



French Progression of Knowledge and Skills



KS2 National Curriculum

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt, discover and develop an appreciation of a range of writing in the language studied.

Year 3 Progression of Knowledge and Skills

Speaking	• I can listen to and copy pronunciation accurately. • I can speak in a simple conversation. • I know specific vocabulary. • I can develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers. • I can recognise a familiar question and respond with a simple rehearsed response.
Listening	• I can listen and respond to instructions. • I can understand and respond to action words. • I can explore the patterns and sounds of language through songs and rhymes. • I can link to the spelling, sound and meaning of specific words. • I can join in with actions to accompany familiar songs, stories and rhymes. • I can repeat words modelled by the teacher, show understanding with an action.
Reading	• I can begin to recognise written vocabulary/ single words • I can recognise written vocabulary/ single words • I can begin to recognise written phrases • I can read, listen and respond to vocabulary. • I can use simple conjunctions to link vocabulary.
Writing	• I can copy simple vocabulary • I can attempt to write taught vocabulary (single words) from memory • I can attempt to write simple phrases from memory • I can ask and answer questions • I can recognise masculine and feminine nouns.

Key vocab:

Les Fruits, une/les fraise, une/les poire, une/les frambois, une/les orange, une/les cerise, une/les pomme, une/les banana, une/les pêche, un/les citron, un/les ananas, Les Légumes, un/les oignon, un/les chou-fleur, un/les céleri, un/les carotte, un/les poivron, un/les chou, un/les brocoli, un/les potiron, un/les champignons, une/les pomme de terre, J'adore, J'aime, Je n'aime pas, Je déteste. Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, trente, trente et un. J'ai, Je n'ai pas, Tu as, As-tu, un/ mon frère, un/ mon grand-père, un / mon père, une / ma grand-mère, une / ma mère, une / ma sœur, une / ma famille, Je suis, fils unique (m), fille unique (f), il s'appelle, elle s'appelle. blanc (m) / blanche (f) bleu (m) / bleue (f), gris (m) / grise (f), jaune, marron, noir (m) / noire (f), orange, rose, rouge, vert (m) / verte (f), Ma couleur préférée est, J'ai un animal (des animaux), une araignée, un chat, un cheval (des chevaux), un chien, un cochon d'Inde, un hamster, un lapin, un oiseau (des oiseaux), un poisson, un serpent, une souris, une tortue, Je n'ai pas d'animal. Dans ma class, il y a, une chaise, une fenêtre,

une porte, une table, une règle, un professeur, un tableau blanc, un crayon, un livre, un stylo, des crayons, des livres, des règles, C'est le crayon de Luc.

Assessment End Points Year 3

Knowledge	Skills
• I know and recognise a familiar question and respond with a simple rehearsed response.	• I can listen and respond to instructions. • I can begin to recognise written phrases. • I can attempt to write taught vocabulary (single words) from memory.