



French Year 4 Skills and Knowledge Progression

| | Content | Phonics | Grammar | Skill level practised and progress made... |
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| Autumn 1 :Welcome to school- super learners Welcome | Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects | Key listen out activity based on: numbers and colours oi/eu/ou | Exploration of nouns: masculine/feminine | <i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i> Sound Spelling: Can match sounds to familiar written words can pronounce familiar words and some new words accurately. Listening: Can understand a range of familiar spoken phrases and is able to listen for specific words and |
| Autumn 2: My local area, your local area Robots, commands, actions Shops, signs , directions Let's sparkle Xmas poem | Where is?(+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are | Key listen out activity based on: shop nouns ou/ ch | Exploration of: recognising and using commands recognising and using "there is/are" | |
| Spring 1: Family tree and faces Epiphany time again Meet the alien family | Asking who someone is? This is mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour | Key listen out activity based on: numbers in | Exploration of: identifying parts of language which are adjectives recognising and using "I have " | |
| Spring 2:Celebrating carnival/body parts Carnival of animals Body parts and aliens Alien family "Easter egg hunt" | Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are | Key listen out activity based on: parts of the body é/ou/oi | Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are | |

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| | | | adjectives | phrases |
| Summer 1: Feeling unwell/ Jungle animals I don't feel well Walking through the jungle (story and rhyme) plus dragons and unicorns fantastical animal descriptions. | How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective) | Key listen out activity based on: illnesses en | Exploration of: identifying/producing singular and plural masculine/feminine nouns | Speaking: Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately. |
| Summer 2: Summer time Weather plus Enormous turnip performance story Ice creams and simple ice cream roleplay | Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream | Key listen out activity based on: ice creams ch/en/on | Exploration of: identifying verbs in simple present tense sentences polite requests :-"I would like | Reading: Can understand simple written phrases. Can match sounds to familiar written words Writing: Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. |
| <u>DFE ATS and skill level</u> During the first stage of language learning, children will explore all 12 DfE Attainment Targets. | | | <u>Language Learning Skill level practise</u> During the second stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs | |
| Listen attentively to spoken language and show understanding by joining in and responding | | | listen attentively and understand more complex phrases and sentences | |

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| | Identify specific sounds, phonemes and words listen for specific words and phrases |
| Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words | listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays) |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences |
| Develop accurate pronunciation and intonation, so that others understand | Imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in pronunciation |
| Present ideas and information orally to a range of audiences | perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) |
| Read carefully and show understanding of words, phrases and simple writing | read a range of familiar written phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrases |
| Appreciate stories, songs, poems and rhymes in the language | listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading |

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| | <p>aloud from the text</p> <p>read and understand a range of familiar phrases</p> |
| <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary</p> | <p>identify specific sounds phoneme and words. Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p> <p>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p> |
| <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly</p> | <p>prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p> <p>write simple words and phrases using a model and some words from memory</p> <p>write words and short sentences using a reference</p> |
| <p>Describe people, places, things and actions orally and in writing</p> | <p>write word, phrases and short sentences using a reference</p> <p>write simple words and phrases using a model and some words from memory</p> |
| <p>Understand basic grammar</p> | <p>nouns/ gender and in singular and plural</p> <p>begin to explore agreement of adjectives</p> <p>understand and use the question form "have you ..?" and give a positive response "I have</p> <p>construct simple sentences using nouns, verb (to be) and an adjective</p> |