



Aston-on-Trent Primary School French Progression Map



Listening			
Year 3	Year 4	Year 5	Year 6
Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).	1. Listen for and identify specific words and phrases in instructions, stories and songs. 2. Follow a text accurately whilst listening to it being read.	1. Listen, more attentively and for longer, and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). 2. Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions by using decoding skills.	1. Understand the main points in passages of language spoken with authentic pronunciation and at more authentic speed. 2. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. 3. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.

Speaking			
Year 3	Year 4	Year 5	Year 6
1. Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). 2. Speak aloud familiar words or short phrases in chorus. 3. Use correct pronunciation when speaking and start to see links between pronunciation and spelling.	1. Communicate with others with improved confidence and accuracy by asking and answering a wider range of questions, using longer phrases and sentences and incorporate a negative reply if and when required. 2. Present short pieces of information to another person. 3. Apply phonic knowledge to support speaking (also reading and writing).	1. Take part in short conversations on a wider range of topics and themes using sentences and familiar vocabulary and with increased knowledge, confidence and spontaneity. 2. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. 3. Understand and express simple opinions using familiar topics and vocabulary	1. Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. 2. Engage in short conversations on familiar topics or tell stories from own experience, responding with opinions and justifications where appropriate. 3. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). 4. Use connectives to link together what they say so as to add fluency.

Reading			
Year 3	Year 4	Year 5	Year 6
1. Read aloud familiar words and short phrases accurately, in chorus, by applying knowledge of phonics. 2. Recognise and understand the meaning in English of familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text.	1. Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person by applying knowledge of phonics. 2. Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).	1. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school. 2. Start to decode meaning of unknown words using cognates and context. 3. Increase knowledge of phonemes and letter strings using knowledge of learnt phonics.	1. Be able to tackle unknown language with increased accuracy, expression and accurate pronunciation by applying knowledge learnt from phonics lessons, including awareness of accents, silent letters etc. 2. Decode unknown language using bilingual dictionaries. 3. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or authorised internet sites in the target language.

Writing			
Year 3	Year 4	Year 5	Year 6
1. Write some familiar simple words and short phrases from memory or using a model or vocabulary list.	1. Write some familiar words, short phrases and simple sentences from memory based on familiar topics. 2. Begin to use connectives/conjunctions and the negative form where appropriate or using supported written materials (e.g. using a word bank).	1. Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank), incorporating connectives/conjunctions, a negative response and adjectival agreement where required. 2. Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) 3. Learn to manipulate the language and be able to substitute words for suitable alternatives. 4. Check spellings with a dictionary	1. Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). 2. 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. 3. Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) 4. Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant)

Grammar			
Year 3	Year 4	Year 5	Year 6
1. Start to understand the concept of noun gender (masculine & feminine) and the use of articles. 2. Use the first person singular version of high frequency verbs.	1. Understand the concept of gender and which article (definite or indefinite) to use correctly with different nouns. 2. Introduce and use the negative form. 3. Begin to look at what a fully conjugated verb looks like. 4. Introduce simple adjectival agreement and possessive adjectives.	1. Revision of gender and nouns and learn to use and recognise the terminology of articles (e.g. definite, indefinite and partitive). 2. Understand better the rules of adjectival agreement, possessive adjectives and connectives. 3. Start to explore full verb conjugation by understanding what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. 4. Use the negative form.	1. Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. 2. Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. 3. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.