

Skills overview French

Area	Year 3	Year 4	Year 5	Year 6
LISTENING	<p>Show that he/she recognises words and phrases heard by responding appropriately.</p> <p>Follow simple instructions and link pictures or actions to language.</p> <p>When listening to stories, rhymes and songs, join in with the repeated sections and identify particular phonemes and rhyming words.</p>	<p>Show understanding of a range of familiar spoken phrases, for example acting our part of a familiar story heard.</p> <p>Listen to and accurately repeat particular patterns in songs and rhymes and begin to make links in spelling.</p> <p>Notice that the target language may contain different phonemes and some similar sounds that might be spelt differently.</p>	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in French.</p> <p>Identify different ways to spell sounds, and select the correct spelling of a familiar.</p>	<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p>
SPEAKING	<p>Ask and answer simple questions for example about personal information.</p> <p>Repeat sentences heard and make simple adaptations to them.</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p> <p>Use simple adjectives such as colours and sizes to describe things orally.</p>	<p>Ask and answer a range of questions on different topics.</p> <p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Read aloud using accurate pronunciation and present a short learnt piece for performance.</p>	<p>Take part in conversations and express simple opinions giving reasons.</p> <p>Adapt known complex sentences to reflect a variation in meaning.</p> <p>Begin to use intonation to reflect variation in meaning.</p> <p>Begin to use intonation to differentiate between sentence types.</p> <p>Create a short piece of presentation to an audience.</p>	<p>Engage in longer conversations, asking for clarification when necessary.</p> <p>Create his/her own sentences using knowledge of basic sentence structure.</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</p>
READING	<p>Recognise some familiar words and phrases in written form.</p> <p>Read some familiar words aloud using mostly accurate pronunciation.</p>	<p>Read a range of familiar phrases and sentences, recognising their meaning and reading them aloud accurately.</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation Learn a song, poem using the written text for support.</p>	<p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p>

	Learn and remember new words encountered in reading.	Follow the written version of a text he/she is listening to. Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.	Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.	Attempt to read a range of texts independently, using strategies to make meaning. Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.
WRITING	Write single words from memory. Use simple adjectives such as colours and sizes to describe things in writing. Record descriptive sentences using a word bank.	Write short words and short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Write descriptive sentences using a model but supplying some words from memory.	Write phrases and some simple sentences from memory and write short text as an email with support from a word/phrase bank. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.	Write a range of phrases and sentences from memory and adapt them to his/her own sentences on a similar topic. Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. Begin to use some adverbs.
GRAMMAR	Recognise the main word classes, eg nouns, adjectives, verbs. Understand that nouns may have different genders and can recognise clues to identify this such as the difference in articles. Have basic understanding of the usual order of words in sentences in the target language.	Recognise a wider range of word classes including pronouns and articles and use them appropriately. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. Recognise questions and negative sentences.	Know how to conjugate some high frequency verbs. Understand how to make changes to an adjective in order for it to agree with the relevant noun. Adapt sentences to form negative sentences and begin to form questions.	Know how to conjugate a range of high frequency verbs. Understand how to use adverbs in sentences. Have an awareness of similarities and differences in grammar between different languages.