

Uplands Manor Primary School – Modern Foreign Languages (French) progression grid



The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Year Group	Unit	Intended Outcome
Year 3	I am learning French	<p>Speaking: Say colours and numbers 1-10. Role play on saying how you are and what your name is.</p> <p>Listening: Listen to model role-plays and infer meaning. Numbers listening exercise.</p> <p>Reading: Match colours to written form. Match written form of numbers to digits.</p> <p>Writing: Create name labels. Write names of colours.</p> <p>Grammar: N/A</p>

	Animals	<p>Speaking: Be able to say "I am..." plus an animal in foreign language by end of unit.</p> <p>Listening: Match sound to animal picture / word / phrase.</p> <p>Reading: Match word to animal picture / word / phrase in English.</p> <p>Writing: Be able to spell some of the names of different animals in French.</p> <p>Grammar: Introduction of gender via the indefinite article and first person singular of the verb 'to be'.</p>
	Fruits	<p>Speaking: Name 10 fruits and say "I like..." and "I don't like..." plus a fruit by end of unit.</p> <p>Listening: Match sound to picture / word / phrase. Understanding slightly longer text.</p> <p>Reading: Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.</p> <p>Writing: Write the names of fruits with the correct spellings.</p> <p>Grammar: Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.</p>
	Musical Instruments	<p>Speaking: Be able to say "I play..." plus an instrument in foreign language by end of unit</p> <p>Listening: Match sound to instrument sound / picture / word / phrase</p> <p>Reading: Match word to instrument picture / word / phrase in English.</p> <p>Writing: Write the names of some musical instruments with the correct spelling.</p> <p>Grammar: Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p>
	Little Red Riding Hood	<p>Speaking:</p>

		<p>Say words / parts of the story or retell the story in the target language.</p> <p>Listening: Listen to story in lessons 1-3 and understand meaning. Match what they hear to pictures.</p> <p>Reading: Read the story and understand meaning. Match picture, word and phrase cards.</p> <p>Writing: Record some of the main vocabulary used in the story. Create a story map of the main events.</p> <p>Grammar: Definite articles with parts of the body.</p>
	I can	<p>Speaking: Say "I am able to.." / "I can..." plus activity by end of unit.</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key verb to picture / word / phrase in English.</p> <p>Writing: Write short sentences saying I can.....</p> <p>Grammar: Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.</p>
Year 4	Presenting myself	<p>Speaking: Perform role play with name, age, where they live and nationality.</p> <p>Listening: Match sound to picture / word / phrase. Complete listening exercise about numbers 1-20.</p> <p>Reading: Read role-plays and understand the content.</p> <p>Writing: Be able to write their name, how old they are and where they live. Extended writing available at the end of unit.</p> <p>Grammar: Nationalities and adjectival agreement based on gender.</p>
	Family	<p>Speaking: Present orally on your / a family.</p> <p>Listening:</p>

		<p>Match sounds to picture / word / phrase.</p> <p>Reading: Be able to read a short paragraph with a basic understanding. Read short phrases and identify what they mean.</p> <p>Writing: Create a written presentation based on a / your family.</p> <p>Grammar: Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'</p>
	My Home	<p>Speaking: Say where you live and name the rooms in your house that you have and do not have.</p> <p>Listening: Match sound to picture / word / phrase. Challenging listening exercises to identify true of false.</p> <p>Reading: Be able to read a short passage and answer questions.</p> <p>Writing: Use written form to label a house. Extended writing task – write an email.</p> <p>Grammar: First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".</p>
	Habitats	<p>Speaking: Present orally on an animal and its habitat.</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match word to picture / sound / phrase.</p> <p>Writing: Written presentations on an animal and its habitat.</p> <p>Grammar: Introduction to the verbs 'to live' and 'to grow'</p>
	Classroom	<p>Speaking: What I have.. / don't have..' in my pencil case.</p> <p>Listening: Matching sound to picture / word / phrase</p> <p>Reading:</p>

		<p>Match word to picture / sound / phrase.</p> <p>Writing: Be able to record 'I have... / I don't have...'. Extended writing opportunity – write a short paragraph.</p> <p>Grammar: Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'. </p>
	Goldilocks	<p>Speaking: Say words / parts of the story to retell the story in the target language</p> <p>Listening: Match sound to picture / word / phrase throughout the unit.</p> <p>Reading: Match picture, word and phrase cards. Story reordering.</p> <p>Writing: Create story minibook, using picture, word and phrase cards.</p> <p>Grammar: N/A</p>
Year 5	Do you have a pet?	<p>Speaking: Oral class survey / interview on pets</p> <p>Listening: Match sound to picture / word / phrase throughout whole unit.</p> <p>Reading: Match words to picture / sound / phrase. Create pet ID card.</p> <p>Writing: Be able to use the correct spelling of key words. Write a short passage sharing information about pets.</p> <p>Grammar: Gender and changing an indefinite article to a definite article.</p>
	What is the date?	<p>Speaking: Say months of the year. Say when your birthday is in target language. Complete oral birthday survey.</p> <p>Listening: Listen to short phrases with an understanding of what is being said.</p> <p>Reading: Read short phrases and select the correct answer.</p>

		<p>Writing: Compose a birthday diary entry.</p> <p>Grammar: N/A</p>
	The weather	<p>Speaking: Ask and answer what the weather is like today in target language. Present as a weather forecaster.</p> <p>Listening: Listen to short phrases with an understanding of what is being said.</p> <p>Reading: Read a short passage on the weather and answer questions.</p> <p>Writing: Create weather map and written weather report.</p> <p>Grammar: N/A</p>
	Clothes	<p>Speaking: Describe what you wear in terms of colour and what you are packing in a suitcase to go on holiday.</p> <p>Listening: Listen to a short passage to gather information.</p> <p>Reading: Read a short passage and answer questions.</p> <p>Writing: Write a passage to a friend answering their questions.</p> <p>Grammar: Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.</p>
	Romans	<p>Speaking: Oral presentation of life as a Roman child.</p> <p>Listening: Listen to a short passage to gather information.</p> <p>Reading: Be able to complete story re-ordering activities.</p> <p>Writing:</p>

		<p>Complete a written diary entry of life as a Roman child.</p> <p>Grammar: "I am..." and negative "I am not..."</p>
	Olympics	<p>Speaking: Oral presentation of ancient and modern Olympic games. Olympic sports and the verb "to do" in conjunction with sports.</p> <p>Listening: Listen to phrases about Olympic sports, with the verb "to do" in conjunction with sports and describing sports as a profession.</p> <p>Reading: Read short passages about Olympic sports, with the verb "to do" in conjunction with sports and describing sports as a profession.</p> <p>Writing: Write a range of words linked to the Olympic sports.</p> <p>Grammar: The verb "to do" in conjunction with sports and describing sports as someone's profession (using it as an adjective) which requires correct adjectival agreement.</p>
Year 6	At school	<p>Speaking: Present orally on school subjects and opinions. Carry out school survey.</p> <p>Listening: Complete extended listening exercises on school subjects, times and opinions.</p> <p>Reading: Match words to picture / sounds / phrases throughout the unit.</p> <p>Writing: Written presentations on school subjects and opinions. Opportunity to write an email about what you like and do not like at school.</p> <p>Grammar: Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement.</p>
	Regular verbs	<p>Speaking: Match words to sounds / phrases throughout the unit.</p> <p>Listening:</p>

		<p>Match words to sounds / phrases throughout the unit.</p> <p>Reading: Match words to sounds / phrases throughout the unit.</p> <p>Writing: Create a regular verb booklet.</p> <p>Grammar: Pronouns, creating verb stems and looking at endings, regular verb endings.</p>
	The weekend	<p>Speaking: Present orally on what they do at the weekend using connectives and time.</p> <p>Listening: Listen to a short passage to gather information.</p> <p>Reading: Read phrases / a short passage to answer questions.</p> <p>Writing: Written presentations on what they do at the weekend using connectives and time.</p> <p>Grammar: Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications.</p>
	WWII	<p>Speaking: Present orally on life as an evacuee.</p> <p>Listening: Listen to a short passage to gather information.</p> <p>Reading: Be able to complete story re-ordering activities.</p> <p>Writing: Write a letter home on life as an evacuee in the target language.</p> <p>Grammar: Grouping target language nouns, adjectives and verbs. Introduction to past tense using 'I saw...'</p>
	The planets	<p>Speaking: Oral presentation on a planet/s.</p> <p>Listening: Listen to a short passage to gather and select information.</p>

		<p>Reading: Read phrases / a short passage to answer questions.</p> <p>Writing: Create written piece on a planet/s.</p> <p>Grammar: Rules of adjectival agreement with planets and particularly colours.</p>
	<p>Me in the World</p>	<p>Speaking: Children to say what they are called, where they live, where they are from and what their favourite feast day is. Plus what they do to protect the environment</p> <p>Listening: Listen to a short passage to gather and select information.</p> <p>Reading: Create an ID card, read a short passage to select the correct information.</p> <p>Writing: Create an ID card, create a poster with written information.</p> <p>Grammar: Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future.</p>