



Eaton Park Academy: French Progression Objectives

Listening	Speaking	Reading	Writing
YEAR THREE			
<ul style="list-style-type: none"> ▪ I can understand some simple words and phrases. ▪ I can understand some simple instructions and follow them. ▪ I can identify phonemes which are the same as, or different from, English phonemes. ▪ I can identify sounds in songs and rhymes (e.g. by clapping when I hear a given sound). ▪ I can recognise a question. ▪ I can understand simple questions and respond to them. ▪ I can recognise negatives. ▪ I can respond appropriately to songs and rhymes (e.g. by performing a series of actions). ▪ I can recognise whether nouns are singular or plural, based in the article 'le' / 'la' / 'l' / 'les' ▪ I can recognise some basic French adjectives. 	<ul style="list-style-type: none"> ▪ I can repeat simple words and phrases. ▪ I can join in with simple songs and rhymes. ▪ I can answer questions to give basic information using simple words and phrases. ▪ I can say that I don't understand or ask for a question to be repeated. ▪ I can ask for help using polite language. ▪ I can ask and answer simple questions using short sentences. ▪ I can repeat some simple sentences from memory. ▪ I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me. ▪ I can prepare and recite a few familiar sentences to my teacher. ▪ I can give a spoken response to a simple written question. ▪ I can introduce myself, giving my name and age, using short, simple sentences. ▪ I can use some numbers, colours and simple describing words in spoken sentences. 	<ul style="list-style-type: none"> ▪ I can read and pronounce the most common letters and letter strings in French. ▪ I can read and pronounce familiar written words accurately, using my knowledge of French phonics. ▪ I can read familiar words and phrases aloud with accurate pronunciation so that others can understand me. ▪ I can recognise and understand some individual written words and match them to pictures. ▪ I can understand familiar written phrases and simple sentences and respond to them (e.g. drawing a line to match an image to a phrase or sentence). ▪ I can read a simple rhyme or poem in chorus. ▪ I can recognise whether nouns are singular or plural. 	<ul style="list-style-type: none"> ▪ I can write short, simple responses to spoken language using familiar words. ▪ I can give a written response to a simple written question. ▪ I can write some familiar words from memory. ▪ I can write some singular nouns with the correct article.

	<ul style="list-style-type: none"> ▪ I can pronounce le / la and un / une clearly and accurately. ▪ I can talk about myself using some common verbs in the first person singular form. 		
YEAR FOUR			
<ul style="list-style-type: none"> ▪ I can pick out familiar words and phrases from spoken sentences. ▪ I can recognise familiar words and phrases in a spoken story or poem. ▪ I can identify the gender of a noun from its article in spoken French. ▪ I can recognise who is being talked about in a sentence from the pronoun. ▪ I can recognise that the structure of some French sentences differs from English. 	<ul style="list-style-type: none"> ▪ I can ask for simple opinions and give my own (e.g. likes and dislikes). ▪ I can say several sentences from memory. ▪ I can say full sentences from memory, with accurate pronunciation, so that others can understand me. ▪ I can prepare and present a set of simple instructions to a group for them to follow (e.g. follow directions). ▪ I can recite a simple finger rhyme or song from memory. ▪ I can say a few sentences to describe where I live. ▪ I can say a few sentences about the things I do (e.g. my daily routine or hobbies) including simple likes and dislikes. ▪ I can give short descriptions of other people including my family and friends. ▪ I can use the correct article most of the time to match the gender of the noun. ▪ I can use either 'les' and 'des' with plural nouns. ▪ I can describe things using simple adjectives. ▪ I can use simple sentences where the structure or word order differs 	<ul style="list-style-type: none"> ▪ I can follow and understand a familiar written text, reading and listening at the same time. ▪ I can read a simple rhyme, song or story aloud to my class. ▪ I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. ▪ I can use a bilingual dictionary to find the French translation of English words. ▪ I can identify the gender of a French noun from its article. ▪ I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. ▪ I can recognise the first, second and third person singular form of some common verbs in the present tense. ▪ I can recognise common sentence and word order patterns in French. 	<ul style="list-style-type: none"> ▪ I can write responses to spoken language using short phrases and simple sentences. ▪ I can use my knowledge of French phonics to help me to spell familiar words. ▪ I can express my opinions using simple sentences. ▪ I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. ▪ I can write some phrases and simple sentences from memory. ▪ I can complete a written sentence by adding letters, words and phrases. ▪ I can write a few simple sentences about myself, including my name and age, from memory. ▪ I can write a few simple sentences to describe where I live from memory. ▪ I can write a few simple sentences about the things I do (e.g. my daily routine or hobbies) from memory. ▪ I can write a few simple sentences about other people, including my family and friends, from memory. ▪ I can use the correct article most of the time to match the gender of the noun.

	<p>from English (e.g. negatives and reflexives).</p>		<ul style="list-style-type: none"> ▪ I can use a model to write sentences in the first person. ▪ I can write the correct form of some common verbs in the first person tense (e.g. je suis).
YEAR FIVE			
<ul style="list-style-type: none"> ▪ I can understand the main points, including some opinions, from a short spoken passage that contains some unfamiliar language. ▪ I can understand the main points from a spoken story or poem which contains some unfamiliar language. ▪ I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. ▪ I can recognise and understand the difference between 'mon'/'ma' / 'mes'. 	<ul style="list-style-type: none"> ▪ I can join in with a short, continuous conversation including giving simple opinions. ▪ I can adapt familiar sentences by changing a few words. ▪ I can prepare a short talk on a familiar subject and present it clearly and confidently. ▪ I can sing familiar songs clearly and confidently with accurate pronunciation. ▪ I can describe what other people do or like doing. ▪ I can prepare and present a short talk about a place, person or thing. ▪ I can use either 'le'/'la' or 'un'/'une' appropriately. ▪ I can use the third person singular form of the present tense to describe what others are doing (e.g. ille danse). ▪ I can use the second person singular form of the present tense to ask questions (e.g. Tu aimes les pommes?) ▪ I can use what I have learnt about the structure of French sentences to build new ones using the same model. 	<ul style="list-style-type: none"> ▪ I can read and pronounce unfamiliar written words accurately using my knowledge of French phonics. ▪ I can read unfamiliar words and phrases aloud with accurate pronunciation so that others can understand me. ▪ I can understand the main points from a short written text which contains some unfamiliar language. ▪ I can read aloud a short story containing familiar language clearly and with expression. ▪ I can understand the difference between 'le'/'la' and 'un'/'une'. ▪ I can recognise the meaning of 'mon'/'ma'/'mes'. ▪ I can recognise that some nouns have irregular plurals. ▪ I can recognise that adjectives' endings often change to match the noun they're describing. 	<ul style="list-style-type: none"> ▪ I can express my opinions using complex sentences. ▪ I can write several sentences from memory. ▪ I can adapt familiar written sentences by changing a few words. ▪ I can write several sentences from memory to describe what other people do or like doing. ▪ I can write several sentences from memory to describe a place, person or thing. ▪ I can use the correct article to match the gender of a noun. ▪ I can write the correct form of some common verbs in the third person singular (e.g. il / elle a) ▪ I can use some simple sentence structures that differ from English in my writing.
YEAR SIX			

<ul style="list-style-type: none"> ▪ I can understand the main points and some of the detail from a short spoken passage including more complex phrases and sentences. ▪ I can understand the main points and some of the detail from a spoken story or poem which contains some unfamiliar language. 	<ul style="list-style-type: none"> ▪ I can join in with a longer continuous conversation including longer sentences and more complex opinions (e.g. giving reasons). ▪ I can use familiar words and sentence structures to construct new sentences. ▪ I can use a range of spoken language confidently using accurate pronunciation and intonation. ▪ I can develop a simple sketch or role play and perform it to my class or an assembly. ▪ I can use French articles accurately and confidently. ▪ I can recognise that 'vous' is used for more than one person or in formal situations and that 'tu' is used for one person in informal situations. ▪ I can talk about what I am going to do using the future tense. ▪ I can talk about what I done using the past tense. 	<ul style="list-style-type: none"> ▪ I can understand the main points and some of the detail from a short written text which contains some unfamiliar language. ▪ I can appreciate why certain words have been used in written stories, songs or poems (e.g. to create a rhythm). ▪ I can recognise the 'vous' / 'ils' / 'elles' forms of some common verbs in the present tense. ▪ I can recognise that some verbs are irregular. ▪ I can understand the basic meanings of 'on' in French. ▪ I can identify the future tense. ▪ I can recognise the past tense of some common verbs. 	<ul style="list-style-type: none"> ▪ I can use familiar words and sentence structures to write new sentences. ▪ I can write a short passage from memory including longer or more complex sentences. ▪ I can construct a short text to describe a place, person or thing using more complex sentences. ▪ I can use French articles confidently and accurately. ▪ I can write some regular French nouns in the singular and plural form. ▪ I can write the correct forms of some simple adjectives with a noun using an example sentence. ▪ I can write the correct form of some irregular verbs in the first and third person singular. ▪ I can write simple sentences using the future tense with help. ▪ I can write simple sentences using the past tense with help. ▪ I can use the rules I know about building sentences in French to create new sentences using different vocabulary.
---	---	--	--