

Progression of skills and knowledge in MFL at Anns Grove Primary School



	Year 3	Year 4	Year 5	Year 6																																										
<p>Listening</p> <p>NC Coverage: Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>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, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>Recognise questions and negatives.</p> <p>Understand and respond to simple instructions and questions.</p> <p>Identify sounds in the French language.</p> <p>Recognise some adjectives, and identify plurals in spoken French.</p> <table border="1"> <tr> <td>L1a (i)</td> <td>I can understand some simple words and phrases.</td> </tr> <tr> <td>L1a (ii)</td> <td>I can understand some simple instructions and follow them.</td> </tr> <tr> <td>L1b (i)</td> <td>I can identify phonemes (letter sounds) which are the same as, or different from, English phonemes.</td> </tr> <tr> <td>L1b (ii)</td> <td>I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.</td> </tr> <tr> <td>L1c (i)</td> <td>I can recognise a question.</td> </tr> <tr> <td>L1c (ii)</td> <td>I can understand simple questions and respond to them, e.g. by picking up an item.</td> </tr> <tr> <td>L1c (iii)</td> <td>I can recognise negatives.</td> </tr> <tr> <td>L1h</td> <td>I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.</td> </tr> <tr> <td>L1m</td> <td>I can recognise whether nouns are singular or plural, based on the article (the word for "the" that comes before the noun) "le"/"la"/"l'"/"les".</td> </tr> <tr> <td>L1n</td> <td>I can recognise some basic French adjectives.</td> </tr> </table>	L1a (i)	I can understand some simple words and phrases.	L1a (ii)	I can understand some simple instructions and follow them.	L1b (i)	I can identify phonemes (letter sounds) which are the same as, or different from, English phonemes.	L1b (ii)	I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.	L1c (i)	I can recognise a question.	L1c (ii)	I can understand simple questions and respond to them, e.g. by picking up an item.	L1c (iii)	I can recognise negatives.	L1h	I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.	L1m	I can recognise whether nouns are singular or plural, based on the article (the word for "the" that comes before the noun) "le"/"la"/"l'"/"les".	L1n	I can recognise some basic French adjectives.	<p>Recognise familiar words and phrases in spoken French.</p> <p>Recognise who is being talked about from a pronoun.</p> <p>Identify the gender of a noun from its article and understand that French sentence structure can differ from English sentence structure.</p> <table border="1"> <tr> <td>L2a</td> <td>I can pick out familiar words and phrases from spoken sentences.</td> </tr> <tr> <td>L2h</td> <td>I can recognise familiar words and phrases in a spoken story or poem.</td> </tr> <tr> <td>L2l</td> <td>I can identify the gender of a noun from its article in spoken French.</td> </tr> <tr> <td>L2o</td> <td>I can recognise who is being talked about in a sentence from the pronoun (a word that replaces the subject of a sentence, e.g. "je", "tu", "il", "elle").</td> </tr> <tr> <td>L2p</td> <td>I can recognise that the structure of some French sentences differs from English.</td> </tr> </table>	L2a	I can pick out familiar words and phrases from spoken sentences.	L2h	I can recognise familiar words and phrases in a spoken story or poem.	L2l	I can identify the gender of a noun from its article in spoken French.	L2o	I can recognise who is being talked about in a sentence from the pronoun (a word that replaces the subject of a sentence, e.g. "je", "tu", "il", "elle").	L2p	I can recognise that the structure of some French sentences differs from English.	<p>Understand the main points of a short speech, story or poem that contains unfamiliar language.</p> <p>Recognise and understand the difference between masculine and feminine definite and indefinite articles.</p> <p>Recognise and understand the difference between "mon", "ma" and "mes".</p> <table border="1"> <tr> <td>L3a</td> <td>I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.</td> </tr> <tr> <td>L3h</td> <td>I can understand the main points from a spoken story or poem, which contains some unfamiliar language.</td> </tr> <tr> <td>L3l (i)</td> <td>I can understand the difference between "le"/"la" and "un"/"une" in spoken French.</td> </tr> <tr> <td>L3l (ii)</td> <td>I can recognise and understand the difference between "mon"/"ma"/"mes".</td> </tr> </table>	L3a	I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.	L3h	I can understand the main points from a spoken story or poem, which contains some unfamiliar language.	L3l (i)	I can understand the difference between "le"/"la" and "un"/"une" in spoken French.	L3l (ii)	I can recognise and understand the difference between "mon"/"ma"/"mes".	<p>Understand the main points and some of the detail from a short spoken passage, a spoken story or a spoken poem, which contains more complex phrases and some unfamiliar language.</p> <table border="1"> <tr> <td>L4a</td> <td>I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</td> </tr> <tr> <td>L4h</td> <td>I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.</td> </tr> </table>	L4a	I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.	L4h	I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.
L1a (i)	I can understand some simple words and phrases.																																													
L1a (ii)	I can understand some simple instructions and follow them.																																													
L1b (i)	I can identify phonemes (letter sounds) which are the same as, or different from, English phonemes.																																													
L1b (ii)	I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.																																													
L1c (i)	I can recognise a question.																																													
L1c (ii)	I can understand simple questions and respond to them, e.g. by picking up an item.																																													
L1c (iii)	I can recognise negatives.																																													
L1h	I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.																																													
L1m	I can recognise whether nouns are singular or plural, based on the article (the word for "the" that comes before the noun) "le"/"la"/"l'"/"les".																																													
L1n	I can recognise some basic French adjectives.																																													
L2a	I can pick out familiar words and phrases from spoken sentences.																																													
L2h	I can recognise familiar words and phrases in a spoken story or poem.																																													
L2l	I can identify the gender of a noun from its article in spoken French.																																													
L2o	I can recognise who is being talked about in a sentence from the pronoun (a word that replaces the subject of a sentence, e.g. "je", "tu", "il", "elle").																																													
L2p	I can recognise that the structure of some French sentences differs from English.																																													
L3a	I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.																																													
L3h	I can understand the main points from a spoken story or poem, which contains some unfamiliar language.																																													
L3l (i)	I can understand the difference between "le"/"la" and "un"/"une" in spoken French.																																													
L3l (ii)	I can recognise and understand the difference between "mon"/"ma"/"mes".																																													
L4a	I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.																																													
L4h	I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.																																													
<p>Speaking</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>Join in with simple songs and rhymes.</p> <p>Ask and answer simple questions using accurate pronunciation, so that others can understand them.</p> <p>Talk about themselves using some common verbs in the first person singular form.</p>	<p>Ask for and express simple opinions from memory with accurate pronunciation.</p> <p>Talk about where they live and what they like to do, and describe friends and family members using simple adjectives.</p> <p>Give simple instructions and use sentence structures that are different in French than in English.</p>	<p>Hold a continuous conversation, giving simple opinions.</p> <p>Adapt familiar sentences by changing a few words.</p> <p>Prepare and present a short talk in French about a place, person or thing.</p> <p>Describe what others do or like doing, using the third person singular form of the present tense.</p> <p>Ask questions using the second person singular.</p>	<p>Join in with longer conversations, giving more complex opinions.</p> <p>Use familiar words and sentence structures to construct new sentences.</p> <p>Say sentences using the future and past tenses.</p> <p>Develop and perform a simple sketch or role-play in French, using correct articles and accurate pronunciation and intonation.</p> <p>Recognise the difference between "tu" and "vous".</p>																																										

<p>Present ideas and information orally to a range of audiences</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Describe people, places, things and actions orally and in writing</p> <p>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, for instance, to build sentences; and how these differ from or are similar to English</p>	S1a	I can repeat simple words and phrases.	S2c	I can ask for simple opinions, and give my own, e.g. likes and dislikes.	S3c	I can join in with a short, continuous conversation, including giving simple opinions.	S4c	I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.
	S1b	I can join in with simple songs and rhymes.	S2d	I can say several sentences from memory.	S3d	I can adapt familiar sentences by changing a few words.	S4d	I can use familiar words and sentence structures to construct new sentences.
	S1c (i)	I can answer questions to give basic information using simple words and phrases.	S2e	I can say full sentences from memory, with accurate pronunciation, so that others can understand me.	S3f	I can prepare a short talk on a familiar subject and present it clearly and confidently.	S4e	I can use a range of spoken language confidently, using accurate pronunciation and intonation.
	S1c (ii)	I can say that I don't understand, or ask for a question to be repeated.	S2f	I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.	S3h	I can sing familiar songs clearly and confidently, with accurate pronunciation.	S4f	I can develop a simple sketch or role-play and perform it to my class or an assembly.
	S1c (iii)	I can ask for help using polite language.	S2h	I can recite a simple finger rhyme or song from memory.	S3k (i)	I can describe what other people do, or like doing.	S4l	I can use French articles (the word for "the" or "a" that comes before the noun) confidently and accurately.
	S1c (iv)	I can ask and answer simple questions using short sentences.	S2k (i)	I can say a few sentences to describe where I live.	S3k (ii)	I can prepare and present a short talk about a place, person or thing.	S4o (i)	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.
	S1d	I can repeat some simple sentences from memory.	S2k (ii)	I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.	S3l	I can use either "le"/"la" or "un"/"une" appropriately.	S4o (ii)	I can talk about what I am going to do, using the future tense, "je vais".
	S1e	I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.	S2k (iii)	I can give short descriptions of other people, including my family and friends.	S3o (i)	I can use the third person singular form of the present tense to describe what others are doing, e.g. "il/elle danse".	S4o (iii)	I can talk about what I have done, using the past tense, "j'ai".
	S1f	I can prepare and recite a few familiar sentences to my teacher.	S2l	I can use the correct article (the word for "the" or "a" that comes before the noun) most of the time to match the gender of the noun.	S3o (ii)	I can use the second person singular form of the present tense to ask questions. E.g. "Tu aimes les pommes?"		
	S1g	I can give a spoken response to a simple written question.	S2m	I can use either "les" or "des" with plural nouns.	S3p	I can use what I have learnt about the structure of French sentences to build new ones using the same model.		

<p>Reading</p> <p>NC Coverage:</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</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>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-</p>	<p>Read and pronounce familiar written words accurately.</p> <p>Understand familiar written phrases and simple sentences, and respond to them.</p> <p>Recognise whether written nouns are singular or plural.</p>	<p>Understand a familiar written text, reading and listening at the same time.</p> <p>Use a bilingual dictionary to look up new and unfamiliar words.</p> <p>Recognise subject pronouns and first, second and third personal singular forms of common present-tense verbs.</p> <p>Identify common French sentence structures.</p>	<p>Read aloud unfamiliar written words with accurate pronunciation.</p> <p>Understand the main points from a written text containing unfamiliar language.</p> <p>Recognise the meaning of "mon", "ma" and "mes", and that adjectives change to match the noun.</p> <p>Understand that some nouns have irregular plurals.</p>	<p>Understand the main points and some detail from a short written text containing unfamiliar language.</p> <p>Recognise the "vous", "ils" and "elles" forms of some common present-tense verbs, and understand that some verbs are irregular.</p> <p>Sometimes recognise the past and future tenses.</p> <p>Understand the basic meanings of "on" in French.</p>																																																												
	<table border="1"> <tr> <td>R1b (i)</td> <td>I can read and pronounce the most common letters and letter strings in French.</td> </tr> <tr> <td>R1b (ii)</td> <td>I can read and pronounce familiar written words accurately, using my knowledge of French phonics.</td> </tr> <tr> <td>R1e</td> <td>I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.</td> </tr> <tr> <td>R1g (i)</td> <td>I can recognise and understand some individual written words, and match them to pictures.</td> </tr> <tr> <td>R1g (ii)</td> <td>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.</td> </tr> <tr> <td>R1h</td> <td>I can read a simple rhyme or poem, in chorus.</td> </tr> <tr> <td>R1m</td> <td>I can recognise whether nouns are singular or plural.</td> </tr> </table>	R1b (i)	I can read and pronounce the most common letters and letter strings in French.	R1b (ii)	I can read and pronounce familiar written words accurately, using my knowledge of French phonics.	R1e	I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.	R1g (i)	I can recognise and understand some individual written words, and match them to pictures.	R1g (ii)	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.	R1h	I can read a simple rhyme or poem, in chorus.	R1m	I can recognise whether nouns are singular or plural.	<table border="1"> <tr> <td>R2g</td> <td>I can follow and understand a familiar written text, reading and listening at the same time.</td> </tr> <tr> <td>R2h</td> <td>I can read a simple rhyme, song or story aloud to my class.</td> </tr> <tr> <td>R2i (i)</td> <td>I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.</td> </tr> <tr> <td>R2i (ii)</td> <td>I can use a bilingual dictionary to find the French translation of English words.</td> </tr> <tr> <td>R2l</td> <td>I can identify the gender of a French noun from its article (the word for "the" or "a" that comes before the noun).</td> </tr> <tr> <td>R2o (i)</td> <td>I can recognise subject pronouns (words that replace the subject of a sentence) such as "je", "tu", "il" and "elle".</td> </tr> <tr> <td>R2o (ii)</td> <td>I can recognise the first, second and third person singular forms of some common verbs in the present tense, e.g. "je mange", "tu manges", "il/elle mange".</td> </tr> <tr> <td>R2p</td> <td>I can recognise common sentence and word order patterns in French.</td> </tr> </table>	R2g	I can follow and understand a familiar written text, reading and listening at the same time.	R2h	I can read a simple rhyme, song or story aloud to my class.	R2i (i)	I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.	R2i (ii)	I can use a bilingual dictionary to find the French translation of English words.	R2l	I can identify the gender of a French noun from its article (the word for "the" or "a" that comes before the noun).	R2o (i)	I can recognise subject pronouns (words that replace the subject of a sentence) such as "je", "tu", "il" and "elle".	R2o (ii)	I can recognise the first, second and third person singular forms of some common verbs in the present tense, e.g. "je mange", "tu manges", "il/elle mange".	R2p	I can recognise common sentence and word order patterns in French.	<table border="1"> <tr> <td></td> <td>I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.</td> </tr> <tr> <td></td> <td>I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.</td> </tr> <tr> <td></td> <td>I can understand the main points from a short written text, which contains some unfamiliar language.</td> </tr> <tr> <td></td> <td>I can read aloud a short story containing familiar language, clearly and with expression.</td> </tr> <tr> <td></td> <td>I can understand the difference between "le"/"la" and "un"/"une".</td> </tr> <tr> <td></td> <td>I can recognise the meaning of "mon"/"ma"/"mes".</td> </tr> <tr> <td></td> <td>I can recognise that some nouns have irregular plurals.</td> </tr> <tr> <td></td> <td>I can recognise that adjectives' endings often change to match the noun they're describing.</td> </tr> </table>		I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.		I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.		I can understand the main points from a short written text, which contains some unfamiliar language.		I can read aloud a short story containing familiar language, clearly and with expression.		I can understand the difference between "le"/"la" and "un"/"une".		I can recognise the meaning of "mon"/"ma"/"mes".		I can recognise that some nouns have irregular plurals.		I can recognise that adjectives' endings often change to match the noun they're describing.	<table border="1"> <tr> <td>R4g</td> <td>I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.</td> </tr> <tr> <td>R4h</td> <td>I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.</td> </tr> <tr> <td>R4o (i)</td> <td>I can recognise the "vous"/"ils"/"elles" forms of some common verbs in the present tense.</td> </tr> <tr> <td>R4o (ii)</td> <td>I can recognise that some verbs are irregular.</td> </tr> <tr> <td>R4o (iii)</td> <td>I can understand the basic meanings of "on" in French.</td> </tr> <tr> <td>R4o (iv)</td> <td>I can identify the future tense, e.g. "je vais".</td> </tr> <tr> <td>R4o (v)</td> <td>I can recognise the past tense of some common verbs, e.g. "j'ai fait".</td> </tr> </table>	R4g	I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.	R4h	I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.	R4o (i)	I can recognise the "vous"/"ils"/"elles" forms of some common verbs in the present tense.	R4o (ii)	I can recognise that some verbs are irregular.	R4o (iii)	I can understand the basic meanings of "on" in French.	R4o (iv)	I can identify the future tense, e.g. "je vais".	R4o (v)	I can recognise the past tense of some common verbs, e.g. "j'ai fait".
	R1b (i)	I can read and pronounce the most common letters and letter strings in French.																																																														
	R1b (ii)	I can read and pronounce familiar written words accurately, using my knowledge of French phonics.																																																														
	R1e	I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.																																																														
	R1g (i)	I can recognise and understand some individual written words, and match them to pictures.																																																														
	R1g (ii)	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.																																																														
	R1h	I can read a simple rhyme or poem, in chorus.																																																														
	R1m	I can recognise whether nouns are singular or plural.																																																														
	R2g	I can follow and understand a familiar written text, reading and listening at the same time.																																																														
R2h	I can read a simple rhyme, song or story aloud to my class.																																																															
R2i (i)	I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.																																																															
R2i (ii)	I can use a bilingual dictionary to find the French translation of English words.																																																															
R2l	I can identify the gender of a French noun from its article (the word for "the" or "a" that comes before the noun).																																																															
R2o (i)	I can recognise subject pronouns (words that replace the subject of a sentence) such as "je", "tu", "il" and "elle".																																																															
R2o (ii)	I can recognise the first, second and third person singular forms of some common verbs in the present tense, e.g. "je mange", "tu manges", "il/elle mange".																																																															
R2p	I can recognise common sentence and word order patterns in French.																																																															
	I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.																																																															
	I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.																																																															
	I can understand the main points from a short written text, which contains some unfamiliar language.																																																															
	I can read aloud a short story containing familiar language, clearly and with expression.																																																															
	I can understand the difference between "le"/"la" and "un"/"une".																																																															
	I can recognise the meaning of "mon"/"ma"/"mes".																																																															
	I can recognise that some nouns have irregular plurals.																																																															
	I can recognise that adjectives' endings often change to match the noun they're describing.																																																															
R4g	I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.																																																															
R4h	I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.																																																															
R4o (i)	I can recognise the "vous"/"ils"/"elles" forms of some common verbs in the present tense.																																																															
R4o (ii)	I can recognise that some verbs are irregular.																																																															
R4o (iii)	I can understand the basic meanings of "on" in French.																																																															
R4o (iv)	I can identify the future tense, e.g. "je vais".																																																															
R4o (v)	I can recognise the past tense of some common verbs, e.g. "j'ai fait".																																																															

<p>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</p>																																																																										
<p>Writing</p> <p>NC Coverage:</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>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, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>Write some familiar words from memory.</p> <p>Write short, simple responses to questions using familiar words.</p> <p>Write some singular nouns with the correct article.</p> <table border="1" data-bbox="296 619 854 814"> <tr> <td>W1a</td> <td>I can write short, simple responses to spoken language using familiar words.</td> </tr> <tr> <td>W1g</td> <td>I can give a written response to a simple written question.</td> </tr> <tr> <td>W1j</td> <td>I can write some familiar words from memory.</td> </tr> <tr> <td>W1l</td> <td>I can write some singular nouns with the correct article (the word for "the" or "a" that comes before the noun).</td> </tr> </table>	W1a	I can write short, simple responses to spoken language using familiar words.	W1g	I can give a written response to a simple written question.	W1j	I can write some familiar words from memory.	W1l	I can write some singular nouns with the correct article (the word for "the" or "a" that comes before the noun).	<p>Use knowledge of French phonics to spell familiar words.</p> <p>Write simple sentences from memory about myself, my opinions and what I do.</p> <p>Write simple sentences about friends and family members.</p> <p>Write the correct form of some common present-tense verbs in the first person singular.</p> <table border="1" data-bbox="890 766 1409 1428"> <tr> <td>W2a</td> <td>I can write responses to spoken language using short phrases and simple sentences.</td> </tr> <tr> <td>W2b</td> <td>I can use my knowledge of French phonics to help me spell familiar words.</td> </tr> <tr> <td>W2c</td> <td>I can express my opinions using simple sentences.</td> </tr> <tr> <td>W2h</td> <td>I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.</td> </tr> <tr> <td>W2j (i)</td> <td>I can write some phrases and simple sentences from memory.</td> </tr> <tr> <td>W2j (ii)</td> <td>I can complete a written sentence by adding letters, words and phrases.</td> </tr> <tr> <td>W2k (i)</td> <td>I can write a few simple sentences about myself, including my name and age, from memory.</td> </tr> <tr> <td>W2k (ii)</td> <td>I can write a few simple sentences to describe where I live, from memory.</td> </tr> <tr> <td>W2k (iii)</td> <td>I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.</td> </tr> <tr> <td>W2k (iv)</td> <td>I can write a few simple sentences about other people, including my family and friends, from memory.</td> </tr> <tr> <td>W2l</td> <td>I can use the correct article (the word for "the" or "a" that comes before the noun) most of the time to match the gender of the noun.</td> </tr> <tr> <td>W2o (i)</td> <td>I can use a model to write sentences in the first person, e.g. "Je mange une pomme."</td> </tr> <tr> <td>W2o (ii)</td> <td>I can write the correct form of some common verbs in the first person present tense, e.g. "je suis".</td> </tr> </table>	W2a	I can write responses to spoken language using short phrases and simple sentences.	W2b	I can use my knowledge of French phonics to help me spell familiar words.	W2c	I can express my opinions using simple sentences.	W2h	I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.	W2j (i)	I can write some phrases and simple sentences from memory.	W2j (ii)	I can complete a written sentence by adding letters, words and phrases.	W2k (i)	I can write a few simple sentences about myself, including my name and age, from memory.	W2k (ii)	I can write a few simple sentences to describe where I live, from memory.	W2k (iii)	I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.	W2k (iv)	I can write a few simple sentences about other people, including my family and friends, from memory.	W2l	I can use the correct article (the word for "the" or "a" that comes before the noun) most of the time to match the gender of the noun.	W2o (i)	I can use a model to write sentences in the first person, e.g. "Je mange une pomme."	W2o (ii)	I can write the correct form of some common verbs in the first person present tense, e.g. "je suis".	<p>Write complex sentences containing opinions.</p> <p>Write sentences from memory to describe a person, place or thing; or what others do or like doing.</p> <p>Write the correct form of some common present-tense third person singular verbs.</p> <p>Adapt sentences by changing words, and write some simple sentence structures that differ from English.</p> <table border="1" data-bbox="1454 699 2113 1165"> <tr> <td>W3c</td> <td>I can express my opinions using complex sentences.</td> </tr> <tr> <td>W3j (i)</td> <td>I can write several sentences from memory.</td> </tr> <tr> <td>W3j (ii)</td> <td>I can adapt familiar written sentences by changing a few words.</td> </tr> <tr> <td>W3k (i)</td> <td>I can write several sentences from memory to describe what other people do, or like doing.</td> </tr> <tr> <td>W3k (ii)</td> <td>I can write several sentences from memory to describe a place, person or thing.</td> </tr> <tr> <td>W3l</td> <td>I can use the correct article to match the gender of a noun.</td> </tr> <tr> <td>W3o</td> <td>I can write the correct form of some common verbs in the third person singular, e.g. "il/elle a".</td> </tr> <tr> <td>W3p</td> <td>I can use some simple sentence structures that differ from English in my writing.</td> </tr> </table>	W3c	I can express my opinions using complex sentences.	W3j (i)	I can write several sentences from memory.	W3j (ii)	I can adapt familiar written sentences by changing a few words.	W3k (i)	I can write several sentences from memory to describe what other people do, or like doing.	W3k (ii)	I can write several sentences from memory to describe a place, person or thing.	W3l	I can use the correct article to match the gender of a noun.	W3o	I can write the correct form of some common verbs in the third person singular, e.g. "il/elle a".	W3p	I can use some simple sentence structures that differ from English in my writing.	<p>Use familiar words and structures to write more complex texts from memory, describing a place, person or thing.</p> <p>Write some regular nouns in the singular and plural form with the appropriate article.</p> <p>Write simple adjectives correctly to match a noun.</p> <p>Use the correct form of some irregular verbs in the first and third person singular.</p> <p>Write future- and past-tense sentences with help</p> <table border="1" data-bbox="2151 745 2819 1386"> <tr> <td>W4j (i)</td> <td>I can use familiar words and sentence structures to write new sentences.</td> </tr> <tr> <td>W4j (ii)</td> <td>I can write a short passage from memory, including longer or more complex sentences.</td> </tr> <tr> <td>W4k</td> <td>I can construct a short text to describe a place, person or thing, using more complex sentences.</td> </tr> <tr> <td>W4l</td> <td>I can use French articles (the word for "the" or "a" that comes before the noun) confidently and accurately.</td> </tr> <tr> <td>W4m</td> <td>I can write some regular French nouns in the singular and plural form.</td> </tr> <tr> <td>W4n</td> <td>I can write the correct forms of some simple adjectives with a noun, using an example sentence.</td> </tr> <tr> <td>W4o (i)</td> <td>I can write the correct form of some irregular verbs in the first and third person singular, e.g. "je suis" / "il/elle est".</td> </tr> <tr> <td>W4o (ii)</td> <td>I can write simple sentences using the future tense, with help, e.g. "Je vais aller à l'école."</td> </tr> <tr> <td>W4o (iii)</td> <td>I can write simple sentences using the past tense, with help, e.g. "J'ai trouvé un fossile."</td> </tr> <tr> <td>W4p</td> <td>I can use the rules I know about building sentences in French to create new sentences using different vocabulary.</td> </tr> </table>	W4j (i)	I can use familiar words and sentence structures to write new sentences.	W4j (ii)	I can write a short passage from memory, including longer or more complex sentences.	W4k	I can construct a short text to describe a place, person or thing, using more complex sentences.	W4l	I can use French articles (the word for "the" or "a" that comes before the noun) confidently and accurately.	W4m	I can write some regular French nouns in the singular and plural form.	W4n	I can write the correct forms of some simple adjectives with a noun, using an example sentence.	W4o (i)	I can write the correct form of some irregular verbs in the first and third person singular, e.g. "je suis" / "il/elle est".	W4o (ii)	I can write simple sentences using the future tense, with help, e.g. "Je vais aller à l'école."	W4o (iii)	I can write simple sentences using the past tense, with help, e.g. "J'ai trouvé un fossile."	W4p	I can use the rules I know about building sentences in French to create new sentences using different vocabulary.
W1a	I can write short, simple responses to spoken language using familiar words.																																																																									
W1g	I can give a written response to a simple written question.																																																																									
W1j	I can write some familiar words from memory.																																																																									
W1l	I can write some singular nouns with the correct article (the word for "the" or "a" that comes before the noun).																																																																									
W2a	I can write responses to spoken language using short phrases and simple sentences.																																																																									
W2b	I can use my knowledge of French phonics to help me spell familiar words.																																																																									
W2c	I can express my opinions using simple sentences.																																																																									
W2h	I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.																																																																									
W2j (i)	I can write some phrases and simple sentences from memory.																																																																									
W2j (ii)	I can complete a written sentence by adding letters, words and phrases.																																																																									
W2k (i)	I can write a few simple sentences about myself, including my name and age, from memory.																																																																									
W2k (ii)	I can write a few simple sentences to describe where I live, from memory.																																																																									
W2k (iii)	I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.																																																																									
W2k (iv)	I can write a few simple sentences about other people, including my family and friends, from memory.																																																																									
W2l	I can use the correct article (the word for "the" or "a" that comes before the noun) most of the time to match the gender of the noun.																																																																									
W2o (i)	I can use a model to write sentences in the first person, e.g. "Je mange une pomme."																																																																									
W2o (ii)	I can write the correct form of some common verbs in the first person present tense, e.g. "je suis".																																																																									
W3c	I can express my opinions using complex sentences.																																																																									
W3j (i)	I can write several sentences from memory.																																																																									
W3j (ii)	I can adapt familiar written sentences by changing a few words.																																																																									
W3k (i)	I can write several sentences from memory to describe what other people do, or like doing.																																																																									
W3k (ii)	I can write several sentences from memory to describe a place, person or thing.																																																																									
W3l	I can use the correct article to match the gender of a noun.																																																																									
W3o	I can write the correct form of some common verbs in the third person singular, e.g. "il/elle a".																																																																									
W3p	I can use some simple sentence structures that differ from English in my writing.																																																																									
W4j (i)	I can use familiar words and sentence structures to write new sentences.																																																																									
W4j (ii)	I can write a short passage from memory, including longer or more complex sentences.																																																																									
W4k	I can construct a short text to describe a place, person or thing, using more complex sentences.																																																																									
W4l	I can use French articles (the word for "the" or "a" that comes before the noun) confidently and accurately.																																																																									
W4m	I can write some regular French nouns in the singular and plural form.																																																																									
W4n	I can write the correct forms of some simple adjectives with a noun, using an example sentence.																																																																									
W4o (i)	I can write the correct form of some irregular verbs in the first and third person singular, e.g. "je suis" / "il/elle est".																																																																									
W4o (ii)	I can write simple sentences using the future tense, with help, e.g. "Je vais aller à l'école."																																																																									
W4o (iii)	I can write simple sentences using the past tense, with help, e.g. "J'ai trouvé un fossile."																																																																									
W4p	I can use the rules I know about building sentences in French to create new sentences using different vocabulary.																																																																									
	<p>All key vocabulary as detailed in the Salut SoW.</p>		<p>All key vocabulary as detailed in the Salut SoW.</p>																																																																							