



End of Year Expectations in French

	By the End of Year 3	By the End of Year 4	By the End of Year 5	By the End of Year 6
Speaking and pronunciation	<ul style="list-style-type: none"> • Ask and answer simple questions, for example about personal information. • Repeat sentences heard and make simple adaptations to them • Use mostly accurate pronunciation and speak clearly when addressing an audience. • Use simple adjectives such as colours and sizes to describe things orally. 	<ul style="list-style-type: none"> • Ask and answer a range of questions on different topic areas. • Using familiar sentences as models, make varied adaptations to create new sentences. • Read aloud using accurate pronunciation and present a short learned piece for performance. 	<ul style="list-style-type: none"> • Take part in conversations and express simple opinions giving reasons. • Adapt known complex sentences to reflect a variation in meaning. • Begin to use intonation to differentiate between sentence types. • Create a short piece for presentation to an audience. 	<ul style="list-style-type: none"> • Engage in longer conversations, asking for clarification when necessary. • Create and speak in sentences using knowledge of basic sentence structure. • Use pronunciation and intonation effectively to accurately express meaning and engage an audience. • Use the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and



				<p>intonation so that others understand when they are speaking.</p> <ul style="list-style-type: none"> Describe people, places, things and actions orally.
Listening	<ul style="list-style-type: none"> Recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language. When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. 	<ul style="list-style-type: none"> Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. 	<ul style="list-style-type: none"> Understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language. Understand the main points in a spoken text Identify different ways to spell key sounds, and select the correct spelling of a familiar word. 	<ul style="list-style-type: none"> Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. Listen attentively to spoken language and show understanding by joining in and responding.
Communicating	<ul style="list-style-type: none"> Using mostly accurate pronunciation when speaking familiar words. 	<ul style="list-style-type: none"> Using accurate pronunciation to present a short learned piece for performance. 	<ul style="list-style-type: none"> Create a short piece for presentation to an audience. 	<ul style="list-style-type: none"> Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. Attempt to read a range of texts independently,



				<p>using different strategies to make meaning.</p> <ul style="list-style-type: none"> • Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Present ideas and information orally to a range of audiences.
Reading	<ul style="list-style-type: none"> • Recognise some familiar words and phrases in written form. • Read some familiar words aloud using mostly accurate pronunciation. • Learn and remember new 	<ul style="list-style-type: none"> • Read aloud using accurate pronunciation and present a short learned piece for performance. • Read a range of familiar written phrases and sentences, recognising their 	<ul style="list-style-type: none"> • Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. • Learn a song or poem using the written text for support. 	<ul style="list-style-type: none"> • Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. • Attempt to read a range of texts independently, using different



	words encountered in reading.	meaning and reading them aloud accurately. <ul style="list-style-type: none">• Follow the written version of a text that he/she is listening to.• Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.	<ul style="list-style-type: none">• Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.	strategies to make meaning. <ul style="list-style-type: none">• Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.• Appreciate stories, songs, poems and rhymes in the language.• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.• Apply knowledge of phonemes and spelling to attempt
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				<p>the reading of unfamiliar words.</p> <ul style="list-style-type: none"> •
<p>Writing</p>	<ul style="list-style-type: none"> • Write some single words from memory. • Use simple adjectives such as colours and sizes to describe things in writing. • Record descriptive sentences using a word bank 	<ul style="list-style-type: none"> • Write words and short phrases from memory. • Use a range of adjectives to describe things in more detail, such as describing someone's appearance. • Write descriptive sentences using a model but supplying some words from memory. 	<ul style="list-style-type: none"> • Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. • Use a wide range of adjectives to describe people and things, and use different verbs to describe actions. • 	<ul style="list-style-type: none"> • Create sentences using knowledge of basic sentence structure. • Write a range of phrases and sentences from memory and adapt them to write sentences on a similar topic. • Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. • Begin to use some adverbs. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally* and in writing.



				<ul style="list-style-type: none">• Understand basic grammar appropriate to the language being studied, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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