

## French progression. Year 5 and 6. Inkpen Primary.

	NC: Pupils should be taught to:	Emerging	Expected	Exceeding
Speaking and Listening	listen attentively to spoken language and show understanding by joining in and responding	Listen and show understanding of simple familiar words, phrases and sentences.	Listen and show understanding of more complex familiar phrases and sentences.	Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.
	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Follow the text of some familiar rhymes and songs identifying the meaning of some words.	Follow the text of many familiar rhymes and songs identifying the meaning of many words.	Read aloud the text of familiar rhymes and songs, identifying the meaning of many words.
	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Ask and answer more complex familiar questions with a scaffold of responses; needing clarification and help.	Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.	Engage in a short conversation using familiar questions and express opinions.
	speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences	Use familiar vocabulary to say simple sentences such as presenting ideas using a language scaffold.	Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	Manipulate familiar language to present own ideas and information in more complex sentences.
	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	With support, read aloud more complex sentences using some knowledge of letter string sounds and observing silent letter rules.	Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.	Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.
Reading and	read carefully and show understanding of words, phrases and simple writing	Read and show understanding of a simple sentence using familiar language.	Read and show understanding of a complex sentence using familiar language.	Read and show understanding of a series of complex sentences using familiar language.

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	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Use a bi-lingual dictionary to find the meaning of nouns (with support as necessary)	Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.	Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.
	write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Write familiar simple sentences from memory with understandable accuracy.	Write familiar complex sentences from memory with understandable accuracy.	Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.
	describe people, places, things and actions orally and in writing	Write and say a more simple sentence to describe people, places, things and actions using a language scaffold.	Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.	Write and say a complex sentence manipulating familiar language, using a dictionary for new language.
Stories Songs	appreciate stories, songs, poems and rhymes in the language	Follow the simple text of a familiar song or story and sing or read some aloud.	Follow the simple text of a familiar song or story and sing or read aloud.	Understand the gist of an unfamiliar text using some familiar language.
Grammar	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;	-Use adjectives with nouns in a sentence with variable accuracy. -Use some high frequency verbs and mainly first person. With support, produce negative sentences.	- Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. -Produce positive and negative sentences with high frequency verbs and pronouns.	-Use the correct form of the definite article in singular and plural sentences. -Apply all the knowledge of previously taught grammar to build complex sentences.
	how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			