



## KS2 FRENCH - SKILLS' PROGRESSION STEP BY STEP – ATTAINMENT TOWARDS TRANSITION

	<b>Year 3 : setting the foundations of confidence</b>	<b>Year 4 : developing confidence</b>	<b>Year 5 : growing in confidence towards independence</b>	<b>Year 6 : developing independence</b>
<b>Listening</b>	<p>Children understand :</p> <ul style="list-style-type: none"> <li>- Simple commands : écoutez, regardez, prenez une ardoise...</li> <li>- Basic questions : comment tu t'appelles, comment ça va, quel âge as-tu ?</li> <li>- The different sound of masc. and feminine determiners : un – une</li> <li>- The different sound of masc and fem adjectives when relevant : vert-verte</li> </ul>	<p>Children understand longer sentences with various verbs and conjunctions (j'ai les yeux bleus et les cheveux bruns et je suis petit)</p> <p>Children are exposed to more classroom talk in French to introduce an activity or to explain an activity (on va faire une activité d'écoute...)</p>	<p>Longer sentences and more classroom talk in French.</p> <p>More specifically: Children get familiar with numbers up to 100 which are tricky to understand in French. They can identify different prepositions: je vais... <u>au</u> parc, ... <u>à</u> la piscine, <u>à</u> l'école...</p>	<p>Children are exposed to more authentic audio and video resources, and they can get the gist of a discussion / topic while recognizing key vocab /phrases.</p>
<b>Speaking</b>	<p>Children can perform simple conversations independently or with support.</p> <p>They can make the difference between masculine and feminine (un/une – vert/verte)</p> <p>They are getting familiar with the silent consonants (at the end of words) and with the pronunciation of specific letters (A, I) and phonics (OI, AI...)</p>	<p>Children can perform simple conversations independently.</p> <p>They can also add more content to their speaking with vocab support on the board.</p> <p>The pronunciation becomes more natural through practice (vowels, silent letters)</p>	<p>Children can perform longer conversations independently.</p> <p>Their pronunciation is constantly good, and mistakes are becoming rarer.</p> <p>They are able to correct their partners when needed.</p>	<p>Children can introduce themselves and expand their conversation by talking about other people.</p> <p>They can figure out how to pronounce new words from previous learning.</p>
<b>Reading</b>	<p>Children progress from reading single nouns (un chien) to basic sentences (j'ai un chien). They can figure out the difference in word order in French (j'ai un chien noir).</p>	<p>Children can read short paragraphs using various nouns and genders, verbs, conjunctions. They can identify independently the difference in word order.</p>	<p>Children's comprehension of longer, more complex paragraphs keeps developing as they are able to identify independently structures that are specific to French (word order, prepositions, adjective agreement...)</p>	<p>Children can get the gist of a complex text thanks to the knowledge of the language they already have and process some new words independently in a given context.</p>
<b>Writing</b>	<p>Children can write simple vocabulary / sentences with a lot of support. Focus on accents, apostrophes and spaces between words (j'ai / c'est = 2 words)</p>	<p>Children can write some longer sentences with support. They are familiar with current words</p>	<p>Whilst still needing vocabulary and grammar support, written French is becoming a bit more elaborated. Children can write some common vocabulary from memory.</p>	<p>Children can write independently about themselves (using appropriate vocab &amp; grammar) and develop the content with vocab support.</p>

