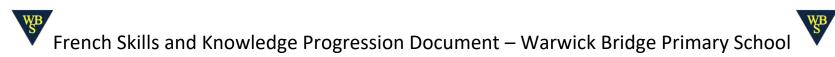
	Year 3	Year 4	Year 5	Year 6		
National Curriculum Listening	<ul> <li>Listening attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling , sound and meaning of the words.</li> </ul>					
Skills	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.		
National Curriculum Speaking	<ul> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>present ideas and information orally to a range of audiences.</li> </ul>					
Skills	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.		
National Curriculum Reading	<ul> <li>read carefully and show understanding of words, phrases and simple writing.</li> <li>appreciate stories, songs, poems and rhymes in the language.</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written mate including through using a dictionary.</li> </ul>					





French Skills and Knowledge Progression Document – Warwick Bridge Primary School

Skills	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3.'	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.				
National	National write obview from memory, and adapt these to events new conteness to converse ideas all with							
Curriculum	<ul> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul>							
Writing	<ul> <li>describe people, places, things and actions orally* and in writing.</li> </ul>							
Skills	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language, incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.				
National Curriculum Grammar	• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.							



Skills	Start to understand the concept	Better understand the concept	Revision of gender and nouns and learn	Consolidate our understanding of
	of noun gender and the use of	of gender and which articles to	to use and recognise the terminology of	gender and nouns, use of the negative,
	articles. Use the first person	use for meaning (EG: 'the', 'a' or	articles (EG: definite, indefinite and	adjectival agreement and possessive
	singular version of high	'some'). Introduce simple	partitive). Understand better the rules	adjectives (EG: which subjects I like at
	frequency verbs. EG: 'I like' 'I	adjectival agreement (EG:	of adjectival agreement and possessive	school and also which subjects I do not
	play' 'I am called'	adjectival agreement when	adjectives. Start to explore full verb	like). Become familiar with a wider
		describing nationality), the	conjugation (EG: 'I wear', 'he/she	range of connectives/conjunctions and
		negative form and possessive	wears' and also be able to describe	more confident with full verb
		adjectives. EG: 'In my pencil case	clothes in terms of colour EG: 'My blue	conjugation - both regular and
		I have' or 'In my pencil case I	coat'.	irregular. EG: 'to go', 'to do', 'to have'
		do not have'		and 'to be'.,