







Threshold Concept	Year 3	Year 4	Year 5	Year 6
<p>Listening</p> 	<ul style="list-style-type: none"> Join in with actions to familiar songs, stories and rhymes Listen and identify specific words in songs and rhymes and demonstrate understanding; Repeat words modelled by teacher Listen and show understanding of single words through physical response; Understand & respond to a few familiar spoken words Recognise a familiar question and respond with a simple rehearsed response 	<ul style="list-style-type: none"> Join in with words of songs, stories & rhymes Listen and identify specific phrases in songs and rhymes Repeat modelled short phrases; Listen and show understanding of short phrases through physical response Ask and answer a simple and familiar question with a response; Express simple opinions such as likes, dislikes and preferences 	<ul style="list-style-type: none"> Listen and identify rhyming words and sounds in songs and rhymes Listen & follow the text of a familiar song or story and sing or read aloud Listen & show understanding of simple sentences containing familiar words through physical response 	<ul style="list-style-type: none"> Listen & understand songs, stories and rhymes, identifying familiar words and phrases Identify patterns of language and link sound to spelling Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Listen and understand the main points from short, spoken material in French
Speaking	<ul style="list-style-type: none"> Repeat familiar words & phrases Use accurate pronunciation Identify individual sounds in 	<ul style="list-style-type: none"> Use common phrases Develop accurate intonation of phrases Ask and answer a range 	<ul style="list-style-type: none"> Say several simple sentences using adjectives to describe people, places, objects Pronounce accurately using knowledge of letter strings & 	<ul style="list-style-type: none"> Speak in longer sentences using a wider range of conjunctions Use a wider range of descriptive language in their descriptions of




	<p>words and pronounce accurately when modelled</p> <ul style="list-style-type: none"> • Use simple adjectives to describe people, places & objects. Recognise a familiar question and respond with a simple rehearsed response Present a simple rehearsed statement to a partner 	<p>of questions with a rehearsed response</p> <ul style="list-style-type: none"> • Say one or two short sentences to describe people, places, objects Link objects & actions with a simple conjunction (e.g. and) • Recognise accents, elisions and silent letters • Present ideas and information in simple rehearsed sentences to a partner 	<p>observing silent letters Apply accents and elisions with independence</p> <ul style="list-style-type: none"> • Adapt intonation, for questions/exclamations Express simple opinions such as likes/ dislikes Ask and answer more complex questions using a scaffold of responses 	<p>people, places, things and actions</p> <ul style="list-style-type: none"> • Use knowledge of letter strings, elision & silent letters to predict the pronunciation of unfamiliar words • Use pronunciation and intonation to express meaning and engage an audience • Vary language and produce extended responses • Talk about recent experiences and future plans • Express a wider range of opinions & simple justification • Present a range of ideas and information, using prompts to a group Engage in short scripted conversations
<p>Writing</p> 	<ul style="list-style-type: none"> • Copy simple familiar words to describe people, places, things and actions using a model • Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold 	<ul style="list-style-type: none"> • Replace familiar vocabulary in short phrases to create new short phrases • Use plausible spelling • Write one or two simple sentences that may contain an adjective to describe people, places, things and actions 	<ul style="list-style-type: none"> • Replace familiar vocabulary in short sentences to create new short sentences • Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold • Write a short sentence from memory with understandable accuracy 	<ul style="list-style-type: none"> • Write an extended sentences • Use a wider range of descriptive language in their descriptions of people, places, things and actions • Begin to use dictionaries to find to translate own ideas • Write several sentences from memory with familiar language with understandable accuracy



	<ul style="list-style-type: none"> • Write single words from memory with understandable accuracy 	<ul style="list-style-type: none"> • Write a short phrase from memory with understandable accuracy 		
<p>Reading</p> 	<ul style="list-style-type: none"> • Read & understand single words • Use strategies to memorise vocabulary • Make links with English or known language to work out the meaning of new words • Use a word list to find the meaning of unknown words • Identify individual sounds in words and pronounce accurately when modelled • Adapt intonation to read a question 	<ul style="list-style-type: none"> • Read & understand simple phrases • Use context to predict the meaning of new words • Begin to use a bilingual dictionary to find the meaning of individual words in French and English • Recognise some letter strings in familiar words & silent letters pronounce correctly when modelled • Recognise accents & elisions; pronounce correctly when modelled 	<ul style="list-style-type: none"> • Read and show understanding of simple sentences, using both familiar & unfamiliar words • Use a bi-lingual dictionary to find the meaning of unknown words • Pronounce familiar words using knowledge of letter strings & observing silent letters accurately and with increasing independence • Apply accents & elisions accurately and with increasing independence 	<ul style="list-style-type: none"> • Read and understand the main points and some detail from short, written material • Answer questions on a short text • Use a range of strategies to determine the meaning of new words (e.g., links with known words, wordorigins, word-families & context) • Use a dictionary to find out word-class • Predict pronunciation of new words in a sentence using knowledge of letter strings, accent, elision & silent letters • Adapt intonation when reading questions & exclamations



<p>Grammar</p> 	<ul style="list-style-type: none"> • Recognise and use nouns, adjectives, verbs • Identify gender of nouns using finite/indefinite articles as clues • Understand basic word order • Use 1st person possessive (my) • Use pronouns for 1st/2nd pers. singular (I & you) • Use HF verbs in the present tense (1st/2nd pers.) 	<ul style="list-style-type: none"> • Make plural form of nouns • Identify word class inc. pronouns & definite/indefinite articles • Recognise adjectives change form to agree with the noun • Use simple prepositions in their sentences • Recognise negative form • Recognise questions • Use pronoun for 3rd pers. singular (he/she/it) • Use HF verbs in the present tense (3 rd pers. singular) 	<ul style="list-style-type: none"> • Identify word classes • Use determiners correctly (sing/pl/m/f/n) • Make changes to adjectives to 'agree' with the noun • Form simple sentences. • Use correct syntax • Form negative sentences • Form questions • Use elision • Use the 1 st/2nd/3 rd pers. plural in present tense verbs • Can use all persons of several HF verbs in the present tense (with support). 	<ul style="list-style-type: none"> • Use some adverbs in sentences • Recognise and use a range of prepositions • Use a range of conjunctions to create compound sentences • Recognise and use 1 st/3rd pers. singular possessive (my/his); • Conjugate a range of HF verbs in the present tense • Recognise & use verbs in the perfect tense (went) • Recognise & use the simple future tense of a HF verb Use the correct tense of verbs (present/perfect/future) according to context.
<p>Vocabulary</p> 