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 |
| 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. |
| 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. |
| 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; |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
|  | 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. |
| 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. |