Languages Skills Progression

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|   | LKS2  | UKS2  |
| Listening and Speaking/ Oracy  | Children listen attentively to spoken language and show understanding by joining in and responding. Children can: * repeat modelled words and short phrases;
* listen and show understanding of single words and short phrases through physical response;
 | Children listen attentively to spoken language and show understanding by joining in and responding. Children can: * listen and show understanding of simple sentences containing familiar words through physical response;
* listen and understand the main points and some detail from short, spoken material in French
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| Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can: * recognise a familiar question and respond with a simple rehearsed response;
* ask and answer a simple and familiar question with a response;
* express simple opinions such as likes, dislikes and preferences;
 | Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can: * engage in a short conversation using a range of simple, familiar questions;
* ask and answer more complex questions with a scaffold of responses;  express a wider range of opinions and begin to provide simple justification;  converse briefly without prompts.
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| Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can: * name objects and actions and may link words with a simple connective;
* use familiar vocabulary to say a short sentence using a language scaffold;  speak about everyday activities and interests;  refer to recent experiences or future plans.
 | Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can: * say a longer sentence using familiar language;
* use familiar vocabulary to say several longer sentences using a language scaffold;
* refer to everyday activities and interests, recent experiences and future plans;
* vary language and produce extended responses.
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| Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can: * identify individual sounds in words and pronounce accurately when modelled;
* start to recognise the sound of some letter strings in familiar words and pronounce when modelled;
* adapt intonation to ask questions or give instructions;
* show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.
 | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can: * pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
* appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
* start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
* adapt intonation, for example to mark questions and exclamations.

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|  | Children present ideas and information orally to a range of audiences. Children can: * name nouns
* present simple rehearsed statements about themselves, objects and people to a partner;
* present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.
 | Children present ideas and information orally to a range of audiences. Children can: * manipulate familiar language to present ideas and information in simple sentences;
* present a range of ideas and information, with and without prompts, to a partner or a small group of people;

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| Children describe people, places, things and actions orally. Children can: * say simple familiar words to describe people, places, things and actions using a model;
* say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
* say one or two short sentences that may contain an adjective to describe people, places, things and actions.
 | Children describe people, places, things and actions orally. Children can: * say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
* manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
* use a wider range of descriptive language in their descriptions of people, places, things and actions.
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| Reading and Writing/ Literacy  | Children read carefully and show understanding of words, phrases and simple writing. Children can: * read and show understanding of familiar single words;
* read and show understanding of simple phrases and sentences containing familiar words.
 | Children read carefully and show understanding of words, phrases and simple writing. Children can: * read and show understanding of simple sentences containing familiar and some unfamiliar language;
* read and understand the main points from short, written material;
* read and understand the main points and some detail from short, written material.
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| 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: * use strategies for memorisation of vocabulary;
* make links with English or known language to work out the meaning of new words;
* use context to predict the meaning of new words;
* begin to use a bilingual dictionary to find the meaning of individual words in French and English.

      | 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: * use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
* use a bilingual dictionary to identify the word class;
* use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

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|  | Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can: * identify individual sounds in words and pronounce accurately when modelled;
* start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;
* adapt intonation to ask questions;
* show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.
 | Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can: * read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
* appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
* start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
* adapt intonation for example to mark questions and exclamations in a short, written passage.
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| Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can: * write single familiar words and short phrases from memory with understandable accuracy;
* replace familiar vocabulary in short phrases written from memory to create new short phrases.
 | Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can: * write a simple sentence from memory using familiar language;
* write several sentences from memory with familiar language with understandable accuracy;
* replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
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| Children describe people, places, things and actions in writing. Children can: * copy simple familiar words to describe people, places, things and actions using a model;
* write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
* write one or two simple sentences that may contain an adjective to describe people, places, things and actions.
 | Children describe people, places, things and actions in writing. Children can: * write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
* manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
* use a wider range of descriptive language in their descriptions of people, places, things and actions.
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| Stories, Songs, Poems and Rhymes  | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can: * listen and identify specific words in songs and rhymes and demonstrate understanding;
* listen and identify specific phrases in songs and rhymes and demonstrate understanding.
 | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can: * listen and identify rhyming words and specific sounds in songs and rhymes;
* follow the text of familiar songs and rhymes, identifying the meaning of words;
* read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

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|  | Children appreciate stories, songs, poems and rhymes in the language. Children can:  join in with actions to accompany familiar songs, stories and rhymes;  join in with words of a song or storytelling.  | Children appreciate stories, songs, poems and rhymes in the language. Children can: * follow the text of a familiar song or story;
* follow the text of a familiar song or story and sing or read aloud;
* understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
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| Grammar  | 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. Children can: * show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
* 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;  recognise and use partitive articles;
* 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;
* name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
* use a simple negative form (ne… pas);
* show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
* recognise and use the first person possessive adjectives (mon, ma, mes);
* recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
* conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;
* use simple prepositions in their sentences;
* use the third person singular and plural of the verb ‘être’ in the present tense.
 | 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. Children can: * identify word classes;
* demonstrate understanding of gender and number of nouns and use appropriate determiners;
* explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
* name and use a range of conjunctions to create compound sentences;  use some adverbs;
* 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;
* explain and use elision; state the differences and similarities with English;
* recognise and use the simple future tense of a high frequency verb; compare with English;
* recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed;
* recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
* recognise and use a range of prepositions;
* use the third person plural of a few high frequency verbs in the present tense;
* name all subject pronouns and use to conjugate a high frequency verb in the present tense;
* recognise and use a high frequency verb in the perfect tense; compare with English;
* follow a pattern to conjugate a regular verb in the present tense;
* choose the correct tense of a verb (present/perfect/imperfect/future) according to context.
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