Languages Skills Progression

	LKS2	UKS2
Listening and Speaking/ Oracy	**Children listen attentively to spoken language and show understanding by joining in and responding.** Children can: • repeat modelled words and short phrases; • listen and show understanding of single words and short phrases through physical response;	**Children listen attentively to spoken language and show understanding by joining in and responding.** Children can: • listen and show understanding of simple sentences containing familiar words through physical response; • listen and understand the main points and some detail from short, spoken material in French
	Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can: • recognise a familiar question and respond with a simple rehearsed response; • ask and answer a simple and familiar question with a response; • express simple opinions such as likes, dislikes and preferences;	**Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.** Children can: • engage in a short conversation using a range of simple, familiar questions; • ask and answer more complex questions with a scaffold of responses; • express a wider range of opinions and begin to provide simple justification; • converse briefly without prompts.
	Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can: • name objects and actions and may link words with a simple connective; • use familiar vocabulary to say a short sentence using a language scaffold; • speak about everyday activities and interests; • refer to recent experiences or future plans.	**Children speak in sentences, using familiar vocabulary, phrases and basic language structures.** Children can: • say a longer sentence using familiar language; • use familiar vocabulary to say several longer sentences using a language scaffold; • refer to everyday activities and interests, recent experiences and future plans; • vary language and produce extended responses.
	Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can: • identify individual sounds in words and pronounce accurately when modelled; • start to recognise the sound of some letter strings in familiar words and pronounce when modelled; • adapt intonation to ask questions or give instructions; • show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.	**Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.** Children can: • pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; • adapt intonation, for example to mark questions and exclamations.

		Children present ideas and information orally to a range of audiences.	**Children present ideas and information orally to a range of audiences.**
		Children can:	Children can:
		• name nouns	• manipulate familiar language to present ideas and information in simple sentences;
		• present simple rehearsed statements about themselves, objects and people to a partner;	• present a range of ideas and information, with and without prompts, to a partner or a small group of people;
		• present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.	
		Children describe people, places, things and actions orally.	**Children describe people, places, things and actions orally.**
		Children can:	Children can:
		• say simple familiar words to describe people, places, things and actions using a model;	• say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
		• say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;	• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
		• say one or two short sentences that may contain an adjective to describe people, places, things and actions.	• use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/ Literacy		**Children read carefully and show understanding of words, phrases and simple writing.**	**Children read carefully and show understanding of words, phrases and simple writing.**
		Children can:	Children can:
		• read and show understanding of familiar single words;	• read and show understanding of simple sentences containing familiar and some unfamiliar language;
		• read and show understanding of simple phrases and sentences containing familiar words.	• read and understand the main points from short, written material;
			• read and understand the main points and some detail from short, written material.
		Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	**Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.**
		Children can:	Children can:
		• use strategies for memorisation of vocabulary;	• use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
		• make links with English or known language to work out the meaning of new words;	• use a bilingual dictionary to identify the word class;
		• use context to predict the meaning of new words;	• use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
		• begin to use a bilingual dictionary to find the meaning of individual words in French and English.	

	Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.	**Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.**
	Children can:	Children can:
	• identify individual sounds in words and pronounce accurately when modelled;	• read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
	• start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;	• appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
	• adapt intonation to ask questions;	• start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
	• show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.	• adapt intonation for example to mark questions and exclamations in a short, written passage.
	Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	**Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**
	Children can:	Children can:
	• write single familiar words and short phrases from memory with understandable accuracy;	• write a simple sentence from memory using familiar language;
	• replace familiar vocabulary in short phrases written from memory to create new short phrases.	• write several sentences from memory with familiar language with understandable accuracy;
		• replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	Children describe people, places, things and actions in writing.	**Children describe people, places, things and actions in writing.**
	Children can:	Children can:
	• copy simple familiar words to describe people, places, things and actions using a model;	• write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
	• write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;	• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
	• write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	• use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, Songs, Poems and Rhymes	**Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.**	**Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.**
	Children can:	Children can:
	• listen and identify specific words in songs and rhymes and demonstrate understanding;	• listen and identify rhyming words and specific sounds in songs and rhymes;
	• listen and identify specific phrases in songs and rhymes and demonstrate understanding.	• follow the text of familiar songs and rhymes, identifying the meaning of words;
		• read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

	Children appreciate stories, songs, poems and rhymes in the language.		**Children appreciate stories, songs, poems and rhymes in the language.**
	Children can:		Children can:
	• join in with actions to accompany familiar songs, stories and rhymes; • join in with words of a song or storytelling.		• follow the text of a familiar song or story; • follow the text of a familiar song or story and sing or read aloud; • understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	**Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**		**Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**
	Children can:		Children can:
	• show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; • recognise and use partitive articles; • name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; • name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; • use a simple negative form (ne… pas); • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; • recognise and use the first person possessive adjectives (mon, ma, mes); • recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; • conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; • use simple prepositions in their sentences; • use the third person singular and plural of the verb 'être' in the present tense.		• identify word classes; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs; • demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • explain and use elision; state the differences and similarities with English; • recognise and use the simple future tense of a high frequency verb; compare with English; • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; • recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); • recognise and use a range of prepositions; • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • recognise and use a high frequency verb in the perfect tense; compare with English; • follow a pattern to conjugate a regular verb in the present tense; • choose the correct tense of a verb (present/perfect/imperfect/future) according to context.