

French

Progression Map and End Points

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[Type the company name]

**St Joseph’s RC Primary School**



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| **St Joseph’s RC Primary School** **French Curriculum Progression** |
|  | **End of Lower KS2** | **End of upper KS2** |
| **Listening** | * Pupils can understand a range of familiar spoken phrases and are able to listen for specific words and phrases.
 | * Pupils can understand the main points, and some detail, from a short spoken passage which comprises of familiar language.
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| **Speaking** | * Pupils can ask and answer simple questions and give basic information. They can pronounce familiar words and some new words accurately.
 | * Pupils can take part in a simple conversation and can express opinions with generally accurate pronunciation.
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| **Reading** | * Pupils can understand simple written phrases, They can match sounds to familiar written words.
 | * Pupils can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) They can use a bilingual dictionary to access unfamiliar language.
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| **Writing**  | * Pupils can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
 | * Pupils can write a short text, with accurate use of nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic.
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| **St Joseph’s RC Primary School** **French End Points** |
| **Year 3** |
| * Pupils can listen and respond to rhymes, songs, stories, instructions and praise.
 | * Pupils can perform simple communicative tasks using single words, phrases and short sentences.
 | * Pupils can focus on, and imitate, correct pronunciation.
 | * Pupils can recognise some familiar words in written form.
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| * Pupils can identify specific sounds, phonemes and words.
 | * Pupils can ask and answer a question.
 | * Pupils can memorise and present a short spoken text.
 | * Pupils can read and understand a range of familiar phrases.
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| * Pupils can experiment with the writing of simple words, phrases and sentences.
 | * Pupils can understand basic grammar such as question forms, nouns and commands.
 | * Pupils can apply phonic and whole word knowledge to locate words in a reference source
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| **Year 4** |
| * Pupils can identify specific words and phrases.
 | * Pupils can listen for sounds, rhyme and rhythm.
 | * Pupils can listen attentively and understand more complex phrases and sentences.
 | * Pupils can develop accuracy in pronunciation and focus on intonation.
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| * Pupils can prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts.
 | * Pupils can ask and answer questions on several topics.
 | * Pupils can devise and perform simple role plays.
 | * Pupils can perform simple communicative tasks using single words, phrases and short sentences.
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| * Pupils can recite a short piece of narrative by reading aloud from the text.
 | * Pupils can write simple words and phrases using a model and some words from memory.
 | * Pupils can begin to understand gender of nouns, singular and plural forms.
 | * Pupils can begin to explore agreement of adjectives.
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| * Pupils can construct simple sentences using nouns, verb (to be) and an adjective.
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| **Year 5** |
| * Pupils can understand the main points and simple opinions in a spoken story, song or passage.
 | * Pupils can use spoken language to confidently initiate and sustain simple dialogues and conversations.
 | * Pupils can understand and express opinions.
 | Pupils can recognise and respond to sound patterns and words.  |
| * Pupils can prepare a short presentation on a familiar topic.
 | * Pupils can memorise and present a short written text and a short spoken text.
 | * Pupils can read and understand the main points and some detail from a short written passage (mainly familiar words)
 | * Pupils can experiment with the writing of words and phrases from memory.
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| * Pupils can construct a short text (e.g. PowerPoint presentation) or short passage to give a description.
 | * Pupils can use verbs in the 3rd person singular to describe someone else.
 | * Pupils can explore and practise the verbs ‘to be’, ‘to have’, ‘to wear’ in the present tense.
 | * Pupils can practise the use of adjectives in agreement with nouns.
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| **Year 6** |  |  |  |
| * Pupils can recite a short piece of narrative either from memory or by reading aloud from a text.
 | * Pupils can, retell using familiar language, a sequence of events from a spoken passage containing complex structures.
 | * Pupils can use time and/or sequencing structures in spoken and written sentences.
 | * Pupils can use familiar language and some unfamiliar language to re-tell or present a story to an audience.
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| * Pupils can explore and extend their use of conjunctions.
 | * Pupils can understand and use time phrases to give “o’clock” times.
 | * Pupils can explore and practise the verb ‘to play’ in the present tense.
 | * Pupils can explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences.
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