

French



Year 3 Languages Progression Overview		
Skills	Example contexts and language	Arriving in Year 4 able to...
<p>Listen and respond to familiar spoken words, phrases and sentences e.g. <i>simple instructions, rhymes, songs</i></p> <p>Communicate with others using simple words, phrases and short sentences e.g. <i>greetings, simple personal information</i></p> <p>Recognise and understand some familiar written words and phrases e.g. <i>familiar nouns, adjectives and simple verb forms in poems and rhymes</i></p> <p>Read aloud familiar text in chorus</p> <p>Write some familiar simple words using a model and from memory e.g. <i>familiar nouns, adjectives</i></p> <p>Use correct pronunciation when speaking and show awareness of sound spelling links</p> <p>Understand basic grammar appropriate to the language being studied</p>	<ul style="list-style-type: none"> • Understand numbers 1-31 and say key numbers relating to dates e.g. own birthday • Understand and respond to simple questions e.g. <i>how many ...?</i> • Use simple greetings e.g. <i>saying hello and goodbye, saying how you are and asking others</i> • Ask and answer simple questions about e.g. <i>name and age, birthday</i> • Understand and communicate familiar nouns e.g. <i>parts of the body, animals</i> • Use simple adjectives e.g. <i>to describe people (size, colour)</i> • Use simple sentences e.g. <i>to say what someone looks like</i> • Use some simple familiar verbs • Express simple likes and dislikes e.g. <i>food and drink</i> • 	<ul style="list-style-type: none"> • Appreciate and understand that to pick out familiar words and phrases in songs, poems and stories they need to listen carefully. Show they can do this by giving a physical response e.g. pointing to a picture, holding up a card. • Recognise, with confidence, numbers to 20. • Understand and respond to simple classroom instructions. • Understand that making accurate sounds in another language means they will have to make different mouth movements and pronounce <u>very</u> familiar language with good pronunciation and intonation. • Take risks when practising new language and be willing to 'have a go.' as well as valuing the contribution of others. Practise language in pairs and small groups. • Greet their teacher and classmates with confidence. Introduce himself or herself to another classmate and ask how she/he is. • Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. • Express likes and are <u>beginning</u> to know how to form the negative in this context e.g. <i>I don't like milk.</i> • Identify familiar words in a short text e.g. a short verse of a poem, a few sentences taken from a familiar story or song, and give their meaning in English. • Identify nouns, adjectives and verbs in texts that use familiar words. • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. • Read aloud a simple, conversation with a partner which uses familiar language. • Write two or three sentences on a familiar topic using a writing frame and word bank and write a few familiar words from memory. • Understand that some sounds are written in different ways to English • Notice (where relevant) that the definite/indefinite changes according to gender of noun. • Begin to understand that adjectives can sometimes follow the noun.