



Whiston Willis Community Primary School
French Progression of skills KS2 – Fox Class

Year 5 National Curriculum objectives:	
<p>KS2 Areas of study</p> <ul style="list-style-type: none"> • Speaking • Reading • Listening • Writing • Grammar 	<p>Reading Skills</p> <ul style="list-style-type: none"> • 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>Speaking Skills</p> <ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. • Understand and express simple opinions using familiar topics and <ul style="list-style-type: none"> ◦ vocabulary. 	<p>Writing Skills</p> <ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • 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.) • Check spellings with a dictionary.
<p>Listening Skills</p> <ul style="list-style-type: none"> • 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). • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<p>Grammar Skills</p> <ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (direct or indirect) to use correctly with different nouns. • Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
<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 “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing).

Year 6 National Curriculum objectives:

KS2 Areas of study

- Speaking
- Reading
- Listening
- Writing
- Grammar

Reading Skills

- Read aloud with expression and accurate pronunciation.
- 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)).

Speaking Skills

- Use spoken language to initiate and sustain

Writing Skills

- Write longer sentences and short paragraphs from memory or using

<p>simple conversations on familiar topics or to tell stories from their own experience.</p> <ul style="list-style-type: none"> • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • Use connectives to link together what they say so as to add fluency. 	<p>supported materials (e.g. a word bank).</p> <ul style="list-style-type: none"> • 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.) • 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>Listening Skills</p> <ul style="list-style-type: none"> • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. • 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>Grammar Skills</p> <ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (direct or indirect) to use correctly with different nouns. • 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. • 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>By the end of Year 6 pupils should:</p> <ul 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 the foreign language. They 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”). They 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.

Year 5/6

Topic	Key Skills
Autumn 1 – Classroom	<ul style="list-style-type: none">• What I have.. / don't have..' in my pencil case• Matching sound to picture / word• Match word to picture / sound / phrase.• 'I have... / I don't have...' vocabulary and writing sentences.• Gender and indefinite article. Use of the negative when saying 'I do not have...'
Autumn 2 – What is the date?	<ul style="list-style-type: none">• Say months of the year. Say when your birthday is in target language.• To listen and read months and birthdays and be able to match to the English equivalent.• To be able to write different numbers, days, months and years.
Spring 1 – Healthy Life style	<ul style="list-style-type: none">• To be able to give an oral presentation on healthy lifestyles.• Quantitative article "some"• To be able to pronounce, read and write different types of foods and different food types.• To be able to match French spelling to English equivalents.
Spring 2 – Tudors	<ul style="list-style-type: none">• Identifying verbs, adjectives and nouns from extended text

	<ul style="list-style-type: none"> • Listen, read and write descriptions of the wives of Henry VIII • A general introduction to the past tense in the target language.
Summer 1 – Habitats	<ul style="list-style-type: none"> • Present orally on an animal, their adaptation and their habitat • Match sound to picture / word / phrase. • Matching words to pictures / words / phrases. • Written presentations on an animal, their adaptation and their habitat • Verbs 'to grow' and 'to live' in full (fully conjugated) in the present tense
Summer 2 – Clothes	<ul style="list-style-type: none"> • Say what you wear in different situations • Listen to vocabulary naming and describing clothes and days of the week • Read vocabulary naming and describing clothes and days of the week • To be able to write names of clothes for different occasions • To present the verb 'to wear' in full (present tense) and use within reading, listening and writing.