

Subject: French

Key Stage Two	National Curriculum Objectives Pupils should:	Progression of Skills
<p>Year Three</p>	<p>listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand and answer a range of familiar statements and questions. Listening to and sing rehearsed songs. Read and understand short dialogues</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Chn will be able to: Understand a few familiar spoken words and phrases - e.g. the teacher's instructions a few words and phrases in a song or a rhyme days of the week colours number</p>
	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Chn will be able to: Say and repeat single words and short simple phrases - e.g. greeting someone saying oui, non, s'il vous plait, merci (or equivalents in other languages) naming classroom objects days of the week saying what the weather is like</p>
	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences</p>	<p>Chn will be able to: Can recognise and read out a few familiar words and phrases - e.g. from stories and rhymes labels on familiar objects the date the weather</p>
	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Chn will be able to: Can write or copy simple words or symbols correctly - e.g. numbers Days of week colours classroom objects a shopping list</p>

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Year Four	<p>listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand and answer a range of familiar statements and questions. Listening to and sing rehearsed songs. Read and understand short dialogues</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Learn a range of familiar spoken phrases - e.g. Basic phrases concerning myself, my family, my school, the weather.</p>
	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Answer simple questions and give basic information - e.g. Saying where I live Whether I have brothers and sisters Whether I have a pet When my birthday is How old I am Saying the date</p>
	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p>	<p>Understand and read out familiar written phrases - e.g. simple phrases weather phrases simple description of objects someone writing about their pet</p>
	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Write one or two short sentences to a model and fill in the words on a simple form- e.g. personal information where I live how old I am holiday greetings by e-mail or on a postcard.</p>

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Year Five	<p>listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand and answer a range of familiar statements and questions. Listening to and sing rehearsed songs. Read and understand short dialogues</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g. A short rhyme or song, a telephone message, announcement or weather forecast. Sentences describing what people are wearing, what they are doing, an announcement or message.</p>
	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Ask and answer simple questions and talk about their interests - e.g. • taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ... discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food</p>
	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p>	<p>Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. very simple messages on a postcard or e-mail or part of a story three to four sentences of information about my e-pal; a description of someone's school day</p>
	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Write a few short sentences with support using expressions which they have already learnt - e.g. a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g. three to four sentences for a wall display; a simple e-mail message ...</p>

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Year Six	<p>listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand and answer a range of familiar statements and questions. Listening to and sing rehearsed songs . Read and understand short dialogues</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation give a short prepared talk, on a topic of choice, including expressing opinions - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class</p>
	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation give a short prepared talk, on a topic of choice, including expressing opinions - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class</p>
	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using</p>	<p>Understand the main points and opinions in written texts from various contexts - e.g. A</p>

	<p>familiar words and phrases present ideas and information orally to a range of audiences</p>	<p>postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... discover and develop an appreciation of a range of writing in French</p>
	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt paragraphs of three to four sentences about myself, about a story or a picture; a message containing three to four sentences; a postcard or greetings card</p>