

Willowbrook Mead Modern Foreign Languages (French) Progression of Skills Map

Skill	Yr3	Yr4	Yr5	Yr6
<p><b>Listening &amp; Speaking</b></p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p>	<ul style="list-style-type: none"> <li>• Repeat modelled words.</li> <li>• Listen and show understanding of single words through physical response.</li> <li>• Repeat modelled short phrases.</li> <li>• Listen and show understanding of short phrases through physical response.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat modelled words.</li> <li>• Listen and show understanding of single words through physical response.</li> <li>• Repeat modelled short phrases.</li> <li>• Listen and show understanding of short phrases through physical response.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat modelled words.</li> <li>• Listen and show understanding of single words through physical response.</li> <li>• Repeat modelled short phrases.</li> <li>• Listen and show understanding of short phrases through physical response.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat modelled words.</li> <li>• Listen and show understanding of single words through physical response.</li> <li>• Repeat modelled short phrases.</li> <li>• Listen and show understanding of short phrases through physical response.</li> </ul>
<p><b>Listening &amp; Speaking</b></p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<ul style="list-style-type: none"> <li>• Recognise a familiar question and respond with a simple rehearsed response.</li> <li>• Ask and answer a simple and familiar question with a response.</li> <li>• Express simple opinions such as likes, dislikes and preferences.</li> <li>• Ask and answer at least two simple and familiar questions with a response.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a familiar question and respond with a simple rehearsed response.</li> <li>• Ask and answer a simple and familiar question with a response.</li> <li>• Express simple opinions such as likes, dislikes and preferences.</li> <li>• Ask and answer at least two simple and familiar questions with a response.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a familiar question and respond with a simple rehearsed response.</li> <li>• Ask and answer a simple and familiar question with a response.</li> <li>• Express simple opinions such as likes, dislikes and preferences.</li> <li>• Ask and answer at least two simple and familiar questions with a response.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a familiar question and respond with a simple rehearsed response.</li> <li>• Ask and answer a simple and familiar question with a response.</li> <li>• Express simple opinions such as likes, dislikes and preferences.</li> <li>• Ask and answer at least two simple and familiar questions with a response.</li> </ul>

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<p><b>Listening &amp; Speaking</b></p> <p><b>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p>	<ul style="list-style-type: none"> <li>Name objects and actions and may link words with a simple connective.</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold.</li> <li>Speak about everyday activities and interests using simple short sentences.</li> <li>Refer to recent experiences or future plans using words or simple short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Name objects and actions and may link words with a simple connective.</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold.</li> <li>Speak about everyday activities and interests using simple short sentences.</li> <li>Refer to recent experiences or future plans using words or simple short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Name objects and actions and may link words with a simple connective.</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold.</li> <li>Speak about everyday activities and interests using simple short sentences.</li> <li>Refer to recent experiences or future plans using words or simple short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Name objects and actions and may link words with a simple connective.</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold.</li> <li>Speak about everyday activities and interests using simple short sentences.</li> <li>Refer to recent experiences or future plans using words or simple short sentences.</li> </ul>
<p><b>Listening &amp; Speaking</b></p> <p><b>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</b></p>	<ul style="list-style-type: none"> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Adapt intonation to ask questions or give instructions.</li> <li>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Adapt intonation to ask questions or give instructions.</li> <li>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Adapt intonation to ask questions or give instructions.</li> <li>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Adapt intonation to ask questions or give instructions.</li> <li>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>

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<p><b>Listening &amp; Speaking</b> Children present ideas and information orally to a range of audiences.</p>	<ul style="list-style-type: none"> <li>Name nouns and present a simple rehearsed statement to a partner.</li> <li>Present simple rehearsed statements about themselves, objects and people to a partner.</li> <li>Present ideas and information using words or simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<ul style="list-style-type: none"> <li>Name nouns and present a simple rehearsed statement to a partner.</li> <li>Present simple rehearsed statements about themselves, objects and people to a partner.</li> <li>Present ideas and information using words or simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<ul style="list-style-type: none"> <li>Name nouns and present a simple rehearsed statement to a partner.</li> <li>Present simple rehearsed statements about themselves, objects and people to a partner.</li> <li>Present ideas and information using words or simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<ul style="list-style-type: none"> <li>Name nouns and present a simple rehearsed statement to a partner.</li> <li>Present simple rehearsed statements about themselves, objects and people to a partner.</li> <li>Present ideas and information using words or simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>
<p><b>Listening &amp; Speaking</b> Children describe people, places, things and actions orally.</p>	<ul style="list-style-type: none"> <li>Say simple familiar words to describe people, places, things and actions using a model.</li> <li>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</li> <li>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Say simple familiar words to describe people, places, things and actions using a model.</li> <li>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</li> <li>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Say simple familiar words to describe people, places, things and actions using a model.</li> <li>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</li> <li>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Say simple familiar words to describe people, places, things and actions using a model.</li> <li>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</li> <li>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>

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<p><b>Reading &amp; writing</b> Children read carefully and show understanding of words, phrases and simple writing.</p>	<ul style="list-style-type: none"> <li>• Read and show understanding of familiar single words.</li> <li>• Read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and show understanding of familiar single words.</li> <li>• Read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and show understanding of familiar single words.</li> <li>• Read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and show understanding of familiar single words.</li> <li>• Read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>
<p><b>Reading &amp; writing</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<ul style="list-style-type: none"> <li>• Use strategies for memorisation of vocabulary.</li> <li>• Make links with English or known language to work out the meaning of new words.</li> <li>• Use context to predict the meaning of new words.</li> <li>• Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies for memorisation of vocabulary.</li> <li>• Make links with English or known language to work out the meaning of new words.</li> <li>• Use context to predict the meaning of new words.</li> <li>• Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies for memorisation of vocabulary.</li> <li>• Make links with English or known language to work out the meaning of new words.</li> <li>• Use context to predict the meaning of new words.</li> <li>• Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies for memorisation of vocabulary.</li> <li>• Make links with English or known language to work out the meaning of new words.</li> <li>• Use context to predict the meaning of new words.</li> <li>• Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>

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<p><b>Reading &amp; writing</b></p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p>	<ul style="list-style-type: none"> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Adapt intonation to ask questions.</li> <li>Start to show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Adapt intonation to ask questions.</li> <li>Start to show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Adapt intonation to ask questions.</li> <li>Start to show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Adapt intonation to ask questions.</li> <li>Start to show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>
<p><b>Reading &amp; writing</b></p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<ul style="list-style-type: none"> <li>Write single familiar words from memory with understandable accuracy.</li> <li>Write familiar short phrases from memory with understandable accuracy.</li> <li>Begin to replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Write single familiar words from memory with understandable accuracy.</li> <li>Write familiar short phrases from memory with understandable accuracy.</li> <li>Begin to replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Write single familiar words from memory with understandable accuracy.</li> <li>Write familiar short phrases from memory with understandable accuracy.</li> <li>Begin to replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Write single familiar words from memory with understandable accuracy.</li> <li>Write familiar short phrases from memory with understandable accuracy.</li> <li>Begin to replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>

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<p><b>Reading &amp; writing</b> Children describe people, places, things and actions in writing.</p>	<ul style="list-style-type: none"> <li>• Copy simple familiar words to describe people, places, things and actions using a model.</li> <li>• Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold with resources to support.</li> <li>• Write one or two simple sentences that may contain an adjective to describe people, places, things and actions with resources to support.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy simple familiar words to describe people, places, things and actions using a model.</li> <li>• Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold with resources to support.</li> <li>• Write one or two simple sentences that may contain an adjective to describe people, places, things and actions with resources to support.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy simple familiar words to describe people, places, things and actions using a model.</li> <li>• Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold with resources to support.</li> <li>• Write one or two simple sentences that may contain an adjective to describe people, places, things and actions with resources to support.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy simple familiar words to describe people, places, things and actions using a model.</li> <li>• Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold with resources to support.</li> <li>• Write one or two simple sentences that may contain an adjective to describe people, places, things and actions with resources to support.</li> </ul>
<p><b>Intercultural Understanding through stories, songs, poems and rhymes.</b> Children appreciate and explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<ul style="list-style-type: none"> <li>• Listen and identify specific words in songs and rhymes and demonstrate understanding.</li> <li>• Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> <li>• Join in with actions to accompany familiar songs, stories and rhymes.</li> <li>• Join in with words of a song or storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and identify specific words in songs and rhymes and demonstrate understanding.</li> <li>• Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> <li>• Join in with actions to accompany familiar songs, stories and rhymes.</li> <li>• Join in with words of a song or storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and identify specific words in songs and rhymes and demonstrate understanding.</li> <li>• Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> <li>• Join in with actions to accompany familiar songs, stories and rhymes.</li> <li>• Join in with words of a song or storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and identify specific words in songs and rhymes and demonstrate understanding.</li> <li>• Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> <li>• Join in with actions to accompany familiar songs, stories and rhymes.</li> <li>• Join in with words of a song or storytelling.</li> </ul>

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<p><b>Grammar</b></p> <p>Children 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; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<ul style="list-style-type: none"> <li>• Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English.</li> <li>• Begin to name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</li> <li>• Begin to recognise and use partitive articles with support.</li> <li>• Begin to identify the first and second person singular subject pronouns.</li> <li>• Begin to identify the third person singular subject pronouns.</li> <li>• Use a simple negative form (ne... pas).</li> <li>• Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</li> <li>• Begin to recognise and use the first person possessive adjectives (mon, ma, mes).</li> <li>• recognise verbs that are familiar to the vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English.</li> <li>• Begin to name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</li> <li>• Begin to recognise and use partitive articles with support.</li> <li>• Begin to identify the first and second person singular subject pronouns.</li> <li>• Begin to identify the third person singular subject pronouns.</li> <li>• Use a simple negative form (ne... pas).</li> <li>• Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</li> <li>• Begin to recognise and use the first person possessive adjectives (mon, ma, mes).</li> <li>• recognise verbs that are familiar to the vocabulary learnt.</li> <li>• Begin to conjugate a high frequency verb (aller – to go)</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English.</li> <li>• Begin to name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</li> <li>• Begin to recognise and use partitive articles with support.</li> <li>• Begin to identify the first and second person singular subject pronouns.</li> <li>• Begin to identify the third person singular subject pronouns.</li> <li>• Use a simple negative form (ne... pas).</li> <li>• Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</li> <li>• Begin to recognise and use the first person possessive adjectives (mon, ma, mes).</li> <li>• recognise verbs that are familiar to the vocabulary learnt.</li> <li>• Begin to conjugate a high frequency verb (aller – to go)</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English.</li> <li>• Begin to name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</li> <li>• Begin to recognise and use partitive articles with support.</li> <li>• Begin to identify the first and second person singular subject pronouns.</li> <li>• Begin to identify the third person singular subject pronouns.</li> <li>• Use a simple negative form (ne... pas).</li> <li>• Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</li> <li>• Begin to recognise and use the first person possessive adjectives (mon, ma, mes).</li> <li>• recognise verbs that are familiar to the vocabulary learnt.</li> <li>• Begin to conjugate a high</li> </ul>
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	<p>learnt.</p> <ul style="list-style-type: none"> <li>• Begin to conjugate a high frequency verb (aller – to go) in the present tense.</li> <li>• Start using a simple preposition in their sentences with support.</li> <li>• Begin to be aware of the different forms of the verb 'être'.</li> </ul>	<p>in the present tense.</p> <ul style="list-style-type: none"> <li>• Start using a simple preposition in their sentences with support.</li> <li>• Begin to be aware of the different forms of the verb 'être'.</li> </ul>	<p>in the present tense.</p> <ul style="list-style-type: none"> <li>• Start using a simple preposition in their sentences with support.</li> <li>• Begin to be aware of the different forms of the verb 'être'.</li> </ul>	<p>frequency verb (aller – to go) in the present tense.</p> <ul style="list-style-type: none"> <li>• Start using a simple preposition in their sentences with support.</li> <li>• Begin to be aware of the different forms of the verb 'être'.</li> </ul>
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