



Luckington Community School

Skills and Knowledge Progression

French

Intent: to ensure that all children develop the key knowledge and skills in a language other than English.

Area of Study					
Year Group	Listening Skills	Speaking Skills	Reading Skills	Writing Skills	Knowledge
EYFS	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.
1	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.
2	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	Daily vocab: register, weather, numbers etc.	To know, understand and respect that there are people and places in the world around me that are different to where I live and play.
3	To understand a few familiar spoken words and phrases: teacher's instructions, days of the week, a few words in a song, colours, numbers.	To say and/or repeat a few words and short simple phrases – e.g. what the weather is like, naming classroom objects. I can pronounce some single letter sounds. I can imitate correct pronunciation with some success.	To read a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date Use visual clues to help with reading.	To write or copy simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours, objects. I can select appropriate words to complete short phrases or sentences.	To know and understand that some people speak a different language to my own. I know, understand and respect that there are people and places in the world around me that are different to where I live and play.
4	To understand a range of familiar spoken phrases: basic phrases concerning myself, my family and school. To respond to a clear model of language.	To answer simple questions and give basic information – e.g. about the weather, brothers and sisters, pets . To pronounce all single letter sounds. To show an awareness of sound patterns. To be clearly understood.	To read some familiar written phrases – e.g. simple weather phrases, basic descriptions of objects	To can write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. shopping list , holiday greetings by email/postcard. To can spell some commonly used words correctly.	To know similarities and differences in my culture to that of another. To know about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.
5	To understand the main points from a spoken passage made up of familiar language: short rhyme or	To ask and answer simple questions– e.g. taking part in an interview/survey about pets/favourite food, talking to a friend about hobbies.	To explain the main point(s) from a short written text – e.g. simple messages on a postcard/in an email	To write a few short sentences with support using already learnt – e.g. . postcard.	To know, respect and understand cultural diversity. To know and understand how symbols, objects and pictures can represent a country.

	song, basic telephone message, weather forecast	To talk about personal interests. To pronounce some letter strings.	To match sound to print by reading aloud familiar words and phrases. To use a book or glossary to find out the meanings of new words.	To write a simple note or message.	
6	To understand the main points and some of the detail from a short spoken passage: sentences describing what people are wearing, an announcement	To take part in a simple conversation. To express an opinion. To pronounce a range of letter strings. To understand how accents change letter sounds. To substitute items of vocabulary to vary questions or statements. To pronounce a range of words clearly and correctly.	To find the main points and some of the detail from a short written text. To read some short texts independently. To use a bilingual dictionary to look up new words.	To write a short text on a familiar topic, adapting language already learnt. To spell commonly used words correctly.	To know about, discuss and present information about a particular country's culture. To know and understand more complex issues which affect countries in the world today for example poverty, famine, religion and war.