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| **Modern Foreign Languages - French** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **|Listening** | - Show that he/she recognises words and phrases heard by responding appropriately  - Follow simple instructions and link pictures or actions to language  - When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words | - Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard  - Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings  - Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English | - 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 the target language  - Identify different ways to spell key sounds, and select the correct spelling of a familiar word- | - Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard  - Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words |
| **Speaking** | - Ask and answer simple questions, for example about personal information  - Repeat sentences heard and make simple adaptations to them  - Use mostly accurate pronunciation and speak clearly when addressing an audience  - Use simple adjectives such as colours and sizes to describe things orally | - Ask and answer a range of questions on different topic areas  - Using familiar sentences as models, make varied adaptations to create new sentences  - Read aloud using accurate pronunciation and present a short learned piece for performance | - Take part in conversations and express simple opinions giving reasons  - Adapt known complex sentences to reflect a variation in meaning  - Begin to use intonation to differentiate between sentence types  - Create a short piece for presentation to an audience | - Engage in longer conversations, asking for clarification when necessary  - Create his/her own sentences using knowledge of basic sentence structure  - Use pronunciation and intonation effectively to accurately express meaning and engage an audience |
| **Reading** | - Recognise some familiar words and phrases in written form  - Read some familiar words aloud using mostly accurate pronunciation  - Learn and remember new words encountered in reading | - Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately  - 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 | - Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation  - Learn a song or poem using the written text for support  - 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 | - Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation  - Attempt to read a range of texts independently, using different strategies to make meaning  - Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words |
| **Writing** | - Write some 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 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 a short text such 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 write 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 e g nouns, adjectives and 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 some adverbs in sentences  - Have an awareness of similarities and differences in grammar between different languages |