

French progression of skills

Excalibur Year 4-5

Listen and show understanding of single words through physical response.
 Listen and identify rhyming words and particular sounds in songs and rhymes.
 Recognise a familiar question and respond with a simple rehearsed response
 Name objects and actions and link words with a connective in a simple rehearsed statement.
 Join in with actions to accompany familiar songs, stories and rhymes and say some of the words
 Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words
 Read and show understanding of familiar single words
 Identify and use strategies for memorising new vocabulary
 Write and say simple familiar words to describe people, places, things and actions using a model
 Write single familiar words from memory with understandable accuracy
 Name a noun, adjective, verb, pronoun, conjunction in the language being studied
 Use the 1st and 2nd person pronouns with a regular verb

Excalibur Year 4 -5

Listen and show understanding of short phrases through physical response.
 Listen and demonstrate understanding of words in songs and rhymes
 Ask and answer several simple and familiar questions with a rehearsed response.
 Use familiar vocabulary to say simple sentences to give information using a language scaffold.
 Join in with the words of a rhymes, song or story sometimes from memory
 Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules
 Read and show understanding of simple familiar phrases and short sentences
 Use a bi-lingual dictionary to find the meaning of a word or its translation
 Write and say a simple phrase to describe people, places, things and actions using a language scaffold
 Write simple familiar short phrases from memory with understandable accuracy
 Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural
 Demonstrate understanding of the position of the majority of adjectives

Lancelot Year 5 - 6

Listen and show understanding of more complex familiar phrases and sentences.
 Follow the text of familiar rhymes and songs identifying the meaning of the words
 Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help
 Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
 Follow the simple text of a familiar song or story and sing or read aloud
 Read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules
 Read and show understanding of a complex sentence using familiar language
 Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs
 Write and say a more complex sentence to describe people, places, things and actions using a language scaffold
 Write a familiar complex sentence from memory with understandable accuracy
 Apply the rules of the agreement of adjectives in the singular and plural with some accuracy
 Produce positive and negative sentences with high frequency verbs and pronouns

Lancelot Year 6

Listen and show understanding of more complex sentences containing familiar and unfamiliar words.
 Read aloud the text of familiar rhymes and songs.
 Engage in a short conversation using familiar questions and express opinions
 Manipulate familiar language to present own ideas and information in more complex sentences.
 Understand the gist of an unfamiliar text using some familiar language.
 Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
 Read and show understanding of a series of complex sentences using familiar language
 Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary
 Write and say a complex sentence manipulating familiar language, using a dictionary for new language
 Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy
 Use the correct form of the definite article in singular and plural sentences
 Apply all grammatical knowledge learnt to build complex sentences

French progression of knowledge

Excalibur Year 4-5

Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction
1st and 2nd person pronouns with a regular -er verb ending and 2 irregular high frequency verbs
Awareness that there are 2 groups of nouns in French
2 forms of 'you' in French
Awareness that letters in French can make a different sound to English and silent letters are frequent
Awareness that French is spoken in other countries besides France
Some of the traditions of Christmas and New Year in France

Excalibur Year 4-5

Concept of gender of nouns
Formation of a question with rising intonation
Pattern of questions with question words
Better understanding of silent letters
Awareness of elision
Rules for making nouns plural
Formation of 1st and 2nd person singular of 2 irregular high frequency verbs
Partitive in plural
Making a sentence say not
Position of colour adjectives in a sentence
Some French speaking countries in Europe
Facts about the Eiffel Tower

Lancelot Year 5 - 6

Rules of agreement of adjectives in the singular and plural
Position of majority of adjectives in a sentence
Concept of liaison
1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verb
Development of understanding of formation of questions
1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs and an irregular high frequency verb
Formation of the definite article
Traditional songs and rhymes

Lancelot Year 6

Formal use of 'you' with regular and irregular high frequency verbs
Formation of a relative clause
Consolidation of grammatical knowledge from Years 3 to 5

Speaking and listening targets / Reading and writing targets / Songs, stories and rhymes / Grammar targets

| | Excalibur Year 4-5 | Excalibur Year 4-5 | Lancelot Year 5 - 6 | Lancelot Year 6 |
|-----------------|---|---|---|---|
| Emerging | <p>Listen and recognise some vocabulary</p> <p>Repeat some vocabulary</p> <p>Join in with some actions in songs, stories and rhymes</p> <p>Recognise and copy some written words</p> | <p>Listen and recognise key vocabulary in a simple sentence</p> <p>Say a simple sentence with support</p> <p>Answer a familiar question</p> <p>Join in with some words from a song, story or rhyme</p> <p>Read and recognises key vocabulary of simple sentence</p> <p>Write familiar words using a model</p> | <p>Listen and understand a simple sentence</p> <p>Respond to some familiar questions with support</p> <p>Join in with the words of song, story or rhyme</p> <p>Say, read and write a more complex sentence with support</p> | <p>Listen, understand, say and write a more complex sentence with support if necessary</p> <p>Ask and answer several questions with support</p> <p>Follow and read aloud text of familiar songs, stories and rhymes</p> <p>Use a dictionary to find nouns and gender</p> <p>Read aloud familiar words in sentences</p> |
| Expected | <p>Listen and recognise most of vocabulary encountered</p> <p>Recognise a familiar question and respond</p> <p>Say a simple sentence maybe with a connective</p> <p>Join in with actions of songs, stories and rhymes and say some words</p> <p>Read, recognise and say aloud familiar words</p> <p>Write familiar words using a model and some from memory</p> | <p>Listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective</p> <p>Ask and answer familiar questions with support</p> <p>Use familiar vocabulary to say simple sentences</p> <p>Join in with the words of a song, rhyme, story sometimes from memory</p> <p>Recognise the sound of some letter strings</p> <p>Read aloud simple sentences</p> <p>Find meanings in a bi-lingual dictionary</p> <p>Read and write a simple sentence using a model and some from memory</p> | <p>Listen and understand a more complex sentence</p> <p>Ask and answer a variety of questions with support</p> <p>Manipulate vocabulary to say a more complex sentence positive and negative with support</p> <p>Follow the text of a familiar song, story or rhyme</p> <p>Use a bi-lingual dictionary to find the gender of a noun</p> <p>Read (aloud) and show understanding of a more complex sentence</p> <p>Write familiar complex sentences using a model and some from memory using articles, nouns, verbs, adjectives, adverbial phrase</p> <p>Demonstrate understanding of gender of nouns</p> <p>Explain position of colour adjective</p> | <p>Understand and say a complex sentence to present own ideas using a bi-lingual dictionary or similar</p> <p>Engage in a short conversation/exchange using familiar language</p> <p>Follow and understand a song or story with more complex language</p> <p>Pronounce some unfamiliar words using phonic knowledge</p> <p>Read and write sentences demonstrating a good grasp of grammatical concepts encountered</p> <p>Write some complex sentences from memory with understandable accuracy</p> |
| | <p>Produce a simple sentence manipulating vocabulary</p> <p>Identify rhyming words in a song or rhyme</p> | <p>Produce confidently a sentence negative or positive with an indefinite article, noun</p> | <p>Produce confidently a more complex</p> | <p>Engage in a short conversation or present information without support</p> |

| | | | | |
|------------------|---|--|--|--|
| Exceeding | <p>Say a rhyme or sing a song from memory</p> <p>Name some letter strings for sounds</p> <p>Explain a strategy to memorise new vocabulary</p> <p>Say, read and write confidently almost all vocabulary encountered including some from memory</p> | <p>singular and maybe adjective or plural noun and high frequency verb</p> <p>Ask familiar questions and answers confidently</p> <p>Read familiar sentences confidently using phonic knowledge and silent letter rules</p> <p>Write simple sentences from memory with accuracy</p> <p>Demonstrate understanding of plural nouns</p> <p>Explain why there are 3 words for indefinite article in French (un, une & des).</p> | <p>sentence including e.g. positive, negative, noun, pronoun adjectives, verb, adverbial phrase, definite/indefinite article</p> <p>Ask and answer confidently a variety of questions</p> <p>Apply phonic knowledge to read aloud unfamiliar words</p> <p>Write complex sentences from memory with accuracy</p> <p>Apply the rules of adjectival agreement with accuracy</p> | <p>Understand the gist of a simple unfamiliar text; maybe using a dictionary</p> <p>Read aloud confidently unfamiliar words with a high degree of accuracy</p> <p>Apply an excellent understanding of key grammar concepts encountered in speaking and writing maybe from memory</p> |
|------------------|---|--|--|--|