

KS2 Programme of Study 2014		End of Year 3 (P1 -, =, +)			End of Year 4 (P2 -, =, +)	
		<i>Progress Step descriptor [1]</i>	<i>Curriculum-specific assessment - what to look for - End Points</i>	<i>Progress Step descriptor [2]</i>	<i>Curriculum-specific assessment - what to look for - End Points</i>	
Listening		1		2		
L1 Listening and responding	<p>Listen attentively and show understanding by joining in and responding</p>	<p>Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Can follow along and repeat key words from a song, rhyme or poem.</p>	<p>Respond confidently to greetings, register, classroom instructions, phonics</p> <p>Join in with number video, Deux petits Oiseaux poem</p>	<p>Can understand and respond to a range of familiar spoken words and short phrases.</p> <p>Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p>	<p>Ask and answer confidently questions about birthdays, ages, dates,</p>	
L2 Sounds and writing	<p>Link the spelling, sound and meaning of words</p>	<p>Can recall key phonics words (and gestures), and read them aloud with good pronunciation.</p>	<p>Apply phonics knowledge - les voyelles</p>	<p>Can recognise and match key sounds and words that rhyme.</p>	<p>Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs, birthday songs</p>	
Speaking		1		2		
S1 Interaction	<p>Ask and answer questions</p> <p>Express opinions and respond to those of others</p>	<p>Can ask and answer simple pre-learned questions from memory.</p> <p><i>May be restricted to a couple of topics covered in class.</i></p> <p><i>May not understand the formation of questions and answers.</i></p>	<p>Answer questions, including greetings, names, ages, how are you today</p> <p>Comment t'appelles tu?</p> <p>Comment ça va?</p> <p>Quel âge as-tu?</p>	<p>Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</p> <p><i>May still not understand how to form questions / answers independently.</i></p>	<p>Ask / answer questions about birthdays, ages, dates, times, simple maths</p> <p>Ask 'Qu'est-ce que c'est en français?</p> <p>C'est de quelle couleur? (What colour is)?</p> <p>Quelle est la date aujourd'hui? (What date is it (today))?</p> <p>Quel est le jour aujourd'hui? (What day is it today?)</p> <p>Quelle est la date de ton anniversaire? (When is your birthday?)</p> <p>Quelle couleur sont tes yeux? (What colour are your eyes?)</p> <p>et tes cheveux? (And your hair)</p>	

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	Ask for clarification and help	Can indicate that there is a problem using a pre-learned phrase.	Signal a problem: Monsieur/Madame j'ai un problème	Can use simple pre-learned words and phrases for routine situations.	Signal a problem: Monsieur/Madame j'ai un problème pouvez vous m'aider?
S2 Production	Speak in sentences Describe people, places, things and actions orally (to a range of audiences)	Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. . Say what your favourite ... is Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies re-telling the Hungry Caterpillar story	Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	Use these sentence structures: Mon anniversaire est le ... / Aujourd'hui c'est lundi C'est/ce n'est pas Il a/Elle a Il y a/Il n'y a pas de Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Can read aloud some very familiar words and short phrases with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text	Can match sound to print, by reading aloud familiar words and phrases.	Numbers Read and add questioning intonation
	Reading	1		2	
R1 / R2 Reading and responding	read and show understanding of words, phrases and simple texts appreciate stories, songs, poems and rhymes in the language	Can understand some familiar written words and short phrases.	stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity	Can read and understand a range of familiar written phrases	Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)
	understand new words that are introduced into familiar written material	Can use the visual cues and context to follow the gist of a short text.	Join in confidently with 'Bonjour' song, Deux Petits Oiseaux, stories 'Ours Brun', 'Days of the week', 'Vole vole papillon'	Can identify the overall type of text from its layout, contextual cues and a few familiar words.	Numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes
R3 Research and reference skills	use a dictionary	Can use a word list to locate specific words.		Can use a word list (or dictionary or online resource) to check the spelling of a word.	

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Writing		1		2		
W1 Writing from memory / creatively	write words and phrases from memory describe people, places, things and actions in writing	Can write some single words from memory, with plausible spelling.	Write on mini-white boards and/or trace on arm: simple sentences e.g. J'ai un triangle vert with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory.	Can write simple words and several short phrases from memory with understandable spelling.	Write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to Pocoyo videos) Write ' My birthday is on the ... of ...' from memory with reasonably accurate spelling.	
	adapt phrases to create new sentences describe people, places, things and actions in writing	Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Substitute and adapt noun-adjective collocations in simple sentences. Poem 'Je suis une couronne' 'Je suis un carré rouge etc... Include simple connectives 'et' (and). More able may begin to use 'aussi' (also). Create mini-books	Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list Revision – colours and numbers Describing monsters – character descriptions Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others	
Grammar		1		2		
G	Gender of nouns - definite and indefinite articles Singular and plural forms of nouns Adjectives (place and agreement) Conjugation of key verbs (and making verbs negative) Connectives and qualifiers, adverbs of time, prepositions of place	Can use indefinite articles in the singular with masculine and feminine nouns Can recognise definite articles and plural indefinites. Can form regular plural nouns. Can identify adjective and noun position. Can use some singular masculine and plural adjectives correctly. Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently. Can use the connectives and and but and also.	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (shapes) Form plural nouns Learn adjectival positioning and adjectival agreement (active use of regular singular forms) shapes and colours Use 'c'est' and 'ce n'est pas' correctly Use connectives - et, mais (aussi)	Can use indefinite articles in singular and plural and definite articles in both singular and plural. Can use a variety of plural nouns, including some irregular ones. Can use adjectives (agreement and position) with more confidence. Can use il/elle a (3rd person avoir) and (3rd person etre) il/elle est Retell story with 3rd person (non-explicit focus)	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural Use of plural nouns Use adjectives (agreement and position) with more confidence Use il/elle a (avoir) Use il/elle est (être)	

		End of Year 5 (P3 -, =, +)		End of Year 6 (P4 -, =, +)
	Progress Step descriptor [3]	Curriculum specific assessment - what to look for - End Points	Progress Step descriptor [4]	Curriculum-specific assessment - what to look for - End Points
	3		4	
L1 Listening and responding	<p>Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Can join in with familiar short songs, rhymes or poems, or parts of them.</p>	<p>Understand and respond to a specific range of classroom instructions</p> <p>Understand essential likes / dislikes relating to sports and music</p> <p>Understand and respond to movement instructions</p>	<p>Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.</p>	<p>Understand a range of spoken opinions heard in sentences and short texts.</p> <p>Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.</p>
L2 Sounds and writing	<p>Can write high-frequency familiar words from his/her oral vocabulary when s/he hears them spoken slowly and clearly, with understandable spelling.</p>	<p>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</p>	<p>Can write individual words accurately, building them from written syllables.</p> <p>OR</p> <p>Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</p>	<p>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</p>
	3		4	
S1 Interaction	<p>Can ask and answer simple questions on the current topic.</p> <p>Can adapt models successfully to give own information, including simple opinions, substituting individual words.</p>	<p>Ask/answers questions about the weather, sports you do, sports you like, instruments you play, why you like things</p> <p>Quel temps fait-il? (What's the weather like?) Quelle couleur est le drapeau? (What colour is the flag) Où se trouve...? Où est...? (Where is ..?)</p> <p>Tu aimes...? (Do you like...?) Pourquoi tu aimes..? (Why do you like..?) Qu'est-ce que tu penses de...? (What do you think of...?) Tu fais quel sport? (What sports can you play?) Tu joues d'un instrument? (What instrument do you play?)</p>	<p>Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p>	<p>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, time, food and opinions, where we live, our nationality and language,</p> <p>Quelle heure est-il? (What time is it?) Il est une heure, cinq heures..(It's one o'clock, It's five o'clock) A quelle heure tu manges le petit déjeuner? (What time do you have breakfast?) Qu'est-ce que tu manges/bois? (What do you eat/drink?)</p> <p>Où habites-tu? Tu es de quelle nationalité? Tu parles quelles langues? Qu'est-ce qu'il y a dans ton village? Qu'est-ce qu'il n'y a pas dans ton village?</p>

		End of Year 5 (P3 -, =, +)		End of Year 6 (P4 -, =, +)
	Can use several short phrases and questions in predictable classroom interaction.	Signal a problem: Monsieur/Madame j'ai un problème , pouvez vous m'aider? Ask for other things - un stylo s'il vous plaît?	Can use a repertoire of classroom language with teacher and peers.	Signal a problem: Madame, j'ai un problème Ask for help and give a detail: Pouvez-vous m'aider? Ask for other things: Je peux travailler avec Josh?
S2 Production	Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Say what sports you play using 'je joue au/à la' or 'Je fais du/ de la' and when you do it 'Les lundis je joue au...' Express opinions in sentences using 'j'aime' and 'j'adore, give preferences using 'je préfère' and express reasons for opinions using 'parce que c'est + adjectives' Describe actions: playing sports and instruments	Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.	Express opinions in sentences using ' j'aime' and 'j'adore, give preferences using 'je préfère' and express reasons for opinions using 'parce que c'est + adjectives' Use structures 'il y a' and 'il n'y a pas de' for places in town Use 'j'ai' and 'je n'ai pas de' for items in a pencil case
	Can read short phrases accurately that contain mostly familiar language.	Pronounce sports (including cognates) using correct sounds	Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	Pronounce countries, things that countries are famous for, names of French festivals, locations in France, when reading aloud from text or from a map
	3		4	
R1 / R2 Reading and responding	Can understand familiar words and very simple sentences, for example on notices and posters.	Read short texts and answer questions to show understanding	Can understand a short text made up of short sentences with familiar language on a familiar topic.	adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out
	Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.	Film clips on sports and food in France	Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.	Film clips on traditional French festivals
R3 Research and reference skills	Can use alphabetical order confidently. Can recognise and use the main dictionary codes for nouns. Can find the meanings of new nouns. Can appreciate that there may be more than one entry for each word.	Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. Can appreciate that FL words do not always have a direct equivalent in English.	Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary).

		End of Year 5 (P3 -, =, +)		End of Year 6 (P4 -, =, +)
	3		4	
W1 Writing from memory / creatively	Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.	Write about their town/village – using il y a/ il n'y a pas de with confidence to write sentences from memory Express opinions and giving reasons (from memory) Describe places and compare locations (from memory)
W2 Writing with support / direction	Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)	Adapt short text about someone else's sports / freetime to write a short text about own free time. Describe weather report using compass points and adapt according to location.	Can write sentences on a few topics using a model, e.g. a writing frame.	Write about what you had for breakfast at what time, adapting a model. Write about where you live, your nationality and which languages you speak. Describe your town/village using il y a and il n'y a pas de Write a letter to future French teacher describing self, likes/dislikes, family etc.
	3		4	W
G	Can use the the definite article with verbs of like / dislike. Can correctly omit the definite article e.g. when talking about what you eat or drink. Can use the definite article correctly with verbs of sport. Can agree adjectives for number and gender after because it is/they are. Can use all persons of several regular verbs in the present tense (with the support of a frame). Can use the days of the week in sentence formation.	Can use the the definite article with verbs of like / dislike. Can correctly omit the definite article e.g. when talking about what you eat or drink. Can use the definite article correctly with verbs of sport. Can agree adjectives for number and gender after because it is/they are. Can use all persons of several regular verbs in the present tense (with the support of a frame). Can use the days of the week in sentence formation.	Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jouer (au / à la), and faire (du /de la) Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender. Use 1st/2nd person MANGER/BOIRE Use 1st person JOUER Use all persons FAIRE Use J'aime jouer, manger, faire Use days of the week (les lundis etc..)	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood). Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender Use il y a and il n'y a pas de Use the verb être (receptive use of some reflexive verbs). Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que' (which)