key words. • Make predictions based on existing knowledge. • Apply a range of linguistic knowledge to create simple, written production. • Evaluate work. • Compare and reflect on techniques for memorising language. • Use a dictionary.
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