



# Orchard Primary School- Progression of Knowledge & Skills in French



	Year 3	Year 4	Year 5	Year 6
Expected Standard				
<b>Listening &amp; Responding</b>	<p>Recognise and understand a few familiar spoken words and phrases.-</p> <p>Listen and respond to simple rhymes, stories and songs.</p> <p>Understand a range of familiar questions.</p> <p>Listen attentively and understand: teacher's instructions; days of the week; a few words in a song; colours; numbers, praise words.</p> <p style="text-align: center;"><b>May need items repeated.</b></p>	<p>Understand a range of familiar spoken phrases e.g.</p> <ul style="list-style-type: none"> <li>• basic phrases concerning myself, my family, my school, the weather.</li> <li>• Basic instructions</li> </ul> <p>Understand short passages made up of familiar language.</p> <p>Respond to a clear model of language.</p> <p style="text-align: center;"><b>Spoken at near normal speed with no interference. May need short sections repeated. Short passages to retrieve information.</b></p>	<p>Understand the main points from a short spoken passage made up of familiar language in simple sentences by responding to simple retrieval questions. e.g. by matching texts to images/speech bubbles</p> <p>Understand instructions, messages and dialogues within short passages.</p> <p>Understand basic opinions.</p> <p>Identify and note the main points and give a personal response on a passage.</p> <p style="text-align: center;"><b>Spoken at near normal speed with no interference. May need short sections repeated.</b></p>	<p>Understand the main points and simple opinions in a spoken stories, songs and passages.</p> <p>Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing; an announcement; sentences describing opinions.</p> <p>Understand and respond to spoken and written language from a variety of authentic sources</p>
<b>Speaking</b>	<p>Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> <li>• greeting someone</li> <li>• saying oui, non, s'il vous plait, merci (or equivalents in other languages)</li> <li>• naming classroom objects</li> <li>• days of the week</li> <li>• saying what the weather is like</li> </ul> <p>Give short and simple responses to what they see and hear.</p>	<p>Memorise and present a short spoken text containing basic information about 2-3 things e.g. about family, pets, age, colour, common classroom objects, personal info, pets</p> <p>Ask and answer simple questions and give basic information – e.g. about the weather, family, age, pets, colours, numbers.</p> <p>Use short phrases to give a personal response.</p>	<p>Ask and answer simple questions and talk about or have a short conversation where they are saying 3-4 things e.g.</p> <ul style="list-style-type: none"> <li>• taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ...</li> <li>• discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions.</li> </ul>	<p>Participate in a simple conversation.</p> <p>Speak with increasing confidence and fluency, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p>

	<p>(Conversational French including greetings, number responses, taught vocab, colours, what's the date?)</p> <p>Imitate correct pronunciation with some success.</p> <p><b>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</b></p>	<p><b>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</b></p>	<p>Understand and express simple opinions e.g. like, do not like.</p> <p>Participate in a simple conversation, re-using familiar vocabulary.</p> <p>Discuss personal interests e.g. pets, food</p> <p><b>Il, elle Pronouns, gender, words in wrong places</b></p> <p><b>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</b></p>	<p>Give a short prepared talk, on a topic of choice, including expressing opinions - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ...</p> <p>Substitute items of vocabulary to vary questions or statements.</p> <p>Pronounce words accurately and begin to develop intonation.</p>
<p><b>Reading &amp; Responding</b></p>	<p>Recognise and read aloud single words and phrases e.g.</p> <ul style="list-style-type: none"> <li>• from stories and rhymes</li> <li>• labels on familiar objects</li> <li>• the date</li> <li>• the weather</li> </ul> <p>Read and understand familiar single words and short familiar phrases e.g. from stories and rhymes, labels on familiar objects, the date.</p> <p>Use visual clues to help with reading.</p> <p>Make links between some phonemes, rhymes and spellings.</p>	<p>Read and understand short and simple texts using familiar language, already taught.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• simple phrases personal introductions</li> <li>• weather phrases</li> <li>• simple description of classroom objects</li> <li>• someone writing about their pet</li> </ul> <p>Identify familiar words from a short, simple text and give a response (true or false, multiple choice, answer simple retrieval questions)</p> <p>Read independently and pronounce words with increasing accuracy.</p>	<p>Read and understand the main point(s) and some of the detail from short written texts (including short stories) using familiar language already taught e.g.</p> <ul style="list-style-type: none"> <li>• very simple messages on a postcard or e-mail or part of a story</li> <li>• three to four sentences of information about my e-pal; a description of someone's school day</li> </ul> <p>Match sound to print by reading aloud familiar words and phrases.</p> <p>Use an i-pad, book or glossary to find out the meanings of new words.</p>	<p>Understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"> <li>• A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ...</li> <li>• Discover and develop an appreciation of a range of writing in French</li> </ul> <p>Begin to read independently.</p> <p>Match sound to print by reading aloud sentences.</p> <p>Identify different text types.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"><b>Writing</b></p>	<p>Copy simple words or short familiar phrases correctly e.g.</p> <ul style="list-style-type: none"> <li>• numbers</li> <li>• days of week</li> <li>• colours</li> <li>• classroom objects</li> <li>• a shopping list</li> </ul> <p>Write set phrases used in class.</p> <p><b>When they write familiar words from memory their spelling may be approximate.</b></p>	<p>Write one or two short sentences <b>to a model</b> and fill in the words on a simple form e.g.</p> <ul style="list-style-type: none"> <li>• personal information</li> <li>• where I live</li> <li>• how old I am</li> <li>• holiday greetings by e-mail or on a postcard</li> </ul> <p>Write 2-3 short sentences on a familiar topic <b>from memory</b>.</p> <p>Begin to spell some commonly used words correctly e.g colours, common objects, numbers.</p> <p><b>They write short phrases from memory and their spelling is readily understandable.</b></p>	<p>Write a few short sentences with support using expressions which they have already learnt e.g.</p> <ul style="list-style-type: none"> <li>• a postcard, a simple note or message, an identity card</li> </ul> <p>Write a short text on a familiar topic, adapting language which they have already learnt e.g.</p> <ul style="list-style-type: none"> <li>• three to four sentences for a wall display; a simple e-mail message ...</li> </ul> <p>Write what they like and dislike about a familiar topic.</p> <p>Spell words that are readily understandable.</p> <p><b>They write short phrases from memory and their spelling is readily understandable.</b></p>	<p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt:</p> <ul style="list-style-type: none"> <li>• paragraphs of three to four sentences about myself,</li> <li>• about a story or a picture; a message containing three to four sentences; a postcard or greetings card</li> </ul> <p>Spell commonly used words correctly.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"><b>Intercultural Understanding</b></p>	<p>Understand that different languages may be spoken by children in the school.</p> <p>Locate a country/countries where a given language is spoken</p> <p>Identify social conventions at home and in other cultures</p> <p>Understand and respect that there are people and places in the world that are different to their culture.</p>	<p>Identify similarities and differences in my culture to that of another.</p> <p>Discuss celebrations in other cultures and identify aspects of daily life in other countries that are different to my own.</p> <p>Compare these aspects of daily life to their own.</p>	<p>Respect and understand cultural diversity.</p> <p>Understand how symbols, objects and pictures can represent a country.</p> <p>Recognise similarities and differences between two or more cultures/countries.</p> <p>Compare symbols, objects or products which represent their own culture with those of another country</p>
<p><b>Greater Depth Standard</b></p>				
	<p>Can they use Google Translate, books or glossaries to find the meanings of new words?</p> <p>Do they understand instructions, messages and dialogues within short passages?</p>	<p>Can they name and describe people?</p> <p>Can they identify and note the main points and give a personal response on a passage?</p> <p>Can write simple opinions</p>	<p>Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases?</p> <p>Can they use a bilingual dictionary or glossary to look up new words?</p>	<p>Can they read independently?</p> <p>Can they use context to work out unfamiliar words?</p>