

French Achievement and Attainment Progression: Year 3–6

Key Learning Concepts and Descriptors for Attainment

Assessment intent: Achievement Records show increasing expectations in French from Year 3 to Year 6. The Emerging, Expected and Exceeding descriptors demonstrate progression in language complexity, grammatical understanding, phonics, accuracy, memory, confidence and independence.

Attainment	Year 3	Year 4	Year 5	Year 6
KEY LEARNING CONCEPTS AND DESCRIPTORS FOR ATTAINMENT	<i>Starting to recognise the sounds and patterns of the French language. Producing a simple sentence and answering a familiar question.</i>	<i>Speaking, reading and writing short sentences and questions, recognizing the sound of some letter's strings. Exploring simple grammatical concepts.</i>	<i>Developing an awareness of question forms. Speaking, reading and writing more complex word order. Improving letter and sound links.</i>	<i>Consolidating understanding of basic grammar and applying it creatively to speaking, reading and writing. Developing confident pronunciation.</i>
EMERGING	☐ Repeats words modelled by the teacher. ☐ Names some vocabulary, e.g. colours, numbers. ☐ Recognises some written words and links them to their meaning. ☐ Joins in with some of the actions in songs, stories and rhymes.	☐ Listens and recognises the key vocabulary of a simple sentence. ☐ Answers a familiar question. ☐ Says the sound of a few letter strings. ☐ Joins in with some words of a rhyme, song or story. ☐ Reads and recognises the key vocabulary of a simple sentence.	☐ Listens and understands the key vocabulary of a complex sentence. ☐ Responds to a few familiar questions with support. ☐ Reads and understands the meaning of a more complex sentence, maybe with support. ☐ Joins in with the words of a familiar song, story or Rhyme. ☐ Writes a simple sentence using a language scaffold.	☐ Speaks, listens, reads and understands a more complex sentence with support. ☐ Asks and answers several questions with support. ☐ Reads aloud familiar words in sentences with reasonable accuracy. ☐ Follows the simple text of a familiar song or story and sings or reads aloud most words. ☐ Writes a more complex sentence using a language scaffold with support if necessary.
EXPECTED	☐ Listens and recognises most of the vocabulary. ☐ Says the sound of a few letter strings. ☐ Reads and recognises most of the vocabulary. ☐ Joins in with the actions of songs, stories and rhymes.	☐ Speaks, reads and understands a simple sentence with a noun and colour adjective. ☐ Asks and answers a few familiar questions with support. ☐ Produces the sound of several letter strings. ☐ Says a rhyme or song from memory. ☐ Writes a simple sentence using a language scaffold.	☐ Speaks, reads and understands a complex sentence e.g. noun, adjectives, verb, adverbial phrase. ☐ Asks and answers a variety of questions with support. ☐ Reads aloud confidently familiar words observing silent letter rules. ☐ Follows the simple text of a familiar song or story and sings or read aloud. ☐ Writes a more complex sentence using a language scaffold, maybe from memory, with understandable accuracy.	☐ Speaks, reads, writes and understands a complex sentence e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary. ☐ Demonstrates a good grasp of the basic grammatical concepts encountered and applies them. ☐ Engages in a short conversation using familiar language. ☐ Pronounces some unfamiliar words in a sentence using phonic knowledge. ☐ Follows and understands a song or story with more complex language. ☐ Writes complex familiar sentences from memory with understandable accuracy.
EXCEEDING	☐ Confident about producing, reading and writing all the vocabulary. ☐ Says the sound for several letter strings. ☐ Says songs and rhymes from memory. ☐ Writes some words from memory with understandable accuracy.	☐ Confidently produces a sentence with a noun and puts an adjective in correct place. ☐ Produces confidently familiar questions as well as answers them and demonstrates understanding of their construction. ☐ Reads confidently familiar words using phonic knowledge. ☐ Follows the words of familiar songs and stories and read aloud. ☐ Writes simple sentences from memory with understandable accuracy.	☐ Demonstrates good understanding of basic grammatical concepts and applies them in speaking and writing. ☐ Produces confidently a wide range of questions as well as answers them. ☐ Attempts confidently to read unfamiliar words using phonic knowledge. ☐ Follows and understands a song or story with more complex language. ☐ Write complex sentences e.g. with a subordinate clause from memory with understandable accuracy.	☐ Demonstrates an excellent understanding of the grammatical concepts encountered and applies them confidently in speaking and writing. ☐ Can engage in a short conversation without support. ☐ Reads confidently unfamiliar words with a high degree of accuracy. ☐ Understands the gist of a simple unfamiliar text; maybe using a dictionary. ☐ Writes complex sentences by manipulating familiar language with a high degree of accuracy.

How achievement progression is demonstrated:

Recognition and repetition → simple sentences and familiar questions → more complex sentences and grammatical application → independent conversation, unfamiliar language and accurate manipulation of familiar language.

Assessment and evidence:

Achievement Records use Emerging, Expected and Exceeding descriptors in each year group to identify attainment, support needs and greater depth, while showing increasing expectations from Year 3 to Year 6.

Overall progression:

Attainment develops through increasing complexity, grammatical understanding, phonics, accuracy, memory, confidence and independence.

End of Key Stage 2 expectations:

By Year 6, pupils working at the expected level engage in a short conversation using familiar language, apply grammatical concepts, pronounce some unfamiliar words using phonic knowledge and write complex familiar sentences from memory with understandable accuracy.