



French Progression Map - Speaking

	Year 3	Year 4	Year 5	Year 6
Memory Skills	Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics.	Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns are taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.		Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. Teaching moves away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. Learning is also centred around pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.
Core Vocabulary	Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language. This helps to develop pupils' memory and retention skills so they can retain and recall the vocabulary taught in the long term.	Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. Teaching moves away from learning and recalling just nouns and articles and moves towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations and will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit.		Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people).
Sentences	Pupils build on the above by starting to create short, spoken simple sentences integrating 1st	Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more		Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation

	person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. Pupils begin to move from single words to short, simple phrases.	accurate recall of the core language covered in year 3. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.	and recall of this core language. Personal details and core key phrases are now embedded and are used frequently.
Conversational Language	Pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'.	Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.	Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately.
Opinions	Pupils start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'	Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.	Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion.
Mimicry and Sound	Pupils explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.	Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite short poems and rhymes.	Pupils continue to explore, understand and mimic the patterns of sound and language. Pupils can attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.