

**Hallgate Primary School - Progression in French**  
**Foundation Stage to Year 6**

During the academic year 2022-23 all KS2 children will follow the Year 3 objectives.

During the academic year 2023-24 Year 3 will use the Year 3 objectives. Years 4,5,6 will follow the Year 4 objectives.

During the academic year 2024-25 Year 3 will follow Year 3 objectives, Year 4 will follow Year 4 objectives, Year 5,6 will follow Year 5 objectives.

During the academic year 2025-26 All year groups will follow the objectives for their year group.

Listening					
	Year 3	Year 4	Year 5	Year 6	KS3
<b>Listen and Understand</b>	Listen to and understand familiar spoken words and phrases.	Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences.	Listen to and understand the main points and some detail in extended sentences and short passages.	Listen to and understand the main points and key details from a range of passages including complex language and reference to past and future tenses.	Understand main points, details and opinions from different kinds of short spoken sources including factual and personal information in familiar contexts
<b>Listen and Recount</b>	Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story.	Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts.	Listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts.	Listen to and recount from memory familiar stories, songs, rhymes and poems.	Understand and respond to longer spoken sources sometimes in less familiar contexts, such as stories, poems, songs
<b>Identify sound-spelling link</b>	Identify phonemes in the target language and use them to aid understanding.	Use strings of phonemes to help understand new words and short phrases.	Listen and apply knowledge of phonemes to help understand extended sentences.	Listen and apply knowledge of phonemes to help understand more complex extended sentences.	Listen to a variety of forms of spoken language including from authentic sources.
<b>Transcribe</b>	Listen to the phoneme or words including the phoneme and transcribe accurately.	Listen to high-frequency familiar words and phrases and transcribe accurately.	Listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge.	Listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge.	Understand spoken language that goes beyond immediate needs and interests  Obtain information from spoken sources  Respond appropriately to spoken language cope with unfamiliar language  Transcribe words and short sentences

Reading					
	Year 3	Year 4	Year 5	Year 6	KS3

<b>Read and understand</b>	Read and understand some familiar written words and short phrases, sometimes using visual cues.	Read and understand a range of familiar written phrases and simple sentences.	Read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts.	Read and understand a variety of texts (for gist or detail) including extended and complex sentences on a range of familiar topics.	Understand details, main points and opinions from a variety of short written texts in familiar contexts
<b>Read aloud</b>	Read aloud individual words and short phrases with accurate pronunciation.	Read aloud a series of sentences with accurate pronunciation and intonation.	Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning.	Read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely.	Begin to use context and other clues to work out the meaning of unfamiliar language  Read stories, songs and poems, including reading aloud
<b>Use reference materials</b>	Identify familiar words in a text.	Use a dictionary to find the meaning and gender of nouns from English to French and French to English.	Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to French and French to English.	Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to French and French to English.	Start to use what they read for own speech and writing  Understand original and adapted written materials from a range of different sources Understand the purpose of different written material
<b>Apply phonic knowledge</b>	Read aloud words and short phrases, applying some phonic knowledge.	Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation.	Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge.	Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge.	Understand key ideas and details.  Read literary texts (such as stories, songs, poems and letters)
<b>Apply knowledge of alphabet</b>		Be able to recognise and use letters of alphabet to spell short basic words with support.	Be able to recognise and use letters of the alphabet excluding accented letters with support.	Be able to recognise and use letters of the alphabet including accented letters.	Translate short suitable material into accurate English

<b>Writing</b>					
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3</b>
<b>Write with support</b>	Copy words and short phrases accurately.	Write sentences accurately using support such as a sentence builder or word list to check spellings.	Write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support.	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.	Translate sentences and short texts into English and into the language  Write short simple texts made up of familiar language for different purposes, including personal and factual contexts

<b>Write independently</b>	Write some familiar simple words from memory, with plausible spelling.	Write several short phrases or sentences from memory with understandable spelling.	Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.	Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.	Present ideas and information in different forms and for different purposes  Redraft writing to improve accuracy and quality
<b>Adapt a written model</b>	Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).	Adapt different elements of a sentence to create new sentences using a sentence builder.	Use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy.	Use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy.	Communicate for practical purposes , personal and factual information  Communicate information that goes beyond immediate needs and interests.
<b>Translate</b>	Translate words from French to English and English to French.	Translate phrases or simple sentences from French to English and English to French including the use of a dictionary or supporting resource.	Translate sentences or short texts from French to English and English to French including the use of a dictionary or supporting resource.	Translate texts including subordinate clauses or complex language from French to English and English to French including the use of a dictionary or supporting resource.	Write prose, write creatively, express and develop own ideas and opinions.  Develop and justify points of view.  Use what they read to develop own creative expression in writing.  Write with increasing independence and accuracy translate short written text accurately into the foreign language.

	<b>Speaking</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3</b>
<b>Speak</b>	Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation.	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation.	Produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with	Use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an	Develop conversations and dialogues in familiar contexts  Communicate personal and factual information

			good pronunciation and intonation.	audience, on a range of familiar topics with good pronunciation and intonation and increasing confidence, fluency and spontaneity.	Make presentations to different audiences  Use spoken language for practical purposes
<b>Listen &amp; speak</b>	Ask and answer simple pre-learned questions from memory and use several short phrases and questions.	Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.	Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons.	Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future.	Sustain communication through asking for repetition, saying they don't understand, making requests

	<b>Grammar</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>KS3</b>
<b>Grammar: Articles</b>	Use indefinite ( <i>un, une, des</i> ) articles in the masculine, feminine and plural nouns.  Use definite ( <i>le, la, l', les</i> ) articles in the masculine, feminine and plural nouns.		Use definite and indefinite articles with increasing accuracy.	Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.	Work out the spelling/ pronunciation of new words building on knowledge of sound spelling links.  Understand new grammatical rules and apply them
<b>Nouns</b>	Form regular plural nouns.	Use a variety of plural nouns, including some irregular ones.	Build bank of further nouns through use of a dictionary.		Begin to understand and use time frames and/or tenses other than the present in speech and in writing.
<b>Adjectives</b>	Identify adjective and noun position.  Identify position of more than one adjective with a noun.  Use masculine, feminine and plural adjectives correctly.	Use adjectives (agreement and position) with more confidence.  Use possessive adjectives ( <i>mon, ma, mes</i> ).	Use adjectival agreements in a wider range of topics.  Understand word order and agreements: nouns, adjectives.	Agree adjectives for number and gender after <i>ils/elles</i>  Understand word order and agreements: nouns, adjectives, verbs	
<b>Conjunctions</b>	Use the conjunctions <i>et, aussi, mais</i> .	Use the conjunction <i>parce que</i>	Use conjunctions <i>comme, en plus</i>		

<b>Verbs</b>	<p>Use the high-frequency verb forms in the 1<sup>st</sup> person with regular opinion verbs and and irregular verbs: (e.g. <i>j'ai, je suis</i>) and opinion verbs confidently.</p> <p>Use <i>c'est</i>.</p> <p>Use <i>je voudrais</i> to express a desire or request.</p>	<p>Use the high-frequency verb forms in the 1<sup>st</sup> and 3<sup>rd</sup> person (eg <i>j'ai, il/elle a, je suis, il/elle est</i>) confidently.</p> <p>Use opinions + infinitive verbs.</p> <p>Use <i>je voudrais</i> to express a desire or request.</p>	<p>Use wider range of conjugated opinion verbs with infinitive verbs.</p> <p>Use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> singular and 1<sup>st</sup> person plural of several regular 'ER' verbs in the present tense in addition to the irregular high frequency verbs including <i>avoir</i> (to have), <i>être</i> (to be) and <i>aller</i> (to go).</p> <p>Use weather phrases <i>faire</i>. Use the near future tense with singular subject pronouns.</p> <p>Use <i>je voudrais</i> with an infinitive verb to express a desire or request.</p> <p>Use the near future tense in the 1<sup>st</sup> person singular <i>je vais</i> and 1<sup>st</sup> person plural <i>nous allons</i> with variety of infinitives</p>	<p>Use the full conjugation of the verbs <i>être</i> and <i>avoir</i> in several different contexts, still with some errors.</p> <p>Use the perfect tense with auxiliary <i>avoir</i> and <i>or être</i> with regular verbs in the 1<sup>st</sup> person.</p> <p>Imperfect phrases; e.g. <i>c'était, j'étais, j'avais</i></p> <p>Introduction to reflexive verbs in the 1<sup>st</sup> person relating to daily routine.</p> <p>Modal verb; <i>je peux</i> + infinitive (I can ...)</p> <p>Use near future with <i>aller</i> + infinitive using various subject pronouns</p> <p>Focus on verb + partitive</p> <p>Use the proper future in the 3<sup>rd</sup> person singular to add reasons.</p>	
<b>Negatives</b>	<p>Use the negative '<i>ne...pas</i>' with opinion verbs in the 1<sup>st</sup> person.</p>	<p>Use the negative '<i>ne...pas</i>' with a range of high frequency verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p>	<p>Use the negative <i>ne... pas</i> with variety of high frequency verbs and parts including '<i>il n'y a pas de</i>'.</p>	<p>Use of different negative structures (<i>ne... pas, ne... plus, ne... que, ne...rien</i>) with variety of high frequency verbs.</p>	
<b>Prepositions</b>			<p>Prepositions of place and location (countries), (<i>sur, sous, devant</i>).</p> <p>Verb with prepositions: (<i>faire de, jouer à</i>)</p>	<p>Prepositions of direction relating to location in towns/rooms (<i>près de, loin de, à gauche, à droite</i>)</p>	
<b>Adverbs</b>		<p>Adverbs of intensity (<i>très, assez</i>)</p>	<p>Adverbs of frequency: (<i>quelquefois, toujours, tous les jours</i>)</p>	<p>Adverbs of time, sequence) (analogue times), (<i>après, ensuite, le soir</i>)</p>	
<b>More complex language</b>				<p>Use comparative language (<i>plus/ moins que</i> and <i>mieux/pire</i>).</p>	

				<p>Use subordinating connectives <i>si</i> (if) and some may be able to use <i>que</i> (which).</p> <p>Form question words.</p>	
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Cultural Capital					
	Year 3	Year 4	Year 5	Year 6	KS3
<b>Cultural capital</b>	<p>Foster children's curiosity about France: an introduction to France and its capital city.</p> <p>Key vocabulary relating to traditional events, i.e. Christmas and Easter.</p> <p>Appreciate authentic songs and rhymes.</p>	<p>Foster children's curiosity about life in France: an introduction to daily life in France.</p> <p>Typical customs and traditions e.g. April Fool's Day.</p> <p>Appreciate authentic songs, poems and rhymes.</p>	<p>Introduction to the French-speaking world.</p> <p>Learn about festivals, such as Mardi Gras and wider coverage of French traditions, such as Epiphany.</p> <p>Appreciate French fables (the Fox and the Crow).</p>	<p>Deepen children's understanding of the wider French-speaking world and beyond.</p> <p>Ordering food in authentic setting.</p> <p>Independent research into a French-speaking country.</p> <p>A global focus including authentic resources such as French menus.</p> <p>Children's lives around the world.</p>	<p>Dependent on individual schools.</p>