



French Progression Map

Year 3	Year 4
1.1 Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response. 2.1 Listen and identify rhyming words and particular sounds in songs and rhymes. 3.1 Answer and begin to ask some familiar questions using simple, rehearsed language and including opinions. 4.1 Name objects and actions and link words with a simple connective. 5.1 Name nouns and present a rehearsed simple statement. 6.1 Join in with actions and words to accompany familiar songs, stories and rhymes. 7.1 Read and recognise familiar words using knowledge of phonemes and pronounce when modelled, observing silent letter rules (applicable in French) 8.1 Read and show understanding of familiar single words and simple phrases. 9.1 Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary. 10.1 Write and say familiar words and simple phrases to describe people, places, things and actions using a model. 11.1 Write single familiar words from memory with understandable accuracy. 12.1 Be aware of the form of word classes – nouns, adjectives [including agreement with masculine and feminine singular], adverbs, verbs [including the imperative] and connectives, definite and indefinite articles [singular and plural] and be aware of similarities in English.	1.2 Listen and show understanding of longer sentences through physical response. 2.2 Listen and identify words in songs and rhymes and demonstrate understanding. 3.2 Ask and answer several simple and familiar questions with a rehearsed response including opinions and simple justifications. 4.2 Use familiar vocabulary to say simple sentences using a language scaffold. 5.2 Make simple rehearsed statements about themselves, objects and people. 6.2 Say a simple rhyme from memory; join in with words of a song or storytelling. 7.2 Read and pronounce familiar words accurately using knowledge of phonemes; observing silent letter rules (applicable in French) 8.2 Read and show understanding of familiar longer sentences. 9.2 Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English. 10.2 Write and say a sentence to describe people, places, things and actions using a language scaffold. 11.2 Write simple familiar short phrases/sentences from memory with understandable accuracy. 12.2 Name the gender of nouns; name the words for the indefinite article for both genders and use correctly; say how to make the plural form of nouns; name the 1st and 2nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns; state the position of most adjectives and demonstrate use; use sentences in the negative form; construct a simple sentence with a noun, verb and adjective. State the differences and similarities with English. Use connectives and prepositions.



French Progression Map

Year 5	Year 6
1.3 Listen and show understanding of more complex familiar sentences. 2.3 Follow the text of familiar rhymes and songs identifying the meaning of words. 3.3 Ask and answer more complex familiar questions with a scaffold of responses. 4.3 Use familiar vocabulary to say more complex sentences using a language scaffold. 5.3 Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language. 6.3 Follow the simple text of a familiar song or story and sing or read aloud. 7.3 Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of phonemes; liaison and silent letter rules (applicable in French) 8.3 Read and show understanding of a complex sentence using familiar language. 9.3 Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class. 10.3 Write and say longer sentences to describe people, places, things and actions using a language scaffold. 11.3 Write familiar longer sentences from memory with understandable accuracy. 12.3 Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3rd person singular (plural) of regular and high frequency verbs; name the words for the definite article and use correctly; explain the agreement of possessive pronouns with the linked noun and demonstrate use; apply correct rules of use when combining prepositions and articles [eg; FR. De + le = du/Sp. De + el = del]; construct more complex sentences; make a positive sentence negative; explain and use elision. State the differences and similarities with English.	1.4 Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. 2.4 Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling. 3.4 Engage in a short conversation using familiar questions and express opinions. Ask for clarification and help. 4.4 Manipulate language to create and say sentence of own choice using familiar language. 5.4 Manipulate language using a language scaffold to present their own ideas and information in more complex sentences. 6.4 Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language. 7.4 Predict the pronunciation of unfamiliar words, with increasing accuracy, in a series of sentences. 8.4 Read and show understanding of a series of complex sentences using familiar language. 9.4 Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context 10.4 Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary. 11.4 Write familiar long/complex sentences from memory changing words to create new sentences with understandable accuracy. 12.4 Demonstrate the knowledge and use of grammar in sentences: word classes; gender of nouns, definite article [and elision] and indefinite article [and its omission for jobs], plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; use reflexive verbs and the imperfect form; the position and agreement of adjectives; negatives; the construction of simple and complex sentences. State the differences and similarities with English.