

Progression in skills and knowledge

The DfE Key Stage 2 Languages Programme of Study outlines 12 primary foreign language teaching requirements or targets that primary schools should ensure their pupils are able to achieve by the end of key stage 2.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Year 3 Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
By the end of Year 3 pupils should:		
<ul style="list-style-type: none"> • Understand numbers 1-10 and be able to say, read and write them. • Be familiar with the days of the week and be able to say them and recognise them in written form. • Use simple greetings (e.g. saying hello and goodbye, saying how they are). • Ask and answer simple questions about name and age. • Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). • Use simple adjectives (e.g. colours). • Use some simple verbs in the first person 'I' form (e.g. I am and I play). • Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus 		
Skills		
Speaking Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling.		
Listening Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).		
Reading Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person 'I' form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus.		
Writing Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).		

Grammar

Start to understand the concept of gender: masculine, feminine, neuter (if applicable) and how this is shown in the French language.

Year 4 Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>By the end of Year 4 pupils should:</p> <ul style="list-style-type: none"> • Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities). • Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.) • Understand and communicate using a wider range of familiar nouns (including the correct article) e.g. classroom items, animals, musical instruments, food and drink. • Understand and use adjectives to describe people, places, things and themselves e.g. characters in a story or their family members, their age, nationality, where they live. • Understand and use verbs in the first person 'I' form (in the context of a fully conjugated regular verb and show where the first person 'I' form is). • Write slightly longer phrases and basic sentences using a verb in the first person 'I' form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun. Adjectival agreement should be covered in year 5 and in more detail again in year 6 as it requires a certain amount of linguistic maturity from the pupils). 		
Skills		
<p>Speaking Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (as well as reading and writing).</p>		
<p>Listening Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read.</p>		
<p>Reading Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>		
<p>Writing</p>		

Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).		
Grammar Understand the concept of gender: masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.		

Year 5 Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>By the end of Year 5 pupils should:</p> <ul style="list-style-type: none"> • Understand and use the alphabet to assist in correct spelling and pronunciation. • Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing). • Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar. • Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions). • Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather). • Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions). • Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country). • Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities e.g. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'. This can be done using familiar verbs such as porter (to wear) regarding clothes and they can then build sentences about what they and their friends are wearing. 		
Skills		
Speaking Take part in short conversations using sentences and familiar vocabulary.		

<p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>		
<p>Listening</p> <p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>		
<p>Reading</p> <p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>		
<p>Writing</p> <p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person 'I' or third person 'he', 'she', 'you' in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>		
<p>Grammar</p> <p>Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>		

Year 6 Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p data-bbox="49 272 517 304">By the end of Year 6 pupils should:</p> <ul data-bbox="100 389 1285 1436" style="list-style-type: none"> • Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices). • Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour. • Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.) • Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese). • Understand and use transactional language (e.g. in a café role play 'I would like', 'how much?' etc.) • Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective. • Use connectives to make sentences more descriptive and fluent (e.g. 'after', 'also', 'and', 'later on', 'finally' etc.) • Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are). • Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in French. (Children should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages). • Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'). Children should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun. 		

Skills		
<p>Speaking</p> <p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>		
<p>Listening</p> <p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>		
<p>Reading</p> <p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</p>		
<p>Writing</p> <p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person 'I' or third person 'he', 'she', 'you' and plurals 'we' and 'they' to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>		
<p>Grammar</p> <p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p>		