



French Knowledge and Skills Progression Key Stage 2

Salut!



Building Block End Points



St Thomas' CE Primary Academy French Knowledge and Skills Progression KS2 Building Blocks End points



	Year 3	Year 4	Year 5	Year 6
Listening	<p>listen to, identify and explore sounds, joining in with single sounds and phrases</p> <p>show my understanding of what is being said by responding to words, phrases and simple questions appropriately</p> <p>understand the key points in a simple sentence or short piece of information</p> <p>listen to new vocabulary and make sensible predictions</p>	<p>listen to and explore sounds, joining in with single sounds and short phrases</p> <p>show my understanding of what is being said by responding to words, phrases and simple questions with increased confidence</p> <p>understand the key points in both simple and compound sentences and short piece of information</p> <p>listen to new vocabulary and make sensible predictions about what has been said</p>	<p>listen to and explore sounds, joining in with single sounds and short phrases</p> <p>show my understanding of what is being said by responding to words, longer phrases and questions with increased confidence</p> <p>recognise when I am being asked a simple question</p> <p>understand both simple and compound sentences and the main points in short piece of information</p> <p>listen to new vocabulary and make sensible predictions about what is being said to me</p> <p>I recognise cognates (Words in two languages that share a similar meaning, spelling, and pronunciation) E.g. animal/animal, Anniversary/Anniversaire</p>	<p>listen to and explore a range of sounds, joining in with single sounds and short phrases</p> <p>show my understanding of what is being said by responding to words, longer phrases and questions with increased confidence</p> <p>recognise when I am being asked a more detailed question</p> <p>understand compound sentences and the main points in short piece of information</p> <p>listen to new vocabulary and make sensible predictions about what is being said to me</p> <p>I recognise cognates (Words in two languages that share a similar meaning, spelling, and pronunciation) E.g. animal/animal, Anniversary/Anniversaire</p>



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	Year 3	Year 4	Year 5	Year 6
Speaking	<p>speak using simple single words, phrases and short sentences</p> <p>ask a question using a simple question structure</p> <p>use the correct pronunciation for key vocabulary I have learnt</p> <p>I am beginning to use some of the basic language structures I have been taught</p> <p>repeat some simple sentences from memory</p>	<p>respond using single words, simple phrases and short sentences</p> <p>ask appropriate questions using a simple question structure</p> <p>use the correct pronunciation for key vocabulary and short phrases I have learnt</p> <p>I am beginning to develop basic language structures, including compound sentences, I have been taught</p> <p>express my opinions about things I like and dislike</p> <p>say several sentences from memory</p>	<p>respond in sentences giving short details and simple phrases</p> <p>ask appropriate questions using a simple question structure</p> <p>use the correct pronunciation for key vocabulary and short phrases I have learnt</p> <p>I am beginning to use the correct intonation</p> <p>I am beginning to develop basic language structures, including compound sentences, I have been taught</p> <p>express my opinions giving reasons</p> <p>adapt familiar sentences by changing a few words</p>	<p>respond in sentences giving short details and simple and compound phrases</p> <p>ask appropriate questions using a simple question structure</p> <p>use the correct pronunciation for key vocabulary and short phrases I have learnt</p> <p>use thoughtful intonation</p> <p>I am continuing to develop basic language structures, including compound sentences and tenses I have been taught</p> <p>express my opinions giving reasons</p> <p>use familiar words and sentence structures to construct new sentences</p>



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	Year 3	Year 4	Year 5	Year 6
Reading	<p>read and understand single words in a familiar context and match the sound to print</p> <p>read single words, phrases and simple short sentences in familiar contexts</p> <p>I am beginning to pick out key words and phrases from a familiar text</p>	<p>read and understand single words in a familiar context and match the sound to print</p> <p>read short phrases and simple and compound sentences in familiar contexts</p> <p>I am beginning to pick out key words and phrases from a familiar text</p> <p>understand key features and patterns of basic, simple syntax and grammar e.g. where the verb is in a sentence</p>	<p>read and understand the key points of short texts made up of familiar and new language</p> <p>use a dictionary to help find words</p> <p>read an increasing range of simple and compound sentences aloud both independently and in chorus</p> <p>I recognise masculine/feminine and singular and plural aspects of familiar nouns</p>	<p>read and understand the key points of short texts made up of familiar and new language</p> <p>confidently match sounds to print of familiar vocabulary I have been taught</p> <p>read an increasing range of simple and compound sentences aloud both independently and in chorus</p> <p>I recognise masculine/feminine and singular and plural aspects of familiar nouns and adjective agreement</p>



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	Year 3	Year 4	Year 5	Year 6
Writing	<p>use simple words to add labels</p> <p>write a few familiar words from memory</p> <p>write simple familiar sentences with appropriate verbs and nouns</p>	<p>confidently select and use simple words to add labels</p> <p>write an increasing number of familiar words from memory</p> <p>write familiar sentences with appropriate verbs and nouns and can substitute nouns and adjectives to personalise my sentences</p> <p>I am beginning to recognise and use masculine and feminine articles</p>	<p>confidently select and use simple words to add labels from memory</p> <p>write using present tense, first person conjugation verbs in familiar contexts</p> <p>I am beginning to write negatives with some pronoun accuracy</p> <p>I am beginning to write simple and compound sentences independently</p> <p>use singular and plural agreements on nouns</p>	<p>confidently select and use simple words to add labels from memory</p> <p>write using present tense, first person conjugation verbs in familiar contexts</p> <p>write negatives with some pronoun accuracy</p> <p>write groups of simple and compound sentences independently</p> <p>use singular and plural agreements on nouns</p> <p>recognise and use masculine and feminine determiners</p> <p>I am beginning to broaden my vocabulary with the use of dictionaries</p>