



French Progression Map - Writing

	Year 3	Year 4	Year 5	Year 6
Word Level	Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught (predominantly nouns and articles). Pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory.	Pupils will now be able to start writing full sentences with increased ease and improved accuracy. Sentences will include the correct use of nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases.		Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.
Sentence Level	Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.	Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory. Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. Pupils ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'		Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. In a range of year 6 topics, pupils complete a variety of writing tasks and activities encouraging them to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. Pupils are encouraged to produce their written work from memory with support and practice over time.

Verb Tenses & Grammatical Person		Pupils are encouraged to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...!', 'she is called...!', 'they are called...' etc.	Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Pupils are supported to understand pronouns and what a fully conjugated verb looks like in the foreign language.
Dictionary Skills and Translation	Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. Pupils are taught how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.	Pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks. Pupils also how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Pupils translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language.	Pupils are able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.P Pupils use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. Pupils translate longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy. Pupils combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills.