

French Progression Map

	End of Year 3	End of Year 4 (Assuming at least 1 year of previous foreign language learning)	End of Year 5 (Assuming at least 2 years of previous foreign language learning)	End of Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to even longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1-4. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1-4. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1-4'. Start to use bilingual dictionaries to look up words.	Understand even longer passages in the foreign language and be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 -4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I am called...' 'I am 7/8 years old...' 'I live in ...' 'In my house I have ...'	Write some short phrases (letter to our Partner School in France) based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, my age, where I live, rooms I have/I do not have in my house.	Write a small paragraph using familiar language incorporating more connectives/conjunctions, a negative response and adjectival agreement where required such as when writing about school subjects, planets or weekend activities. Learn to use opinions EG: I like, I love, I do not like and I hate and be able manipulate the language and substitute words for suitable alternatives such as when giving more opinions / justifications about school subjects or weekend activities. Introduce more first person high frequency verbs EG: I play, I go, I read, I watch and I listen.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A World War 2 letter as an evacuee writing to parents. Use bilingual dictionaries with increasing confidence to help find new words and incorporate these in their writing.
Grammar	Start to understand the concept of noun gender and the use of articles and the possessive adjectives mon, ma and mes. Use the first person singular version of high frequency verbs EG: 'I am called...' 'I am 7/8 years old...' 'I live in ...' Start to introduce the negative form EG: 'In	Better understand the concept of gender and which articles to use for meaning EG: 'the', 'a' or 'some'. Introduce simple adjectival agreement EG: adjectival agreement when describing clothes. Understand better the negative form EG: 'In my pencil case I have...' or 'In my pencil case I do not have'; 'In order to stay healthy I eat/I do not eat'...'In order to stay healthy I drink/I do not drink	Revision of gender and nouns and learn to use and recognise the terminology of articles EG: definite, indefinite). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation of regular verbs (-ER, -IR and -RE) EG: 'I play...', 'You play...' He/She plays ... 'We play...', 'You all play...' 'They play...' and fully conjugate the verbs to finish and to sell. Look more	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives EG: which subjects I like at school and which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. Recognize more reflexive verbs and pronouns.

	my house I have/In my house I do not have ...'	...'. Introduce the partitive articles when giving information about food and drink. Start to explore full verb conjugation EG: 'I wear...', 'he/she wears...'	closely at 2 regular verbs (to live and to grow.) Recognize and start to understand commonly used reflexive verbs.	
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