



Taken from

N & S Tyneside Progression Matrix & Assessment Grids

Attainment targets broken down into stages of learning to show progression through Key Stage 2

*This document is referenced to the **Year 3**, **Year 4**, **Year 5** and **Year 6** assessments in the Schemes of Work/assessment booklets, the Language Learning House (LLH) Booklets **LLH Y3**; **LLH Y4**; **LLH Y5**; **LLH Y6** & to the Grammar Booklet (**GB**).*



1. Listening & Speaking

Statutory Requirements	Year 3 Stage 1 <i>Grade 1/Level 1</i>	Year 4 Stage 2 <i>Grade 2/Level 2</i>	Year 5 Stage 3 <i>Grade 3/Level 3</i>	Year 6 Stage 4 <i>Moving to Grade 4/Level 4</i>
Listen attentively to spoken language and show understanding by joining in and responding	listen and understand single words and familiar short phrases linked to topics such as <i>me, my school, my family, weather, greetings & instructions.</i>	Listen and understand a series of short sentences on a familiar theme.	Listen and show understanding of longer sentences, short texts and conversations containing familiar and unfamiliar language.	Listen and show understanding of longer texts / conversations covering a range of topics and with more unfamiliar language.
	Listen and respond to the language with actions, symbols and pictures.	Listen to information and respond with words, actions and pictures. This may involve an ordering activity e.g. listening to a song/poem and putting the lines in the correct order.	Listen for information in short messages, dialogues, short texts/stories and note the main points.	Listen to a range of longer texts of different types and note the main points and some details.
	Listen and follow simple classroom instructions e.g. <i>look at me listen, repeat, walk, run, jump, turn, clap, your turn, stop,</i>	Listen to the language and respond confidently to a range of instructions and simple questions.	Listen and respond to a range of questions.	Listen and respond to a wide range of spoken language.
Speak in sentences, using familiar vocabulary, phrases and basic language structures	Communicate orally using simple words and phrases. Repeat words and simple phrases modelled by the teacher. Recall words and simple phrases. Use familiar vocabulary to say a simple sentence using a rehearsed language scaffold.	Communicate orally using familiar vocabulary and high frequency structures. Speak 2 or 3 simple sentences independently. Start to join sentences together using simple connectives	Communicate orally using a variety of different word classes and basic language structures. Speak 3 or more sentences independently and include complex sentences.	Communicate orally demonstrating an ability to be creative with language. Use a mixture of longer complex sentences and short simple sentences which include a range of language structures and a wide vocabulary.

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				Compare 2 pictures almost the same. Identify the different details.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<p>Ask and answer simple questions about myself (e.g. what is your name?/ How old are you?/where do you live?)</p> <p>Express basic facts e.g. mon père est grand</p>	<p>Ask and answer several simple and familiar questions independently. (e.g on myself, the weather).Take part in role-plays</p> <p>Express likes and dislikes e.g. j'aime les chats, mais je déteste les rats!</p>	<p>Hold simple conversations on familiar topics.</p> <p>Express opinions and understand the opinions of others. Start to justify an opinion e.g. <i>j'aime manger le fromage parce que c'est bon pour la santé.</i></p>	<p>Initiate and engage in longer conversations recycling language from a range of topics.</p> <p>express and justify opinions on a range of topics. Ask for an opinion and start to agree/ disagree with another opinion.</p>
	<p>Communicate understanding or lack of ("Oui/ non!" or through gesture. I do/don't understand")</p>	<p>Ask for a simple clarification, e.g. something to be repeated or to speak more slowly</p>	<p>Ask for help or clarification e.g. for the meaning of a word in English</p>	<p>Ask for clarification using a range of phrases ("I'm sorry, I don't understand.", "I'm not sure what you mean." "Could you explain it again" "What do you mean?")</p>
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>Understand that sounds are different in another language</p> <p>Listen and identify particular phonemes in rhymes and songs.</p>	<p>Extend phonic knowledge through rhymes, songs and poems.</p> <p>Start to understand the link between accented letters and pronunciation</p> <p>Begin to link sound to spelling</p>	<p>Extend knowledge of sound/spelling links and improve spelling</p> <p>Identify patterns of language in familiar songs, poems and short texts</p>	<p>Use phonic knowledge to pronounce familiar and unfamiliar language with more confidence and accuracy.</p>
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<p>Understand that it is important to pronounce words accurately</p> <p>Imitate the teacher/voice file accurately</p>	<p>Use phonic knowledge to pronounce familiar words accurately, and to predict the correct pronunciation of some unfamiliar words</p>	<p>Start to predict the pronunciation of unfamiliar words in sentences/ short texts using phonic knowledge, liaison and silent letter rules</p>	

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	Identify individual sounds in words and pronounce them accurately in sequence	Copy intonation in spoken language Understand the meaning of intonation, especially when asking a question		Use intonation when reading aloud with increasing accuracy	Use intonation in spoken language confidently and with increasing accuracy																																													
Present ideas and information orally to a range of audiences	Present simple personal information in words, phrases and short rehearsed sentences. Participate in short role-plays	Present information using a wider range of phrases and short sentences. (e.g. about myself / the weather /animals) Participate in longer role-plays		Give a spoken presentation using a series of sentences on a given topic	Give spoken presentations using longer and more complex sentences on a wider range of topics and answer simple questions about them																																													
	Perform a song or rhyme in a group	Perform a story, playlet or poem in a group or individually Give a series of simple of simple instructions and ask for things in the classroom in French		Retell a story using drama and spoken language to an audience	Perform own story/poem to an audience. Begin to participate in simple class debates.																																													
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Year Group	Developing	Securing	Exceeding
Year 3			
Year 4			
Year 5			
Year 6			



2. Reading

Statutory Requirements	Year 3 Stage 1 <i>Grade 1/Level 1</i>	Year 4 Stage 2 <i>Grade 2/Level 2</i>	Year 5 Stage 3 <i>Grade 3/Level 3</i>	Year 6 Stage 4 <i>Moving to Grade 4/Level 4</i>
Read carefully and show understanding of words, phrases and simple writing	Read and show understanding of familiar single words and phrases and find the information asked for. Identify phonemes in familiar words	Read and show understanding of short sentences and a range of more complex familiar phrases.	Read and show understanding of longer complex sentences using familiar language. Read and show understanding of more short texts, both fiction and non-fiction	Read and show understanding of increasingly complex fiction and non-fiction texts, with appropriate accuracy.
Appreciate stories, songs, poems and rhymes	Participate in rhymes, poems, songs and stories and start to memorise verses and refrains.	Read and understand familiar language in rhymes, poems, songs and stories.	Express opinions on a range of short texts and start to justify them	Answer detailed comprehension questions on a text and provide evidence from the text to support answers.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary	Use strategies for memorisation of vocabulary; e. g. gestures, mime and drama Use a simple word list to find the meaning of unfamiliar words See the similarities between words in English and French. Look for cognates when working out meaning.	Be familiar with the layout of a bi-lingual dictionary. Use a bi-lingual dictionary to find the meaning of individual words e.g. to find different adjectives to describe a member of family (unit 3) or a pet (Unit 4) Start to use strategies for working out the meaning of unfamiliar words and phrases.	Use a bilingual dictionary confidently to find the spelling, meaning, gender and word class of words Children to use a range of strategies and sources e.g. picture clues / contextual clues/ prior knowledge/ to understand or predict the meaning of unfamiliar words in a short text	Confidently use a dictionary/ online dictionary to locate meaning of words Decode a fiction/non fiction text using their well developed grammatical knowledge and increasing vocabulary

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					Theme Park Leaflet Summative assessment		
	Reading U1 Grade 1		Reading U1 Grade 2			Reading U4 Grade 3 HA Y4	Les Animaux de Pierre
	Reading U2 Grade 1		Reading U2 Grade 2			Reading U5 Grade 3 HA Y4	Letter about a typical day
	Reading U3 Grade 1		Reading U3 Grade 2			Reading U6 Grade 3 HA Y4	Postcard
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			Reading U10 Grade 2	au Magasin			
			Reading U11 Grade 2	où vas-tu?			

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Year Group	Developing	Securing	Exceeding
Year 3			
Year 4			
Year 5			
Year 6			



3. Writing

Statutory Requirements	Year 3 Stage 1 Grade 1/Level 1	Year 4 Stage 2 Grade 2/Level 2	Year 5 Stage 3 Grade 3/Level 3	Year 6 Stage 4 Moving to Grade 4/Level 4
Write phrases from memory	<p>Copy familiar words and phrases accurately, including accents</p> <p>Write single familiar words and phrases from memory.</p> <p>Start to write 1-2 short sentences from memory.</p>	<p>Write familiar phrases and short sentences from memory.</p> <p>Start to join sentences together using conjunctions (<i>et ,mais, puis</i>)</p> <p>Begin to write a complex sentence using <i>parce que</i> or <i>quand</i> e.g <i>Quand il pleut, je regarde la télévision.</i></p>	<p>Write 3 or more sentences from memory/ independently using a variety of grammatical structures and range of vocabulary.</p>	<p>Write a paragraph independently using a range of simple and complex sentences.</p>
Adapt these to create new sentences, to express ideas clearly	<p>Spell important phonemes accurately in dictated words on mini whiteboards</p> <p>Complete short gapped tasks with familiar missing words</p> <p>Start to build a bank of phoneme families to support spelling e.g. 'i' phoneme- <i>il y a,voici, stylo, petit</i></p>	<p>Complete short gapped tasks then use them to write sentences</p> <p>Copy and adapt sentences using a writing frame</p>	<p>Copy and adapt longer complex sentences using a writing frame.</p> <p>Start to adapt short texts with the support of a dictionary.</p> <p>Use a bilingual dictionary and phonic knowledge to support the accurate spelling of new words.</p>	<p>Adapt a written text to demonstrate to increased grammatical awareness e.g. move from 1st -3rd person or from present to simple future.</p> <p>Use a bilingual dictionary, glossary or online tools with increasing accuracy to improve and develop a piece of writing</p>
Describe people, places, things and actions orally and in writing	<p>Using a learnt given model of high frequency words write 1-2 sentences independently to</p>	<p>Write a short description with support (e.g. changing key words in a given model)</p>	<p>Write longer descriptions using a variety of simple and complex sentences and grammatical structures</p>	<p>Write a variety of short texts independently demonstrating increased grammatical awareness</p>

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	<p>describe a thing, person, place e.g. <i>Dans mon sac il y a un stylo bleu et une gomme/Il fait beau à Paris./Il s'appelle Henri et il a 7 ans.</i></p>	<p>Write a short description of 3 -5 sentences using high frequency, rehearsed language in simple sentences e.g. <i>Voici mon chat. Il s'appelle Maxi et ii est noir. Il aime les lapins mais il deteste les chiens.</i></p>		<p>using a variety of sentence starters and structures. e.g. <i>a postcard</i> <i>Je suis à Paris dans le nord de la France. Lundi j'ai visité La tour Eiffel.</i> <i>Il fait beau ici, donc Je vais jouer au foot. J'adore Paris en été parce que j'aime les cafés près de la rivière.</i></p> <p>Produce an extended piece of writing by redrafting previously written short texts</p>																																														
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		Writing U10 Grade 2	<i>au Magasin</i>		
		Writing U11 Grade 2	<i>où vas-tu?</i>		



4. Grammar

Languages Programme of Study	Year 3 Stage 1	Year 4 Stage 2	Year 5 Stage 3	Year 6 Stage 4
Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English.	Be aware of the form of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English. understand ‘determiner’ in English and apply to French words GB p2	Explain and demonstrate use of the word classes outlined below and state the differences and similarities with English:	Revision and consolidation of grammar introduced in previous two years. A better understanding of the differences and similarities with English. Know that common letter strings e.g. <i>ion</i> can help to extend vocabulary	Revision, consolidation and extension of all grammar taught
Masculine, feminine and plural of: Nouns and pronouns (personal and demonstrative) Articles/determiners definite article (<i>le, la, l', les</i>) indefinite article (<i>un, une, des</i>)	Start to recognise that nouns have a gender which is signposted by the definite and indefinite articles Start to recognise that most nouns have a plural form the gender of nouns p2 LLH Y3; GB p1: definite article (<i>le, la, l', les</i>) indefinite article (<i>un, une, des</i>) the plural form of nouns; p2 LLH Y3: les/des + 's' on noun pronouns p2 LLH Y3; GB p5 the 1st, 2nd & 3rd person singular- <i>je/tu/il/elle; moi, toi</i>	Can sort nouns by their gender and understand the significance of the article/determiner Recognise that most nouns have a plural form which can change how it is pronounced and spelt.	Start to recognise and use the partitive article, particularly when ordering food singular and plural personal pronouns used correctly (<i>je, tu, il/elle, nous, vous, ils/elles</i>) Revision and consolidation of determiners: p5 LLH Y5; GB p2 <i>un, une, des/le, la, l', les/mon, ma, mes/ton, ta, tes/son, sa, ses</i> partitive article: p5 LLH Y5; <i>du, de la, de l', des</i> Personal pronouns: p5 LLH Y5; GB p5 <i>Je, tu, il/elle, nous, vous, ils/elles</i>	Understand how formality is conveyed by using a different pronoun for you. (e.g. <i>vous</i> instead of <i>tu</i> when addressing adults?) Revision, consolidation and extension of all grammar taught



<p>Adjectives</p>	<p>Recognise adjectives of colour and size (e.g. grand, petit, joli, méchant & colours bleu, vert, noir, rouge, jaune, rose, gris, marron, blanc) adjectives p1 LLH Y3; GB p1</p> <p>Start to recognise the difference in pronunciation when an 'e' is added for the feminine adjectives p1 LLH Y3</p>	<p>Start to use possessive adjectives and understand how they change according to the gender of the noun</p> <p>Start to make adjectives agree with the nouns they qualify Start to understand that although most adjectives come after the noun (e.g. colours) some adjectives come in front of the noun (e.g. grand, petit) the agreement of adjectives p3 LLH Y4 position of adjectives p3 LLH Y4; GB p2</p>	<p>Spelling of adjectives more accurate Start to understand exceptions for agreements (e.g. adjectives after c'est don't agree) adjectives: p1 LLH Y5 <i>intéressant ennuyeux, facile, difficile, amusant</i></p> <p>Number of adjectives that children use is increasing (e.g. bon, mauvais, fort, nul, énorme, gros which is beginning to have an impact on their writing adjectives: p5 LLH Y5-</p>	<p>With an ever increasing vocabulary children select the adjectives they want to use to create interesting and atmospheric pieces of writing. Adjectives: p4 LLH Y6; GB p1 <i>Greater variety</i> <i>long, cher, petit, court, grand, énorme, fort, fâché</i></p> <p>start to be able to do comparison of adjectives(e.g. <i>plus fort que toi</i>)</p>
<p>Conjunctions</p>	<p>Start to use conjunctions <i>et</i> and <i>mais</i> in simple compound sentences</p> <p>conjunctions: p2 LLH Y3; GB p7 <i>et, mais</i></p>	<p>Start to use conjunctions to make longer complex sentences e.g. <i>parce que</i> and <i>quand</i></p> <p>conjunctions: p3 LLH Y4; GB p7 <i>et, mais, puis, parce que, quand, donc</i></p>	<p>Confidently use a wide range of conjunctions in speaking and writing e.g.(<i>et, mais, puis, parce que, quand, donc</i>) conjunctions: p5 LLH Y5; GB p7</p>	<p>Create interesting mix of sentences on a range of topics using a variety of conjunctions (e.g. <i>parce que, car, quand' et, mais, où, qui, puis</i>) conjunctions: p4 LLH Y6; GB p7</p>
<p>Other word classes</p> <p>Prepositions</p>	<p>Use prepositions <i>dans, sur</i> and <i>à</i> prepositions: p2 LLH Y3; GB p7</p>	<p>Begin to recognise prepositions in songs and rhymes and use <i>dans, sur, and en</i> and <i>à</i> when talking about where they live and when giving weather forecasts</p>	<p>Start to use <i>en, à</i> (including <i>à la, à l', au, aux</i> correctly, particularly when explaining places they are going to visit prepositions: p5 LLH Y5; GB p7</p>	<p>Recognise prepositions in stories and poems and Use a wide range of prepositions to give precise instructions (e.g.</p>



Adverbs		<p>prepositions: p3 LLH Y4; GB p7</p> <p>Start to recognise adverbs and use them occasionally (e.g. vite, lentement, doucement, très, , ici, trop, bien, après, plus tard, bientôt,))</p> <p>adverbs: p3 LLH Y4</p>	<p>Start to be aware of adverbs and how they can improve a sentence (e.g. time phrases: après cela, enfin, plus tard, avant, après)</p> <p>adverbs: p5 LLH Y5</p>	<p>sur, sous, dans, devant, derrière, à côté de, de nouveau, Ici, à gauche, à droite, à gauche, à droite, tout droit)</p> <p>prepositions: p4 LLH Y6; GB p7</p> <p>Extend knowledge of adverbs and use in writing e.g. (trop, très, là-bas ! ici, de nouveau)</p> <p>adverbs: p4 LLH Y6; GB p4 & 5</p>
			<p>question words p3 LLH Y5; GB p13</p> <p>Increased knowledge of question words – qui? qu'est-ce que? Quel? C'est Combien? Comment?</p>	
The conjugation of verbs	<p>Understand simple commands in singular and plural form in the imperative e.g. Regardez!; Ecoutez!; Arrêtez!; Marchez!; Sautez!; Tournez!; Frappez les mains; Levez-vous! Asseyez-vous! etc.</p> <p>Recognise and use high frequency verb phrases</p> <p>Voici and voilà</p> <p>C'est un/ une</p> <p>Il y a e.g. Dans ma trousse il y a----</p> <p>Je m'appelle, Il/elle s'appelle</p>	<p>Start to use the present tense of common 'er' verbs e.g. (mange, regarde, refuse, marche, monte, arrive, joue, etc) and some common irregular verbs (avoir, être, faire and aller) in the 1st, 2nd and 3rd person singular</p> <p>'er' verbs p2 LLH Y4 GB p3</p> <p>Irregular verbs p2 LLH Y4; GB p4</p> <p>Understand and use reflexive verbs in 1st and 3rd persons in the context of daily routines e.g. (je me lève/lave/brose les dents/habille ;</p>	<p>Start to conjugate regular 'er' verbs the present tense e.g. je joue/tu joues/il/elle joue/nous jouons/ vous jouez/ ils/elles/ jouent</p> <p>Verbs p4 LLH Y5; GB p3</p> <p>Understand how to write 'er' verbs in the negative form e.g. je ne joue pas</p> <p>Understand how to write 'er' verbs in the imperative form e.g. trouvez!</p> <p>Understand how to write er' verbs in the infinitive form e.g. jouer to play</p>	<p>Revision and consolidation of 'er' verbs in present tense e.g. porter je porte/portes/porte/portons/portez/portent in negative/ imperative/ reflexive/infinitive forms</p> <p>conjugaison of some common Irregular verbs: p2 LLH Y6; GB p4</p> <p>être- suis/es/est/sommes/êtes/ sont</p>



	<p><i>J'ai, tu as, il/elle a</i> <i>Je suis, tu es, il/elle est</i> <i>J'habite, tu habites, il/elle habite</i> <i>Il fait + weather</i> High Frequency verbs and verb phrases p1 LLH Y3</p>	<p><i>il/elle se lève/lave/brose les dents/habille)</i> reflexive verbs p1 LLH Y4</p> <p>Give opinions and develop an awareness of the pattern of negative structures e.g.(Je n'aime pas) opinions: p2 LLH Y4 <i>je/il/elle aime/adore/déteste/ n'aime pas</i></p>	<p>Start to conjugate some common Irregular verbs: e.g. <i>avoir - ai/as/a/avons/avez/ont</i> <i>être- suis/es/est/sommes/êtes/sont</i> <i>faire – fais/fais/fait/faisons/faites/font</i> irregular verbs p4 LLH Y5, GB p4</p>	<p><i>aller- vais/ vas/ va/allons/allez/ vont</i> <i>mettre – mets/mets/met/mettons/ mettez/mettent</i></p>
Applying grammar to build sentences	<p>Construct a simple sentence with a noun, verb and adjective.</p>	<p>Begin to construct longer and more complex sentences using more conjunctions and adjectives spelt correctly.</p>	<p>Increased knowledge of grammar reflected in sentence structure and spelling in writing.</p>	<p>Increased knowledge of grammar reflected in sentence structure and vocabulary choices confidently writing more varied sentences.</p>