



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 5 Progression of Knowledge and Skills

Speaking	• Begin to use action words • Ask and answer more complex familiar questions with a scaffold of responses • Ask for clarification and help • Demonstrate skills and knowledge in a variety of ways. • Use the simple future tense. • Respond appropriately to what someone says. • Use appropriate pronunciation to help others understand me better • Use the near future tense.
Listening	• Listen to and appreciate poems, songs and rhymes in the language. • Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences • Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary • Follow a simple story. • Remember appropriate language to express my ideas.
Reading	• Read and show understanding of more complex written phrases • Read and show understanding of simple writing • Practice using a dictionary to find the meaning of unknown words • Select the appropriate form of word for the content. • Use a dictionary to develop my sentences. • Select key words for descriptions.
Writing	• Write simple, short taught sentences from memory including questions and responses • Begin to use dictionaries to find the meaning of unknown words and to translate own ideas

Key vocab: Je suis, Il est, Elle est, Passé: Être, J'étais, Il était, Elle était, Les émotions, heureux (m)/ heureuse (f), triste (m+f), nerveux (m) / nerveuse (f), effrayé (m) / effrayée (f), en colère (m+f), gêné (m) / gênée (f), content (m) / contente (f), fatigué (m) / fatiguée (f) étonné (m) / étonnée les yeux bleus/gris/, marron/verts, les cheveux blonds, les cheveux bruns, les cheveux noirs, les cheveux roux, les cheveux courts, les cheveux longs, les cheveux mi-longs, les cheveux frisés, petit (petite), grand (grande), de taille moyenne, actif (active), bavard(e), gourmand(e), marrant(e), paresseux (paresseuse), sportif (sportive), sympa, timide 'anglais, le dessin, le français, la géographie, l'histoire, l'informatique, les maths, la musique, le sport, les sciences, Tu aimes?, Pourquoi?, amusant, difficile, ennuyeux, facile, intéressant, un café, un chocolat chaud, un coca, un coca light, un fanta, un jus d'orange, une limonade, un milkshake à la fraise, un orangina, un thé, une glace à la fraise, un hamburger, un hot-dog, une portion de frites, un sandwich au jambon, un sandwich au fromage, une tranche de pizza, le lundi, le mardi, le mercredi, le jeudi, le vendredi, le samedi, le dimanche, Qu'est-ce que tu manges au petit déjeuner?, les céréales, une tartine, un pain grillé, un croissant, un petit pain, Je bois, du chocolat chaud, du jus d'orange, du lait

Assessment End Points Year 5

Knowledge	Skills
• I can know and can use key vocabulary to help me understand simple sentences.	• I can respond appropriately to what someone says. • I can read and show understanding of more complex sentences/phrases. • I can write a series of simple, short taught sentences from memory including questions and responses.