

Weare Modern Foreign Languages – French Progression in Skills

		EYFS - Reception French (oral)	
Coverage (EYFS and KS1 teachers have a relevant range of age appropriate resources)		<ul style="list-style-type: none"> Greetings Name 	
		Key Stage 1 French (oral)	
		Year 1	Year 2
		<ul style="list-style-type: none"> Numbers 1 to 10 Names of fruit 	<ul style="list-style-type: none"> Colours Body Parts
		Key Stage 2 French	
		Year 3	Year 4
	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 	<ul style="list-style-type: none"> Engage in conversations, ask and answer questions, express opinion and respond to those of others, seek clarification and help. Appreciate stories, songs, poems and rhymes in the language. Describe people, places, things and actions orally. 	
Listening	<ul style="list-style-type: none"> Joins in confidently with most of the actions in songs, stories and rhymes 	<ul style="list-style-type: none"> Says / sings short, familiar rhymes or songs from memory listens and recognises the meaning of simple sentences 	
Link the spelling, sound and meaning of words	<ul style="list-style-type: none"> Recognises the written form and meaning of most known vocabulary from the spoken word 	<ul style="list-style-type: none"> matches sound to written text and recognises the meaning of familiar language 	
Speaking	<ul style="list-style-type: none"> Can answer most questions confidently (e.g. greetings, name, age, how you are today, favourite colour / animal) 	<ul style="list-style-type: none"> Asks and answers a few familiar questions with little support 	
Ask and answer questions			

Express opinions and respond to those of others	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Uses 'in my opinion' and 'I think that' signals a problem and asks for help 'i have a problem' 'can you help me?'
Speaks in sentences	<ul style="list-style-type: none"> • Uses 'I have' and 'it is' to form simple sentences • Uses gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. 	<ul style="list-style-type: none"> • Speaks in simple sentences, including nouns and adjectives
Describe people, places, things and actions orally (to a range of audiences)	<ul style="list-style-type: none"> • can adapt model sentences to describe things (nouns + adjectives) joins in confidently with story retelling 	<ul style="list-style-type: none"> • N/A
Reading	<ul style="list-style-type: none"> • Reads and recognises most familiar vocabulary 	<ul style="list-style-type: none"> • Reads and understands simple sentences, including noun and adjectives
Read and show understanding of words, phrases and simple texts		
Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none"> • Enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition 	<ul style="list-style-type: none"> • Enjoys participating in stories, songs & poems and shows the ability to retain some of the words through repetition
Read aloud with accurate pronunciation	<ul style="list-style-type: none"> • Can make links to phonics and pronounce familiar words well, and some unfamiliar words, when prompted by the teacher 	<ul style="list-style-type: none"> • Reads familiar words with good pronunciation
Understand new words that are introduced into familiar written material	<ul style="list-style-type: none"> • Responds well to teacher questioning / prompting to understand new words, e.g. If this means X, what could Y mean? 	<ul style="list-style-type: none"> • Understands some new words introduced into familiar text
Writing	<ul style="list-style-type: none"> • Writes some known words and short phrases from memory with understandable spelling 	<ul style="list-style-type: none"> • Writes a few simple sentences from memory with understandable accuracy
Writes some known words and short phrases from memory with understandable spelling		
Adapt phrases to create new sentences	<ul style="list-style-type: none"> • Can, with support, substitute individual words to change the meaning of short sentences. 	<ul style="list-style-type: none"> • Uses a model including words and short phrases to create new versions (e.g. party invitation, birthday card)
Describe people, places, things and actions in writing	<ul style="list-style-type: none"> • Can follow and adapt a model to create a few short phrases with nouns and adjectives, creating for example a mini-book 	<ul style="list-style-type: none"> • Writes some simple sentences with nouns and adjectives, which may / may not be placed correctly

Grammar		
Gender of nouns - definite and indefinite articles	<ul style="list-style-type: none"> Usually uses the correct indefinite article in practice activities – independent use is more variable 	<ul style="list-style-type: none"> Understands the meaning of indefinite / definite articles in singular and plural, some inaccuracy in own use
Singular and plural forms of nouns	<ul style="list-style-type: none"> Can recognise and say singular and plural nouns, differentiating between them 	<ul style="list-style-type: none"> Often uses singular and plural nouns correctly, but may sometimes overlook
Adjectives (place and agreement)	<ul style="list-style-type: none"> Able to place and agree some familiar adjectives correctly in practice activities 	<ul style="list-style-type: none"> Uses the most familiar adjectives and noun combinations correctly in terms of place and gender / number agreement
Conjugation of key verbs (and making verbs negative)	<ul style="list-style-type: none"> Uses I have / it is /they are / there is but may confuse their meaning and use 	<ul style="list-style-type: none"> Uses simple 3rd person singular verbs to describe others (e.g. has, is)
Connectives and qualifiers, adverbs of time, prepositions of place	<ul style="list-style-type: none"> Uses 'and' and 'but' with some confidence 	<ul style="list-style-type: none"> Understands all and can use in structured tasks some sequencers and prepositions