



## Languages (French) Skills and Knowledge Progression Key stage 2

EYFS and KS1	Throughout EYFS and KS1 children will be exposed to language learning in the following ways: Songs and rhymes, dual language books, greetings, classroom language and instructions, labelling of classroom objects, language displays, number lines, colours to label objects			
National Curriculum subject content	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"><li>• I understand spoken words and phrases that I have been learning, including classroom language and praise words.</li><li>• I can follow and repeat key words from a song, rhyme or poem.</li><li>• I can identify letter sounds in another language and use them to help me understand.</li></ul>	<ul style="list-style-type: none"><li>• I understand basic questions and identify key points in a few short spoken sentences.</li><li>• I can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</li><li>• I can use strings of letter sounds to help me understand new words.</li></ul>	<ul style="list-style-type: none"><li>• I understand the main points and some detail in a short text when spoken slowly and clearly.</li><li>• I can join in with familiar stories, songs, rhymes or poems, or parts of them when listening to the source material.</li><li>• I can listen and apply knowledge of letter sounds to help understand more complex new words and short phrases.</li></ul>	<ul style="list-style-type: none"><li>• I understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</li><li>• I can produce from memory familiar parts of known stories, songs, rhymes and poems.</li><li>• I can listen and apply knowledge of letter sounds to help me understand new phrases or short sentences.</li></ul>
Listening and writing	<ul style="list-style-type: none"><li>• I can listen to the phoneme in isolation and write it accurately.</li></ul>	<ul style="list-style-type: none"><li>• I can listen to high-frequency familiar words when spoken slowly and clearly and apply in my writing with understandable spelling.</li></ul>	<ul style="list-style-type: none"><li>• I can listen to and write familiar words reasonably accurately by applying phonic knowledge when spoken slowly and clearly.</li></ul>	<ul style="list-style-type: none"><li>• I can write individual words accurately, building them from written syllables or write short phrases with understandable spelling, when delivery is slow, clear and repeated.</li></ul>
Reading	<ul style="list-style-type: none"><li>• I understand some familiar written words and short phrases.</li><li>• I can use the visual cues and context to follow the gist of a short text.</li><li>• I can use a word list to locate specific words.</li></ul>	<ul style="list-style-type: none"><li>• I can read and understand a range of familiar written phrases and simple sentences.</li><li>• I can identify the overall type of text from contextual cues and a few familiar words and start to</li></ul>	<ul style="list-style-type: none"><li>• I can read and understand a short text made up of short sentences with familiar language on a familiar topic.</li><li>• I can spot new words introduced into short sentences</li></ul>	<ul style="list-style-type: none"><li>• I can read and understand a text made up of a range of sentences with some familiar language on a familiar topic.</li><li>• I can work out the meaning of new language introduced into</li></ul>



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	<ul style="list-style-type: none"> <li>• I can use read aloud individual words and short phrases with accurate pronunciation.</li> </ul>	<p>use prior knowledge to work out meaning.</p> <ul style="list-style-type: none"> <li>• I can use a word list (or dictionary or online resource) to check the spelling of a word.</li> <li>• I can use read aloud a series of sentences with accurate pronunciation and intonation.</li> </ul>	<p>made up of familiar material and</p> <ul style="list-style-type: none"> <li>• use prior knowledge of the TL and English and the surrounding words to guess their meaning.</li> <li>• I appreciate how to use a bi-lingual dictionary and know that there may be more than one entry for each word.</li> <li>• I can find the meanings of new words.</li> <li>• I can use read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to</li> <li>• convey meaning.</li> </ul>	<p>a text made up of mainly familiar material and</p> <ul style="list-style-type: none"> <li>• use prior knowledge of the TL and English and the surrounding words to work out meaning.</li> <li>• I can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</li> <li>• I can use read aloud from a variety of different types of texts including some unfamiliar language confidently with good</li> <li>• expression. Broaden vocabulary through reading more widely.</li> </ul>
Speaking and Reading	<ul style="list-style-type: none"> <li>• I can read aloud some words and short phrases I have been learning, applying some phonics knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• I can match sound to print, by reading aloud familiar words and short sentences, applying some phonics knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read short phrases and sentences accurately that contain mostly familiar language, applying phonics knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonics knowledge.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• I can ask and answer simple pre-learned questions from memory and use several short phrases and questions in predictable classroom interaction.</li> <li>• I can repeat and say familiar words and short simple phrases, using understandable pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can rehearse and perform short role plays drawing on one topic, with 2-3 exchanges and secure pronunciation</li> <li>• I can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer simple questions on the current topic.</li> <li>• I can adapt models successfully to give own information, including simple opinions, substituting</li> <li>• individual words.</li> <li>• I can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer simple questions on a few familiar topics, including expressing opinions and responding to those of others.</li> <li>• I can use phrases and simple sentences independently (or more complex sentences with support) to describe people, places, things and actions, with good pronunciation.</li> </ul>



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Writing	<ul style="list-style-type: none"><li>• I can copy words and short phrases accurately.</li><li>• I can write some familiar simple words from memory, with plausible spelling.</li></ul>	<ul style="list-style-type: none"><li>• I can write sentences accurately using support such as a sentence builder or word list to check spellings.</li><li>• I can write several short phrases or sentences from memory with understandable spelling.</li></ul>	<ul style="list-style-type: none"><li>• I can write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support.</li><li>• I can write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.</li></ul>	<ul style="list-style-type: none"><li>• I can write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.</li><li>• I can write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.</li></ul>
Vocabulary	<p>Numbers to 20 (Y3 10) All about Me (Greetings, introducing yourself, how old am I?) Families (family, colour, pets, describing pets) Food &amp; drink (food, drink) School Day (time, places in school) My Calendar (days) Culture (art, festivals) Things to Do (emotions) Our World (animals, habitats, seasons, weather) Listen to songs, stories and poems</p>		<p>Sounds Numbers to 100 (Y5 50) All About Me (What do I look like? colours) Families (describing people, clothes) My calendar (months, dates, celebrations) School Day (Daily routines, school subjects, journey to school) Culture (Factfile, French Speaking World, Culture, music and dance) Things to Do (Sports and pastimes, musical instruments, days out, pocket money) Our World (Travel, describing a scene, Continents and rivers)</p>	