

MYTCHETT PRIMARY SCHOOL			
PROGRESSION OF KNOWLEDGE AND SKILLS			
LISTENING			
RELEVANT NC OBJECTIVES: Listen attentively to spoken language; Show understanding by responding and/or by joining in; appreciate stories, songs, poems and rhymes in the language			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Listen and show understanding of single words through physical response. (eg. hold up correct items - or number of items - when asked; respond to instructions)</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Sing songs by heart (Frere Jacques, Sur le pont – chorus, petit lapins). Rhymes – 10 au lit, by heart.</p> <p>Listen to short stories on Rigolo and read by me. Follow the text as read.</p> <p>Listen to some basic questions and show understanding by appropriate response.</p>	<p>Listen and show understanding of short phrases through physical response. (eg. listen to a description and pick out key elements (monsters) and draw the monster). Answer questions on a spoken text.</p> <p>Listen and identify words in songs and rhymes and demonstrate understanding. Eg. Join in with actions to songs (eg. Tete, epaules...) Listen to descriptions and play 'guess who'.</p> <p>Listen to short stories on Rigolo and stories read by me. Follow the text as read and relate sound to spelling (eg. Va t'en grand monstre).</p> <p>Listen to a greater range of questions and show understanding by appropriate response.</p>	<p>Listen and show understanding of more complex familiar phrases and sentences. Eg. Listen to directions and respond – physical response.</p> <p>Appreciate stories : (Stories on Rigolo &amp; Salut Serge &amp; storybooks eg. Histoire Sombre &amp; la Chenille qui fait des trous). Listen to them being read by me, or a classmate and relate words to sounds.</p> <p>Listen to a range of questions and show understanding by responding appropriately.</p> <p>Listen to rhymes and songs and fill in the gaps.</p>	<p>Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. (French children's presentations/role-plays on Rigolo and stories on Salut Serge ). Listen to stories eg. Rat de la ville (on youtube) .... and gauge gist.</p> <p>Listen to rhymes and songs and link sound to spelling.</p> <p>Listen to a range of questions and show understanding by responding appropriately.</p>

SPEAKING			
RELEVANT NC OBJECTIVES : Ask & answer questions; engage in conversations; respond to the questions of others; seek clarification and help; speak in sentences using familiar vocabulary or phrases; present ideas and information to a range of audiences; describe people, places, things and actions; appreciate stories, songs, poems and rhymes.			
Year 3	YEAR 4	YEAR 5	YEAR 6
<p>Repeat words modelled by a teacher.</p> <p>Be able to greet someone appropriately and say please and thank you.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Ask and answer questions (eg. comment t'appelles-tu? Quel age as-tu? Ca va?) with a rehearsed response. Present a dialogue with puppets.</p> <p>Present /describe themselves (name, age, hair and eye colour, character adjectives). Use of 'je'</p> <p>Name objects (eg un crayon).</p> <p>Present a sentence with j'ai &amp; noun.</p> <p>Present a sentence with j'ai &amp; noun &amp; colour.</p> <p>Use the conjunction 'et'.</p> <p>Join in with songs, repeated lines in stories and rhymes.</p> <p>Be able to ask for help politely &amp; ask someone to repeat.</p>	<p>Ask and answer several simple and familiar questions with a range of responses . Use different ways of making a question: est-ce que and inversion.</p> <p>Use familiar vocabulary to say simple sentences using a language scaffold (eg. J'ai un frere).</p> <p>Use familiar vocabulary and basic verbs to describe a monster.</p> <p>Make simple rehearsed statements about themselves, and other people/creatures. (eg. J'ai un frere; il s'appelle Fred)</p> <p>To conduct a presentation about a family member or someone in the class ( using pronouns il &amp; elle and common verbs).</p> <p>Say sentences in the negative – especially je n'ai pas.</p> <p>Use conjunctions et &amp; mais.</p> <p>Join in with songs and stories.</p>	<p>Ask and answer a greater range of questions with a greater range of responses.</p> <p>Use familiar vocab to say more complex sentences using a language scaffold (use conjunctions 'mais' and 'parce que) &amp; express opinions eg. Quand il pleut je suis content parce que.....</p> <p>Give instructions to someone else (using the imperative) . Eg. directions to someone else who responds with correct physical response.</p> <p>Use a scaffold to present information (eg present a weather forecast).</p> <p>Take part in dialogues (eg shopping).</p> <p>Listen to songs and stories. Take part in songs (eg weather song by heart).</p> <p>To give their opinion of something (eg. Crepes).</p>	<p>Ask and answer a greater range of questions with a greater range of responses.</p> <p>Manipulate language to create and say sentences of own choice</p> <p>Engage in a short conversation using familiar questions and express opinions. eg. to present short dialogues and role-plays (clothes shopping and buying an ice-cream).</p> <p>Act out a section from a book.</p> <p>Manipulate language using a language scaffold to present their own ideas/information (eg. Describing what someone is wearing or their opinion of clothing).</p> <p>Say sentences using relative clauses and conjunctions et, mais and parce que.</p> <p>Say sentences using a range of adjectives and correct word order.</p> <p>.</p>

READING			
RELEVANT NC OBJECTIVES : Read carefully and show understanding of words and phrases and simple writing; appreciate stories, poems and rhymes in the language; broaden vocabulary through reading; develop the ability to understand new words that are introduced in familiar written material; find out the meaning of new words through using a dictionary ; link spelling and sound.			
Year 3	YEAR 4	YEAR 5	YEAR 6
<p>Start to recognise the sounds of some letters &amp; letter strings and be able to read them. (eg. On, un, eu, in, qu, oi, ch, ou, i, eau, u, ez, ze )</p> <p>Understand some silent letter rules eg ‘h’ and most consonants on the end of words.</p> <p>Start to read some familiar words and show understanding (eg reading numbers and drawing the correct amount or reading a colour and colouring it appropriately )</p> <p>Start to read some unfamiliar words with these letter blends.</p> <p>Follow the text of a book read by the teacher and join in with some repeated phrases.</p> <p>Start to use reading cues used when reading English books eg. Picture cues and context. Understand that they can also look for cognates.</p> <p>Use rhyme to help read words : eg. If they know how to read ‘six’, they know how to read ‘dix’.</p>	<p>Consolidate letter sounds learnt last year and extend (eg ll, è, y, an ). Be able to correctly pronounce words with these blends in. Be able to pronounce each of the vowels.</p> <p>Read words observing some silent letter rules.</p> <p>Read familiar words and sentences and show understanding eg. By reading a description and drawing in response.</p> <p>Use picture cues and context to help understand books read ( eg va t’en grand monstre vert).</p> <p>Use a dictionary to look up unknown words.</p> <p>Use phonic knowledge and rhyme to help read new words : eg. If they know how to read ‘bleu’ then they can have a go at reading ‘neveu’.</p>	<p>Consolidate letter sounds learnt previously and extend eg. É. Read words observing silent letter rules.</p> <p>Be able to read sentences containing familiar words out loud eg from own writing or from a book.</p> <p>Be able to read a sentence containing familiar and unfamiliar words.</p> <p>Start to read more complex sentences and show understanding (eg matching a description to a drawing).</p> <p>Read a text and answer questions about it to show understanding.</p> <p>Follow the simple text of a song or story and sing or read aloud.</p> <p>Use a dictionary to look up unknown words.</p> <p>Use phonic knowledge to help read new words (eg. If they know ‘chat’ and the ‘eau’ sound , they can read ‘chateau’). Break down words.</p>	<p>Be able to read sentences with familiar vocabulary out loud eg from own writing or from a book.</p> <p>Be able to read a sentence containing familiar and unfamiliar words using knowledge of letter strings and silent letter rules (and begin to use liaison).</p> <p>Read a text and answer questions about it or draw a picture to show understanding.</p> <p>Sing songs and say poems following a script. Read a rhyme and identify patterns of language</p> <p>Use a dictionary to look up unknown words and expand vocabulary.</p> <p>Use the context of sentences to try to understand unknown words and learn new words.</p> <p>Read and show understanding of more complex sentences using familiar language. (eg. Reading a passage about someone and answering questions about it).</p>



WRITING			
RELEVANT NC OBJECTIVES : write words and phrases from memory; express ideas in writing through substituting words and phrases; adapt words and phrases to create new sentences; describe people, places, things and actions; express ideas clearly.			
Year 3	YEAR 4	YEAR 5	YEAR 6

Under Review

<p>Use strategies for memorisation of vocabulary.</p> <p>Start to write words and phrases independently (eg. Un crayon/un crayon bleu) .</p> <p>Write simple sentences adapting from a given structure.</p> <p>Be familiar with the layout of a language dictionary (eg. That it has two distinct halves!) Use the dictionary to look for the French of unknown words.</p> <p>Write simple familiar words, phrases and sentences to describe themselves, places, things and actions using a model eg. C'est un chat noir. J'ai les yeux bleus.</p> <p>Write single familiar words from memory with understandable accuracy (eg. Numbers to 10, colours).</p>	<p>Write simple phrases and sentences to describe someone else using a language scaffold (eg to describe an animal, monster, or someone else in the class or their family).</p> <p>Use adjectives of colour and size in writing.</p> <p>Write using correct word order.</p> <p>Write simple familiar short phrases from memory with understandable accuracy, eg. J'ai un frere/ C'est ma mere.</p>	<p>Write a more complex sentence to describe people, places, things and actions using a language scaffold eg. Writing sentences to describe a weather picture or writing their own version of a story.</p> <p>Write familiar complex sentences from memory with understandable accuracy eg. Writing their opinion of certain weather.</p> <p>Use adjectives of colour and start to agree adjective to noun – for gender.</p> <p>Use a dictionary to find unknown words to use in their writing and to check gender. Know to check for the correct version of a word where words can be nouns or verbs (eg swallow) or have two meanings eg. Bank.</p>	<p>Write a more complex sentence manipulating familiar language , using a dictionary for new language (eg writing a description of an animal) .</p> <p>Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p> <p>Begin to write using agreement of adjectives – for gender and plurals.</p> <p>Begin to write using a range of adjectives (eg size and colour).</p> <p>Write using correct word order.</p> <p>Write using conjunctions (et, mais, parce que).</p> <p>Write using relative clauses.</p> <p>Write using the negative.</p> <p>Use a dictionary to find unknown words to use in their writing and to check gender. . Know to check for the correct version of a word where words can be nouns or verbs (eg swallow) or have two meanings eg. Bank.</p>
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PHONOLOGY			
RELEVANT NC OBJECTIVES : Explore the patterns and sounds of language and link the spelling , sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.			
Year 3	YEAR 4	YEAR 5	YEAR 6
<p>Start to recognise the sounds of some letters &amp; letter strings and be able to read them. (eg. On, un, eu, in, qu, oi, ch, ou, i, eau, u, ez, ze, et, ien , r)</p> <p>Understand some silent letter rules eg ‘h’ and most consonants on the end of words. Start to read words applying these rules.</p> <p>Start to write words using their knowledge of blends eg ‘bleu’ ‘neuf’, ‘trois’.</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes and stories. Eg. Toute les couleurs – respond to ‘ou’ sound.</p> <p>Follow a text when read to them, relating words to the sounds.</p>	<p>Consolidate letter sounds learnt last year and extend (eg ll, è, y, an ). Be able to correctly pronounce words with these blends in. Be able to pronounce each of the vowels.</p> <p>Read words observing some silent letter rules.</p> <p>Use phonic knowledge and rhyme to help read new words : eg. If they know how to read ‘bleu’ then they can have a go at reading ‘neveu’. Use the same method to try to write new words.</p>	<p>Consolidate letter sounds learnt previously and extend eg. É, er, ain, au. Read words observing silent letter rules.</p> <p>Read familiar and unfamiliar words with phonic blends learnt.</p> <p>Start to use phonic knowledge to write words independently.</p>	<p>Be able to read a sentence containing familiar and unfamiliar words using knowledge of letter strings and silent letter rules (and begin to use liaison).</p> <p>Use phonic knowledge to write some familiar words independently and have a go at writing some unfamiliar words independently.</p>

GRAMMAR			
RELEVANT NC OBJECTIVES : understand basic grammar appropriate to the language being studied.			
Year 3	YEAR 4	YEAR 5	YEAR 6
<p>Recognise that word classes in English exist in other languages.</p> <p>To know that gender exists in French for <b>all</b> nouns.</p> <p>To know the personal pronouns je &amp; tu.</p> <p>To know basic verbs in these 1st &amp; 2<sup>nd</sup> person singular forms : eg. j'ai /je suis.</p> <p>To know that adjectives (eg colours) can change spelling and sometimes sound because of gender and the noun they are describing.</p> <p>To understand that 's' is used on the end of most plurals, as in English.</p> <p>To know the conjunction 'et'.</p> <p>To know articles un &amp; une.</p> <p>To know that there are 2 versions of 'you' in French – formal and informal.</p> <p>To understand ne &amp; pas to make the negative.</p>	<p>To know the articles: Un/une &amp; le/la/les.</p> <p>To recognise the 3 versions for 'my' . Start to choose correct determiner eg. Mon/ma/mes.</p> <p>To know the pronouns il &amp; elle (and ils &amp; elles).</p> <p>To know basic verbs in the 3<sup>rd</sup> person singular eg. Il/elle a &amp; il/elle est.</p> <p>To demonstrate understanding/use adjectival agreement.</p> <p>To know and use the conjunctions 'et' and 'mais'.</p> <p>To use the negative eg. Je n'ai pas de...</p> <p>Learn and use a couple of prepositions (sur/dans).</p> <p>Introduce to the conditional tense 'je voudrais'.</p>	<p>To demonstrate understanding/use adjectival agreement.</p> <p>To use imperatives in instructions.</p> <p>To start to make the negative in any sentence by finding the verb and knowing ne &amp; pas.</p> <p>To use conjunctions et &amp; mais &amp; parce que.</p> <p>To know the pronoun 'on' and use/know all pronouns in the singular.</p> <p>To consolidate knowledge of the articles.</p> <p>To look at common 'er' verbs eg. Manger, chanter, danser, aimer and chose the appropriate pronoun.</p> <p>Revise and extend prepositions of place (devant/derriere) .</p> <p>To start to understand au &amp; à la (for flavours/fillings as well as directional preposition).</p> <p>Start to choose correct article (un/une; le/la/les) .</p>	<p>To use the adverb 'trop'.</p> <p>To write sentences using a relative pronoun, 'qui'.</p> <p>To use conjunctions et &amp; mais &amp; parce que/car.</p> <p>To choose the appropriate determiner : des vs un/une.</p> <p>To start to use adjectival agreement for both gender and plurals.</p> <p>To use the verb 'porter' in the correct form.</p> <p>Use the conditional tense : j'aimerais/je voudrais...)</p> <p>To understand that there is only one present tense in French (simple &amp; progressive combined) eg. Je porte can mean I wear or I am wearing.</p>