



Clara Grant

Key Knowledge, Skills and Understanding

FRENCH

Knowledge, Skills and Understanding breakdown for Foreign Languages

Year 3

| Listening and responding | Speaking | Reading and responding | Writing |
|---|--|---|---|
| <ul style="list-style-type: none"> • Do they understand a range of familiar words and phrases? • Do they understand a range of simple questions? <p><i>May need items repeated.</i></p> | <ul style="list-style-type: none"> • Can they give short and simple responses to what they see and hear? • Can they name and identify people? • Can they name and identify places? • Can they name and identify objects? <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p> | <ul style="list-style-type: none"> • Can they read and understand words and short phrases? • Can they read aloud single words and phrases? • Can they use books or glossaries to find the meanings of new words? | <ul style="list-style-type: none"> • Can they copy a short familiar phrase? • Can they write or word-process set phrases we use in class? <p><i>When they write familiar words from memory their spelling may be approximate.</i></p> |

Knowledge, Skills and Understanding breakdown for Foreign Languages

Year 4

| Listening and responding | Speaking | Reading and responding | Writing |
|--|---|---|---|
| <ul style="list-style-type: none"> • Do they understand a range of familiar statements? • Do they understand a range of familiar questions? <p><i>May need items repeated.</i></p> | <ul style="list-style-type: none"> • Can they give short and simple responses to what they see and hear? • Can they name and describe people? • Can they name and describe places? • Can they name and describe objects? • Can they use (set) phrases? <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p> | <ul style="list-style-type: none"> • Can they read and understand short phrases? • Can they read aloud single words and phrases? • Can they use books or glossaries to find the meanings of new words? | <ul style="list-style-type: none"> • Can they copy a short familiar phrase? • Can they write or word-process set phrases we use in class? <p><i>When they write familiar words from memory their spelling may be approximate.</i></p> |

Knowledge, Skills and Understanding breakdown for Foreign Languages

Year 5

| Listening and responding | Speaking | Reading and responding | Writing |
|--|--|--|---|
| <ul style="list-style-type: none"> • Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p> | <ul style="list-style-type: none"> • Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response? <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p> | <ul style="list-style-type: none"> • Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words? | <ul style="list-style-type: none"> • Can they write 2-3 short sentences on <a familiar topic>? • Can they say what they like and dislike about <a familiar topic>? <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p> |

Knowledge, Skills and Understanding breakdown for Foreign Languages

Years 6

| Listening and responding | Speaking | Reading and responding | Writing |
|---|---|---|--|
| <ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p> | <ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p> | <ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? | <ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt? <p><i>They will draw largely on memorised language.</i></p> |