Long Melford Church of England Primary School

French Progression Map

KS2	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Speaking and pronunciation	Asking and/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue	Forming a question in order to ask for Information Presenting factual information in extended sentences including justification	Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language	**Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.**
	Using short phrases to give information Beginning to adapt phrases from a rhyme/song	Using a model to form a spoken sentence Speaking in full sentences using known vocabulary	Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text	Planning and presenting a short text. Modifying, expressing and comparing opinions	**Speak in sentences, using familiar vocabulary, phrases (and simple writing).**
	Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care	Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care	Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation rules	Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and fluency Comparing and applying pronunciation rules or patterns from known vocabulary	**Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.**
	Introducing self to a partner with simple phrases	Rehearsing and performing a short presentation	Adapting a story and retelling to the class	Conducting a survey with a partner, giving information and justifying opinions	**Present ideas and information orally to a range of audiences.**
	Recognising and using adjectives	Choosing appropriate adjectives from a wider range of adjectives	Using adjectives with correct placement and agreement	Recognising and using a wide range of descriptive phrases	**Describe people, places and things and actions orally**

Listening	Listening and responding to single words and short phrases Following verbal instructions in French Responding to objects or images with a phrase or other verbal response	Identifying items by colour and other adjectives Listening and selecting information Using language detective skills to decode vocabulary	Listening and gisting information from an extended text using language detective skills such as cognates Listening and following the sequence of a story, song or text including some unfamiliar language	Using prepositions to indicate the location of objects relative to something Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school Recognising present and near future tense sentences (using aller + infinitive)	**Listen attentively to spoken language and show understanding by joining in and responding.**
	Listening and identifying key words in rhymes and songs and joining in Beginning to identify vowel sounds and combinations Listening and noticing rhyming words	Listening to songs, joining in with songs and noticing sound patterns Noticing and beginning to predict key word patterns and spelling patterns	Matching unknown written words to new spoken words Recognising blends of sounds and selecting words to recognise common spelling patterns	Recalling and performing an extended song or rhyme Listening to stories, songs or texts in French	**Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.**
Reading and writing	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure	**Read carefully and show understanding of words, phrases and simple writing.**
	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to. an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information	**Appreciate stories, songs, poems and rhymes in the language.**
	Beginning to develop dictionary skills Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the	Confidently using a bilingual dictionary to find the meaning of unknown words and check the	Using a bilingual dictionary to select alternative vocabulary for sentence building	**Broaden their vocabulary and develop their ability to understand new words**

		meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information	spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text		**that are introduced into familiar written material, including through using a dictionary.**
	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions	**Write phrases from memory, and adapt these to create new sentences to express ideas clearly.**
	Experimenting with simple writing, copying with accuracy	Making short phrases or sentences using word cards	Writing a short text using word and phrase cards to model or scaffold	Constructing a short text on a familiar topic	**Use familiar vocabulary in phrases and simple writing.**
	Recognising and using adjectives of colour and size	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Using a wide range of descriptive phrases Recognising and using verbs in different tenses	**Describe people, places and things and actions orally and in writing.**
Grammar	Beginning to recognise gender of nouns, definite and indefinite article Identifying plurals of nouns Recognising adjectives and placement relative to the noun Beginning to understand that verbs have patterns Noticing the negative form Beginning to use prepositions	Using indefinite article in the plural form Recognising and using possessive adjective 'my' and pronouns he/she/it Recognising and beginning to apply rules for placement and agreement of adjectives Recognising and using the negative form Using prepositions Making comparisons of word order in French and English	Correct use of definite and indefinite article depending on gender and number of noun, and including partitative article for 'some' Applying placement and agreement rules for adjectives Recognising and applying verb endings for present regular 'er' verbs Exploring verbs in infinitive form Learning and using some high frequency irregular	Accurately applying placement and agreement rules for adjectives Recognising and beginning to form some verbs in near future tense using aller Recognising and applying verb endings for present regular 'er' verbs Learning and using some common irregular verbs, e.g. 'to make'' Understanding how word order differs between French and English	**Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these to build sentences and how these differ from or are similar to English.**

			verbs e.g. to have, to be, to go Using comparative language	Identifying word classes within a sentence	
Intercultural understanding	Recognising that different languages are spoken in the community/world Showing awareness of the capital and identifying some key cultural landmarks. Recognising cultural similarities and differences between customs and traditions in France and England	Comparing schools and celebrations between France and the UK Comparing shops and high streets of France and UK Recognising and using the Euro currency Identifying some French-speaking countries	Identifying and locating other countries in the world where French is spoken Comparing geographical features and climates of different French-speaking countries	Learning about France's sporting culture and events Asking question and making insightful commentary on cultural differences, including some understanding of stereotype	**Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.**

KS2	Year 3 With a focus on United Kingdom and a region in a European country i.e. Greece	Year 4 With a focus on United Kingdom and a European country	Year 5 With a focus on United Kingdom and South and Central America	Year 6 With a focus on United Kingdom and North America	End of Key Stage Expectations
Locational knowledge	**As a geographer:** Can I locate and name the continents on a World Map? Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I name and locate some countries of Europe? Can I share my own views about locations?	**As a geographer:** Can I explain my own views about locations, giving reasons? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I name and locate the countries of Europe? Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?	**As a geographer:** Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of South and Central America? Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?	**As a geographer:** Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of North America? Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the

					Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place knowledge	**As a geographer:** Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use? Can I identify the main physical and human characteristics of the countries of Europe? Can I describe geographical similarities and differences between a region in the United Kingdom and one in a European country? Can I describe how the locality of the school has changed over time?	**As a geographer:** Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I identify the main physical and human characteristics of the countries of Europe? Can I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones? Can I describe geographical similarities and differences between countries?	**As a geographer:** Can I understand some of the reasons for geographical similarities and differences between countries? Can I explain how locations around the world are changing and explain some of the reasons for change? Am I beginning to understand and explain geographical diversity across the world?	**As a geographer:** Can I explain and discuss a range of reasons for geographical similarities and differences between countries? Can I explain how locations around the world are changing and explain some of the reasons for change? Can I describe geographical diversity across the world?	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

		Can I describe how the locality of the school has changed over time?			
Human and Physical Geography	**As a geographer:** Can I ask and answer geographical questions about the physical and human characteristics of a location? Can I describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country? Can I describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country?	**As a geographer:** Can I ask and answer geographical questions about the physical and human characteristics of a location? Can I describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle? Can I describe key aspects of human geography including settlements and land use?	**As a geographer:** Am I beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations? Am I beginning to identify and describe how the physical features affect the human activity within a location? Can I identify and describe the main human and physical characteristics of South and Central America? Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time? Can I describe and understand key aspects of physical geography,	**As a geographer:** Can I collect and analyse statistics and other information in order to draw clear conclusions about locations? Can I identify and describe how the physical features affect the human activity within a location? Can I identify and describe the main human and physical characteristics of North and South America? Can I explain how countries and geographical regions are interconnected and interdependent? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time? Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

			including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle? Can I describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water?	Can I describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water?	
Geographical skills and fieldwork	**As a geographer:** Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map? Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies?	**As a geographer:** Can I use maps, atlases and digital/computer mapping to locate countries and describe features? Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies? Can I use a range of resources to identify the key physical and human features of a location? Can I use the eight points of a compass, four-figure grid references, symbols	**As a geographer:** Can I use a few geographical resources to give descriptions and opinions of the characteristic features of a location? Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area? Can I record the results in different ways? Can I talk about the effectiveness of different geographical representations of a location (such as aerial images compared with	**As a geographer:** Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location? Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area? Can I record the results in a range of ways? Can I analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with	**As a geographer:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the

	Can I use a wider range of resources to identify the key physical and human features of a location? Can I use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world? Can I create maps of locations identifying some features using a key?	and keys to communicate knowledge of the United Kingdom and the wider world? Can I create maps of locations identifying some features using a key?	maps and topological maps – as in London's Tube map) Can I use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?	maps and topological maps – as in London's Tube map) Can I use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?	local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.