



Progression of Skills and Knowledge for KS2 French				
Area	Year 3	Year 4	Year 5	Year 6
Listening	<p>3.1 Listen and show understanding of single words.</p> <p>3.2 Understand a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...?</p>	<p>4.1 Listen and show understanding of short phrases.</p> <p>4.2 Understand and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?</p>	<p>5.1 Listen and show understanding of more complex familiar phrases and sentences.</p> <p>5.2 Understand and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?</p>	<p>6.1 Listen and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</p> <p>6.2 Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency</p>
Speaking	<p>3.3 Answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...?</p> <p>3.4 Say a short sentence using familiar single words and a connective with (and sometimes without) support</p> <p>3.5 Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words</p> <p>3.6 Know that French is spoken in countries other than France</p>	<p>4.3 Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?</p> <p>4.4 Say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)</p> <p>4.5 Read aloud familiar short sentences with fairly accurate pronunciation applying French sound</p> <p>4.6 Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère)</p>	<p>5.3 Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?</p> <p>5.4 Say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.</p> <p>5.5 Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>5.6 Give positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas....</p>	<p>6.3 Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency</p> <p>6.4 Say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary</p> <p>6.5 Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation</p> <p>6.6 Compare the past and present using il y avait / il y a and il/elle est / il/elle était</p>



	3.7 Join in with songs, rhymes and stories by using actions and words.	4.7 Join in with the words of familiar songs, rhymes and stories, some from memory	5.7 Follow and say a longer text, e.g. a rhyme or story	6.7 Read aloud with fluency
Reading	<p>3.8 Read and show understanding of single words.</p> <p>3.9 Recognise written French letter sounds and patterns of French and apply them to pronounce familiar and new words</p> <p>3.10 Suggest and use strategies to memorise vocabulary and structures</p> <p>3.11 Find the meaning of a word in a word list and a bilingual dictionary</p> <p>3.12 Join in with songs, rhymes and stories by using actions and words.</p>	<p>4.8 Read and show understanding of short phrases.</p> <p>4.9 Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds</p> <p>4.10 Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>4.11 Translate words using a bilingual dictionary</p> <p>4.12 Join in with the words of familiar songs, rhymes and stories, some from memory</p>	<p>5.8 Read and show understanding of more complex familiar phrases and sentences.</p> <p>5.9 Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>5.10 Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>5.11 Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>5.12 Follow and say a longer text, e.g. a rhyme or story</p>	<p>6.8 Read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</p> <p>6.9 Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation</p> <p>6.10 Decode unfamiliar text using language skills, context and/or a bilingual dictionary</p> <p>6.11 Use a bilingual dictionary to find meaning to words including nouns, adjectives and verbs, and manipulate them according to gender/ number</p> <p>6.12 Read aloud with fluency</p>
Writing	3.13 Write a short sentence using familiar single words and a connective with (and sometimes without) support	4.13 Write simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)	5.13 Write longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.	6.13 Write more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary



	3.14 Find and write the meaning of a word in a word list and a bilingual dictionary	4.14 Translate words using a bilingual dictionary	5.14 Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number	6.14 Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender/ number
Knowledge	<p>3.15 Have an awareness of two groups of nouns in French (masculine and feminine)</p> <p>3.16 Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir (J'ai, tu as, il est/ elle a)</p> <p>3.17 Appreciate that words and letters in French can have a different sound or pronunciation to English</p> <p>3.18 Have knowledge of aspects of life in France and Francophone countries including festivals and games</p>	<p>4.15 Understand and identify the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine</p> <p>4.16 Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a</p> <p>4.17 Make sentences negative (J'aime becomes Je n'aime pas; il pleut becomes il ne pleut pas)</p> <p>4.18 Have knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography</p> <p>4.19 Understand singular and plural (du/des, au/aux)</p>	<p>5.15 Understand rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; les couleurs sombre</p> <p>5.16 Be familiar with the use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite,</p> <p>5.17 Form 3rd person singular and plural of regular –er verbs, i.e. remove –er and add –e for singular and –ent for plural</p> <p>5.18 Have knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)</p> <p>5.19 Understand the formation of the indefinite and definite article, e.g. un/une/des, le/la/les – plurals are the same whatever the gender.</p>	<p>6.15 Compare things using plus and moins + adjective</p> <p>6.16 Have an awareness of three verb groups –er, –ir and –re and the role of the infinitive</p> <p>6.17 Conjugate regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense</p> <p>6.18 Have knowledge of the geography of some Francophone countries including climate, terrain and fauna</p> <p>6.19 Understand prepositions of place</p>