|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |