**French in Year 3**

**Listening:**

* I can listen to and enjoy short stories, nursery rhymes and songs.
* I can recognise familiar words and short phrases covered in the units taught e.g. the seasons of the year.

**Speaking:**

* I can communicate with others using simple words and short phrases covered in the units e.g. say ‘Hello’, ‘Goodbye’, ‘My name is…’

**Reading:**

* I can read familiar words and short phrases accurately by applying knowledge from ‘Phonics Lesson 1’.
* I can understand the meaning in English of short words I read in French e.g. numbers to 10.

**Writing:**

* I can write familiar words and short phrases using a model or vocabulary list e.g. ‘I like apples’.

**Grammar:**

* I can start to understand the concept of noun gender and the use of articles e.g. ‘a’ = ‘un’ or ‘une’.
* I can use the first person singular version of high frequency verbs e.g. ‘I like…’ ‘I play…’ ‘I am called…



**French in Year 4**

As above and…

**Listening:**

* I can listen to longer passages and understand more of what I hear by picking out key words and phrases covered in current and previous units e.g. name and recognise up to 10 fruits.

**Speaking:**

* I can communicate with others with improved confidence and accuracy.
* I can ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required e.g. ‘I don’t like…’

**Reading:**

* I can read aloud short pieces of text applying knowledge learnt from ‘Phonics Lessons 1 & 2’ e.g. Say 10 colours.
* I can understand most of what I read in French when it is based on familiar language.

**Writing:**

* I can write some short phrases based on familiar topics.
* I can begin to use connectives/conjunctions and the negative form where appropriate e.g. my name, where I live and my age.

**Grammar:**

* I can better understand the concept of gender.
* I can better understand which articles to use for meaning e.g. the, a, some.
* I can introduce simple adjectival agreement e.g. the red apple.
* I can introduce the negative form.
* I can introduce possessive adjectives e.g. ‘In my pencil case I have…’

 