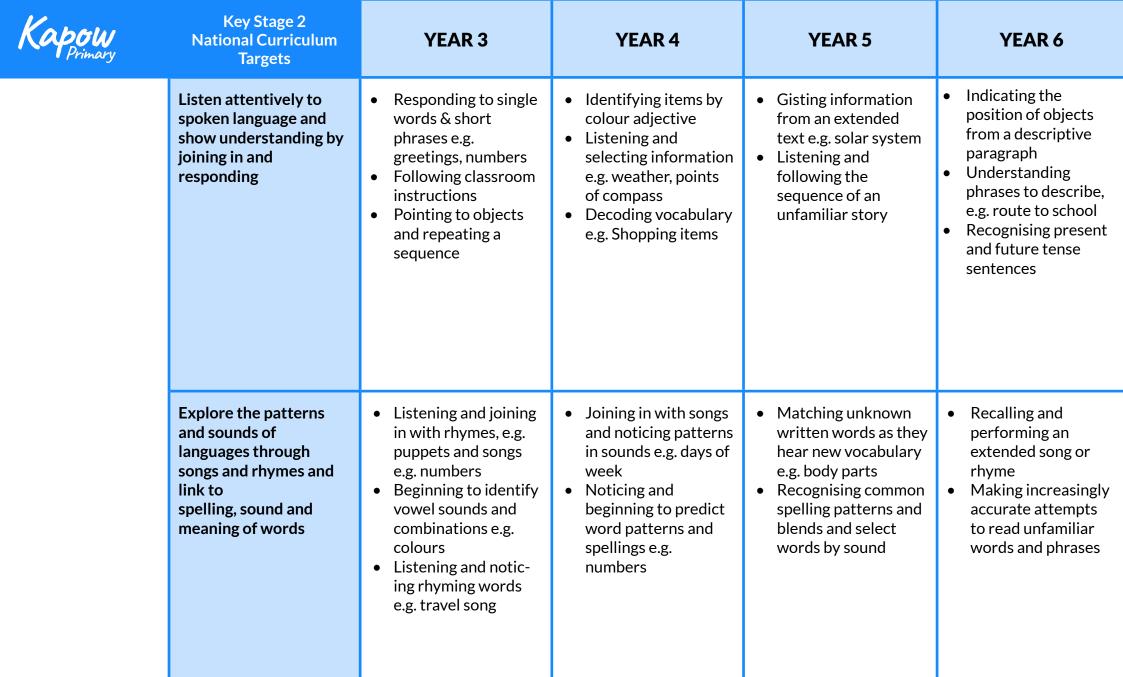




French Pupil Progression

Listening	02		
Speaking	03		
Reading	05		
Writing	06		
Grammar	07		
Intercultural Understading	08		

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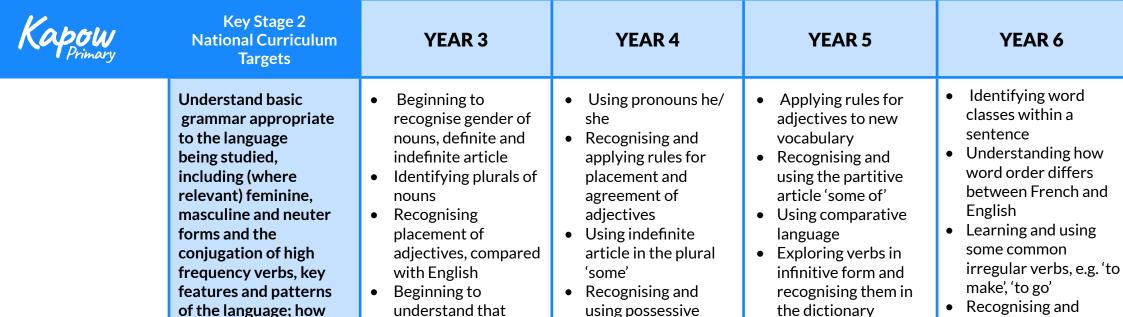


Kapow	Key Stage 2 National Curriculum Targets	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	 Asking simple questions e.g. feelings, asking if you have something, how many Saying if you have or don't have something 	 Asking and giving personal information e.g. birthdays Asking and giving an opinion e.g. Music Conversational phrases e.g. ordering food 	 Forming a question in order to ask for information e.g. family Presenting factual information in extended sentences including justification e.g. planets 	 Expressing and justifying an opinion e.g. sport Planning and asking extended questions e.g. rooms in the house Engaging in purposeful dialogue e.g. buying a ticket
	Speak in sentences, using familiar vocabulary, phrases and simple writing	 Using short phrases to give information e.g. it is, age Beginning to adapt phrases from a known rhyme/song e.g. travel 	 Using a model to form a spoken sentence e.g. Café Speaking in full sentences using known vocabulary e.g. weather, temperature 	 Rehearsing and recycling extended sentences orally e.g. running dictation Planning and presenting a short descriptive text e.g. family 	 Planning and presenting a short text e.g. description of route to school Modifying, expressing and comparing opinions

Kapow	Key Stage 2 National Curriculum Targets	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	 Listening and repeating key phonemes with care e.g. playground games, colours Repeating short phrases accurately, including liaison of final consonant before vowel 	 Comparing sounds and spelling patterns with English Practising speaking with a partner 	 Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, unknown vocabulary 	 Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and accuracy
	Present ideas and information orally to a range of audiences	Introduce yourself with simple phrases e.g. name, age	 Planning and performing a short presentation e.g. weather report 	Adapting a story and retelling to the class e.g. A week in the life	 Responding to questions orally, including giving and justifying opinions e.g. Sport
	Describe people, places and things and actions orally and in writing	 Recognising and using adjectives e.g. colour, size 	Using appropriate adjectives e.g. to describe someone's appearance or character	 Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family Using language of comparison e.g. planets 	 Recognsing and using a wide range of descriptive phrases e.g. town, sightseeing

Kapow	Key Stage 2 National Curriculum Targets	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Read carefully and show understanding of words, phrases and simple writing	 Recognising some familiar words in written form e.g. numbers, colours, transport 	Noticing and discussing cognates e.g. café	 Recognising features of different text types e.g. recipe, scientific text Using a range of strategies to decode new vocabulary 	 Reading and understanding the main points and some detail from a short written passage e.g. football Reading short, authentic texts for enjoyment or information e.g. Olympics
	Appreciate stories, songs, poems and rhymes in the language	 Reading aloud a familiar sentence, rhyme or poem 	 Following a short familiar text, listening and reading at the same time 	 Reading and adapting a range of different format short texts e.g. Monsieur Mangetout 	 Reading and responding to e.g. an extract from a story, an e-mail message or song
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	 Beginning to develop dictionary skills, e.g. alphabetical animals Recognising cognates and near cognates 	 Understanding how to use a bilingual dictionary Making comparisons of word order in French and English 	 Using contextual clues and cues to make predictions about meanings e.g. fact file, recipe Recognising key information within a text 	 Beginning to recognise different verb form endings Using a bilingual dictionary to select alternative vocabulary for sentence building e.g. description of a town

Kapow	Key Stage 2 National Curriculum Targets	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Write phrases from memory, and adapt these to create new sentences to express ideas clearly	Recalling and writing simple words from memory e.g. colours, numbers	Selecting and writing short words and phrases e.g. food menu	 Making a short text using word and phrase cards Completing a gapped text with key words/phrases, e.g. planets 	 Choosing words, phrases and sentences and writing as a text or captions Using a bilingual dictionary to check the spelling of familiar words
	Use familiar vocabulary in phrases and simple writing	 Experimenting with simple writing, copying with accuracy e.g. classroom signs 	 Making short phrases or sentences using word cards 	 Making short phrases or sentences using a model 	Constructing a short text on a familiar topic
	Describe people, places and things and actions orally and in writing	Recognising and using adjectives e.g. colour, size	Using adapted phrases to describe someone's outfit, appearance or character	 Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family Using language of metaphor and comparison e.g. planets 	 Using a wide range of descriptive phrases e.g. town, sightseeing Recognising and using verbs in different tenses



verbs have patterns

Noticing the negative

form

to apply these to build

these differ from or are

sentences and how

similar to English

adjective 'my'

Beginning to use

Recognising and

form

regular singular verb

endings (I/he/she)

using the negative

• Recognising and

applying verb

and 'be'

endings for present

regular 'er' verbs

• Memorising key verb

patterns for 'have'

beginning to form

tense

some verbs in future

