


# Roehampton Church School - Progression of Skills in French

	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Listening and Speaking/Oracy</b>	<p><b>KS2 Languages National Curriculum</b> Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> repeat modelled words;</li> <li><b>b</b> listen and show understanding of single words through physical response;</li> <li><b>c</b> repeat modelled short phrases;</li> <li><b>d</b> listen and show understanding of short phrases through physical response.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> listen and show understanding of simple sentences containing familiar words through physical response;</li> <li><b>b</b> listen and understand the main points from short, spoken material in French;</li> <li><b>c</b> listen and understand the main points and some detail from short, spoken material in French.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> recognise a familiar question and respond with a simple rehearsed response;</li> <li><b>b</b> ask and answer a simple and familiar question with a response;</li> <li><b>c</b> express simple opinions such as likes, dislikes and preferences;</li> <li><b>d</b> ask and answer at least two simple and familiar questions with a response.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> engage in a short conversation using a range of simple, familiar questions;</li> <li><b>b</b> ask and answer more complex questions with a scaffold of responses;</li> <li><b>c</b> express a wider range of opinions and begin to provide simple justification;</li> <li><b>d</b> converse briefly without prompts.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name objects and actions and may link words with a simple connective;</li> <li><b>b</b> use familiar vocabulary to say a short sentence using a language scaffold;</li> <li><b>c</b> speak about everyday activities and interests;</li> <li><b>d</b> refer to recent experiences or future plans.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> say a longer sentence using familiar language;</li> <li><b>b</b> use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li><b>c</b> refer to everyday activities and interests, recent experiences and future plans;</li> <li><b>d</b> vary language and produce extended responses.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> identify individual sounds in words and pronounce accurately when modelled;</li> <li><b>b</b> start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li><b>c</b> adapt intonation to ask questions or give instructions;</li> <li><b>d</b> show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li><b>b</b> appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li><b>c</b> start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li><b>d</b> adapt intonation, for example to mark questions and exclamations.</li> </ul>

Listening and Speaking/Oracy	<b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.  Children can: <ul style="list-style-type: none"> <li><b>a</b> name nouns and present a simple rehearsed statement to a partner;</li> <li><b>b</b> present simple rehearsed statements about themselves, objects and people to a partner;</li> <li><b>c</b> present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.  Children can: <ul style="list-style-type: none"> <li><b>a</b> manipulate familiar language to present ideas and information in simple sentences;</li> <li><b>b</b> present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li><b>c</b> present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
	<b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.  Children can: <ul style="list-style-type: none"> <li><b>a</b> say simple familiar words to describe people, places, things and actions using a model;</li> <li><b>b</b> say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li><b>c</b> say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.  Children can: <ul style="list-style-type: none"> <li><b>a</b> say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li><b>b</b> manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li><b>c</b> use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

Reading and Writing/Literacy	<b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.  Children can: <ul style="list-style-type: none"> <li><b>a</b> read and show understanding of familiar single words;</li> <li><b>b</b> read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.  Children can: <ul style="list-style-type: none"> <li><b>a</b> read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li><b>b</b> read and understand the main points from short, written material;</li> <li><b>c</b> read and understand the main points and some detail from short, written material.</li> </ul>
	<b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  Children can: <ul style="list-style-type: none"> <li><b>a</b> use strategies for memorisation of vocabulary;</li> <li><b>b</b> make links with English or known language to work out the meaning of new words;</li> <li><b>c</b> use context to predict the meaning of new words;</li> <li><b>d</b> begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  Children can: <ul style="list-style-type: none"> <li><b>a</b> use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li><b>b</b> use a bilingual dictionary to identify the word class;</li> <li><b>c</b> use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>

Reading and Writing/Literacy	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> identify individual sounds in words and pronounce accurately when modelled;</li> <li><b>b</b> start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li><b>c</b> adapt intonation to ask questions;</li> <li><b>d</b> show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li><b>b</b> appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li><b>c</b> start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li><b>d</b> adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> write single familiar words from memory with understandable accuracy;</li> <li><b>b</b> write familiar short phrases from memory with understandable accuracy;</li> <li><b>c</b> replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> write a simple sentence from memory using familiar language;</li> <li><b>b</b> write several sentences from memory with familiar language with understandable accuracy;</li> <li><b>c</b> replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> copy simple familiar words to describe people, places, things and actions using a model;</li> <li><b>b</b> write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li><b>c</b> write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li><b>b</b> manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li><b>c</b> use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

Stories, Songs, Poems & Rhymes	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li><b>b</b> listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li><b>b</b> follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li><b>c</b> read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> join in with actions to accompany familiar songs, stories and rhymes;</li> <li><b>b</b> join in with words of a song or storytelling.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> follow the text of a familiar song or story;</li> <li><b>b</b> follow the text of a familiar song or story and sing or read aloud;</li> <li><b>c</b> understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>

Grammar	<p><b>KS2 Languages National Curriculum</b></p> <p>Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li><b>b</b> name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li><b>c</b> recognise and use partitive articles;</li> <li><b>d</b> name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li><b>e</b> name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li><b>f</b> use a simple negative form (ne... pas);</li> <li><b>g</b> show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li><b>h</b> recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li><b>i</b> recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li><b>j</b> conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li><b>k</b> use simple prepositions in their sentences;</li> <li><b>l</b> use the third person singular and plural of the verb ‘être’ in the present tense.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> identify word classes;</li> <li><b>b</b> demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li><b>c</b> explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li><b>d</b> name and use a range of conjunctions to create compound sentences;</li> <li><b>e</b> use some adverbs;</li> <li><b>f</b> demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li><b>g</b> explain and use elision; state the differences and similarities with English;</li> <li><b>h</b> recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li><b>i</b> recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed;</li> <li><b>j</b> recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li><b>k</b> recognise and use a range of prepositions;</li> <li><b>l</b> use the third person plural of a few high frequency verbs in the present tense;</li> <li><b>m</b> name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li><b>n</b> recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li><b>o</b> follow a pattern to conjugate a regular verb in the present tense;</li> <li><b>p</b> choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>
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