

KS1/2 Key Attainment Targets Hillview Primary – French

| Level | Year 1 | Year 2 |
|-----------------------------------|--|---|
| Emerging | <ul style="list-style-type: none"> • Listen and recognise some vocabulary with the help of actions • Repeat some vocabulary • Begin to associate spoken words with pictures • Begin to join in with some actions in songs, stories and rhymes | <ul style="list-style-type: none"> • Listen and recognise some vocabulary with the help of actions • Repeat some vocabulary • Partially join in with some actions in songs, stories and rhymes • Begin to associate spoken words with pictures and recognise some written words |
| Expected | <ul style="list-style-type: none"> • Listen and recognise most of vocabulary encountered • Recognise a familiar question and respond • Say a simple phrase about myself e.g <i>j'ai un frère</i> • Join in with actions of songs, stories and rhymes and say some words • Mostly associate familiar words with pictures/ actions • Begin to notice and compare familiar sounds | <ul style="list-style-type: none"> • Listen to and recognise key vocabulary encountered • Recognise a familiar question/ statement and attempt to respond • Say a simple phrase with please/thank you e.g. <i>un crayon vert, s'il vous plaît. La toilette s'il vous plait.</i> • Join in with actions of songs, stories and rhymes and say some words • Associate familiar words with pictures/actions • Compare familiar words/sounds |
| Exceeding (Expected +) | <ul style="list-style-type: none"> • Produce a simple sentence using key vocabulary • Notice similar sounding words in a song or rhyme • Say a rhyme or sing a song from memory • Compare/contrast different alphabet letter sounds • Begin to use given strategies to memorise new vocabulary • Say/ show (with the help of actions) almost all vocabulary encountered including some from memory | <ul style="list-style-type: none"> • Confidently produce a simple sentence using key vocabulary • Begin to identify rhyming words in a song or rhyme • Say a rhyme or sing a song confidently from memory • Begin to name some letter strings for sounds • Use given strategies to memorise new vocabulary • Say/ show confidently (with the help of actions) almost all vocabulary encountered including some from memory |

Suggested Key Attainment Targets for KS2 Year Groups – 3 levels

| Level | Year 3 | Year 4 | Year 5 | Year 6 |
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| Emerging | <ul style="list-style-type: none"> Listen and recognise some vocabulary Repeat some vocabulary Join in with some actions in songs, stories and rhymes Recognise and copy key written words | <ul style="list-style-type: none"> Listen and recognise key vocabulary in a simple sentence Say a simple sentence with support Answer a familiar question Join in with some words from a song, story or rhyme Read and recognises key vocabulary of simple sentence Write familiar words using a model | <ul style="list-style-type: none"> Listen and understand a simple sentence Respond to some familiar questions with support Join in with the words of song, story or rhyme Say, read and write a more complex sentence with support | <ul style="list-style-type: none"> Listen, understand, say and write a more complex sentence with support if necessary Ask and answer several questions with support Follow and read aloud text of familiar songs, stories and rhymes Use a dictionary to find nouns and gender Read aloud familiar words in sentences |
| | <ul style="list-style-type: none"> Listen and recognise most of vocabulary encountered Recognise a familiar question and respond Say a simple sentence maybe with a connective such as <i>et</i> | <ul style="list-style-type: none"> Listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective Ask and answer familiar questions with support | <ul style="list-style-type: none"> Listen and understand a more complex sentence Ask and answer a variety of questions with support Manipulate vocabulary to say a more complex sentence positive and negative with support | <ul style="list-style-type: none"> Understand and say a complex sentence to present own ideas using a bi-lingual dictionary or similar Engage in a short conversation/exchange using familiar language |

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| <p>Expected</p> | <ul style="list-style-type: none"> Join in with actions of songs, stories and rhymes and say some words Read, recognise and say aloud familiar words Write familiar words using a model and some from memory Show an awareness of gender differences | <ul style="list-style-type: none"> Use familiar vocabulary to say simple sentences Join in with the words of a song, rhyme, story sometimes from memory Recognise the sound of some letter strings Read aloud simple sentences Find meanings in a bi-lingual dictionary Read and write a simple sentence using a model and some from memory | <ul style="list-style-type: none"> Follow the text of a familiar song, story or rhyme Use a bi-lingual dictionary to find the gender of a noun Read (aloud) and show understanding of a more complex sentence Write familiar complex sentences using a model and some from memory using articles, nouns, verbs, adjectives, adverbial phrase Demonstrate understanding of gender of nouns Explain position of colour adjective | <ul style="list-style-type: none"> Follow and understand a song or story with more complex language Pronounce some unfamiliar words using phonic knowledge Read and write sentences demonstrating a good grasp of grammatical concepts encountered Write some complex sentences from memory with understandable accuracy |
| <p>Exceeding (Expected +)</p> | <ul style="list-style-type: none"> Produce a simple sentence manipulating vocabulary Identify rhyming words in a song or rhyme Say a rhyme or sing a song from memory Name some letter strings for sounds Explain a strategy to memorise new vocabulary Say, read and write confidently almost all vocabulary encountered including some from memory Consider the implications of gender differences | <ul style="list-style-type: none"> Produce confidently a sentence negative or positive with an indefinite article, noun singular and maybe adjective or plural noun and high frequency verb Ask familiar questions and answers confidently Read familiar sentences confidently using phonic knowledge and silent letter rules Write simple sentences from memory with accuracy Demonstrate understanding of plural nouns Explain why there are 2 words for indefinite article | <ul style="list-style-type: none"> Produce confidently a more complex sentence including e.g. positive, negative, noun, pronoun adjectives, verb, adverbial phrase, definite/indefinite article Ask and answer confidently a variety of questions Apply phonic knowledge to read aloud unfamiliar words Write complex sentences from memory with accuracy Apply the rules of adjectival agreement with accuracy | <ul style="list-style-type: none"> Engage in a short conversation or present information without support Understand the gist of a simple unfamiliar text; maybe using a dictionary Read aloud confidently unfamiliar words with a high degree of accuracy Apply an excellent understanding of key grammar concepts encountered in speaking and writing maybe from memory |

Speaking and listening targets

Reading and writing targets

Songs, stories and rhymes

Grammar targets

Adapted from www.cavelanguages.co.uk 2021

Based on the KS2 MFL programme of Study targets