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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Different French skills |  |  |  |  |
| Listening | I can recognise simple rhymes, stories, and songs.  I can recognise sound patterns and words.  *Songs:*  *Bonjour et merci*  *L’alphabet*  *Vole, vole, papillon*  *French greetings* | I can understand instructions, everyday classroom language and praise words.  I can identify and note the main points of a short-spoken passage.  *Vocabulary:*  *Ecoutez/répétez/parlez*  *Ecrivez/ Un volontaire?/ Viens!/c’est correct/vrai/faux/Super !/fantastique/très bien* | I can understand familiar words and phrases.  I can understand a range of familiar phrases and opinion.  *Vocabulary from Year 4 and understanding responses from golden questions (see yr 4 writing box).* | I can find patterns in spelling, sounds and meaning in songs and rhymes.  I can identify and note the main points and specific details, including opinions in longer passages.  *Recognise golden questions and answers from year 5.*  *Songs:*  *French greeting song: Bonjour*  *La danse* |
| Speaking | I can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help me initiate and respond.  I can memorise and present a short-spoken text.  *Key phrases:*  *Je m’appelle*  *J’ai…ans*  *Ça va…*  *J’habite à...en Angleterre.*  *J’adore/j’aime/je n’aime pas/je déteste/je préfère+ jungle animals/colours/snacks* | I can use generally accurate pronunciation when reading aloud or using familiar words or phrases.  I can use short phrases to express personal responses from example, likes, dislikes and feelings.  *Key vocabulary from year 3 plus:*  *Numbers from 31-69*  *Give out the full date in French.*  *Birthdates*  *Spell out their names and familiar words.*  *Give detail on where they live:*  *En ville/ dans un village/à la campagne/à la montagne/dans une maison/dans un appartement.*  *Use adjectives of colours to describe animals.*  *Use adjectives which are cognates to extend opinions: c’est super/cool/fantastique/amusant/intéressant.* | I can ask simple questions and respond the others.  I can prepare a short  presentation to describe people, places, things, or actions.  *Be able to ask at least 3 questions from the yr4 writing box, and to answer at least 5 questions.*  *To give at least 5 details in a speaking presentation, with the help of starter phrases if needed.* | I can use accurate pronunciation and use intonation to make meaning clear.  I can participate in a conversation, seek, and convey information/opinions in simple terms.  Answers to golden questions:  Oui j’ai un frère/une sœur/un chien/un chat/un lapin/une souris/un hamster/un cheval/un poisson rouge.  Non je n’ai pas de frères et sœurs/ Non je n’ai pas d’animal.  *J’adore/j’aime/je n’aime pas/je déteste/je préfère+ le tennis/le rugby/le basket/le ski/la danse/la gym/la natation.*  Sur la photo il y a…  C’est beau/génial/intéressant/nul. |
| Reading | I can understand short texts and dialogues, made up of familiar language, printed in books or word processed.  I can read aloud a familiar sentence, rhyme, or poem.  *Key phrases from above + vocabulary:*  *Numbers 1-20.*  *Très bien, comme-ci comme ça, mal.*  *Bonjour, au revoir, bonne nuit, madame, mademoiselle, monsieur* | I can use a bilingual dictionary or glossary to look up new words.  I can use sounds to help identify written words. | I can read a variety of fiction and non-fiction and glean information from them.  I can read a text in French and explain the main points and some smaller details. | I can use a bilingual dictionary or glossary or use context to work out what unfamiliar words mean.  I can identify examples of basic grammatical rules in the chosen language.  Ie: some adjective endings,  masculine and feminine forms, verb endings of common verbs (avoir, être, opinion phrases +infinitive form) |
| Writing | I can write or copy simple words correctly. Label items. Complete short phrases or sentences.  I can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.    *See vocabulary from other skill boxes.* | I can write words and short phrases from memory with comprehensible spelling.  I am beginning to use my knowledge of grammar to adapt and substitute single words and phrases in written work.  *Self-presentation, with answers to at least 3 of the questions from below.*  *Comment t’appelles-tu?*  *Comment ça s’écrit ?*  *Comment ça va? Quel âge as-tu ?*  *Quelle est la date de ton anniversaire ?*  *Où habites-tu ?*  *Aimes-tu (+colour/jungle animal/snack)* | I can write a few short sentences with support, giving basic information and using the present tense of frequently used verbs.  I can adapt recalled phrases to create new sentences and express ideas clearly.  *Confident answers to at least 6 of the questions from year 4, along with:*  *As-tu un animal?*  *As-tu des frères et sœurs ?*  *Quel sport aimes-tu ?*  *Basic photo description with use of opinion phrases.* | I can demonstrate an understanding of basic grammatical rules for the language in written work.  I can produce short pieces of writing, in simple sentences, that seek and convey information and opinions.  *Including an answer to at least 7 of the questions taught from year 3 onwards.*  Adding 2 questions to the reader. Using connectives to link ideas: et/mais/aussi/avec. |