

Rockwell Green Primary School Modern Foreign Language Progression of Skills

SALUT Statements.	Stage 1 Year 3	Stage 2 Year 4	Stage 3 Year 5	Stage 4 Year 6
Listen attentively to spoken language to show understanding by joining in and responding	<p>I can repeat simple words and phrases.</p> <p>I can understand some simple words and phrases.</p> <p>I can understand some simple instructions and follow them.</p> <p>I can write short, simple responses to spoken language using familiar words.</p>	<p>I can pick out familiar words and phrases from spoken sentences.</p> <p>I can write responses to spoken language using short phrases and simple sentences.</p>	<p>I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.</p>	<p>I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p>
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>I can join in with simple songs and rhymes</p> <p>I can identify phonemes which are the same as, or different from, English phonemes.</p> <p>I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.</p> <p>I can read and pronounce the most common letters and letter strings in French.</p> <p>I can read and pronounce familiar written words accurately, using my knowledge of French phonics.</p>	<p>I can use my knowledge of French phonics to help me spell familiar words.</p>	<p>I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.</p>	

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<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can say that I don't understand, or ask for a question to be repeated</p> <p>I can ask for help using polite language.</p> <p>I can ask and answer simple questions using short sentences. I can recognise a question.</p> <p>I can understand simple questions and respond to them, e.g. by picking up an item.</p> <p>I can recognise negatives.</p>	<p>I can ask for simple opinions, and give my own, e.g. likes and dislikes.</p> <p>I can express my opinions using simple sentences.</p>	<p>I can join in with a short, continuous conversation, including giving simple opinions.</p> <p>I can express my opinions using complex sentences</p>	<p>I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.</p>
<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>I can repeat some simple sentences from memory.</p>	<p>I can say several sentences from memory.</p>	<p>I can adapt familiar sentences by changing a few words.</p>	<p>I can use familiar words and sentence structures to construct new sentences</p>
<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.</p> <p>I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.</p>	<p>I can say full sentences from memory, with accurate pronunciation, so that others can understand me.</p>	<p>I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.</p>	<p>I can use a range of spoken language confidently, using accurate pronunciation and intonation.</p>
<p>present ideas and information orally to a range of audiences</p>	<p>I can prepare and recite a few familiar sentences to my teacher.</p>	<p>I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.</p>	<p>I can prepare a short talk on a familiar subject and present it clearly and confidently.</p>	<p>I can develop a simple sketch or role-play and perform it to my class or an assembly.</p>

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<p>read carefully and show understanding of words, phrases and</p>	<p>I can give a spoken response to a simple written question. I can recognise and understand some individual written words, and match them to pictures. simple</p> <p>I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.</p> <p>I can give a written response to a simple written question.</p>	<p>I can follow and understand a familiar written text, reading and listening at the same time.</p>	<p>I can understand the main points from a short written text, which contains some unfamiliar language.</p>	<p>I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.</p>
<p>appreciate stories, songs, poems and rhymes in the language</p>	<p>I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.</p> <p>I can read a simple rhyme or poem, in chorus.</p>	<p>I can recite a simple finger rhyme or song from memory.</p> <p>I can recognise familiar words and phrases in a spoken story or poem. I can read a simple rhyme, song or story aloud to my class.</p> <p>I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.</p>	<p>I can sing familiar songs clearly and confidently, with accurate pronunciation.</p> <p>I can understand the main points from a spoken story or poem, which contains some unfamiliar language.</p> <p>I can read aloud a short story containing familiar language, clearly and with expression.</p>	<p>I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.</p> <p>I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.</p>
<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>		<p>I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.</p> <p>I can use a bilingual dictionary to find the French translation of English words</p>		
<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>I can write some familiar words from memory.</p>	<p>I can write some phrases and simple sentences from memory.</p> <p>I can complete a written sentence by adding letters, words and phrases</p>	<p>I can write several sentences from memory.</p> <p>I can adapt familiar written sentences by changing a few words.</p>	<p>I can use familiar words and sentence structures to write new sentences.</p> <p>I can write a short passage from memory, including longer or more complex sentences.</p>

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<p>describe people, places, things and actions orally and in writing.</p>	<p>I can introduce myself, giving my name and age, using short, simple sentences.</p> <p>I can use some numbers, colours and simple describing words in spoken sentences.</p>	<p>I can say a few sentences to describe where I live.</p> <p>I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.</p> <p>I can give short descriptions of other people, including my family and friends.</p> <p>I can write a few simple sentences about myself, including my name and age, from memory.</p> <p>I can write a few simple sentences to describe where I live, from memory.</p> <p>I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory</p> <p>I can write a few simple sentences about other people, including my family and friends, from memory.</p>	<p>I can describe what other people do, or like doing</p> <p>I can prepare and present a short talk about a place, person or thing.</p> <p>I can write several sentences from memory to describe what other people do, or like doing.</p> <p>I can write several sentences from memory to describe a place, person or thing.</p>	<p>I can construct a short text to describe a place, person or thing, using more complex sentences.</p>
<p>feminine and masculine forms.</p>	<p>I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.</p> <p>I can write some singular nouns with the correct article.</p>	<p>I can use the correct article most of the time to match the gender of the noun.</p> <p>I can identify the gender of a noun from its article in spoken French.</p> <p>I can identify the gender of a French noun from its article.</p> <p>I can use the correct article most of the time to match the gender of the noun.</p>	<p>I can use either 'le'/'la' or 'un'/'une' appropriately.</p> <p>I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French.</p> <p>L3l (ii) I can recognise and understand the difference between 'mon'/'ma'/'mes'</p> <p>I can understand the difference between 'le'/'la' and 'un'/'une'.</p> <p>I can recognise the meaning of 'mon'/'ma'/'mes'.</p> <p>I can use the correct article to match the gender of a noun.</p>	<p>I can use French articles confidently and accurately.</p> <p>I can use French articles confidently and accurately.</p>

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singular and plural forms	I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'. I can recognise whether nouns are singular or plural.	I can use either 'les' or 'des' with plural nouns.	I can recognise that some nouns have irregular plurals.	I can write some regular French nouns in the singular and plural form.
adjectives.	I can recognise some basic French adjectives	I can describe things using simple adjectives.	I can recognise that adjectives' endings often change to match the noun they're describing.	I can write the correct forms of some simple adjectives with a noun, using an example sentence.
pronouns and the conjugation of high-frequency Verbs	I can talk about myself using some common verbs in the first person singular form.	I can recognise who is being talked about in a sentence from the pronoun. I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. I can recognise the first, second and third person singular forms of some common verbs in the present tense. I can use a model to write sentences in the first person. I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.	I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'. I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?' I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.	I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations. I can talk about what I am going to do, using the future tense. I can talk about what I have done, using the past tense. I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense. I can recognise that some verbs are irregular. I can understand the basic meanings of 'on' in French. I can identify the future tense. R4o (v) I can recognise the past tense of some common verbs. I can write the correct form of some irregular verbs in the first and third person singular. I can write simple sentences using the future tense, with help. I can write simple sentences using the past tense, with help.

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word order and patterns in the language		<p>I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.</p> <p>I can recognise that the structure of some French sentences differs from English.</p> <p>I can recognise common sentence and word order patterns in French.</p>	<p>I can use what I have learnt about the structure of French sentences to build new ones using the same model.</p> <p>I can use some simple sentence structures that differ from English in my writing.</p>	<p>I can use the rules I know about building sentences in French to create new sentences using different vocabulary.</p>
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