




Whale Hill Primary School




French Progress Checklists




French (Years 3, 4, 5 and 6)






Year 3 Progress Checklist




Targets for Listening				
L1a (i)	I can understand some simple words and phrases.			
L1a (ii)	I can understand some simple instructions and follow them.			
L1b (i)	I can identify phonemes which are the same as, or different from, English phonemes.			
L1b (ii)	I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.			
L1c (i)	I can recognise a question.			
L1c (ii)	I can understand simple questions and respond to them, e.g. by picking up an item.			
L1c (iii)	I can recognise negatives.			
L1h	I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.			
L1m	I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.			
L1n	I can recognise some basic French adjectives.			




Targets for Speaking				
S1a	I can repeat simple words and phrases.			
S1b	I can join in with simple songs and rhymes.			
S1c (i)	I can answer questions to give basic information using simple words and phrases.			
S1c (ii)	I can say that I don't understand, or ask for a question to be repeated.			
S1c (iii)	I can ask for help using polite language.			
S1c (iv)	I can ask and answer simple questions using short sentences.			
S1d	I can repeat some simple sentences from memory.			
S1e	I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.			
S1f	I can prepare and recite a few familiar sentences to my teacher.			
S1g	I can give a spoken response to a simple written question.			
S1k (i)	I can introduce myself, giving my name and age, using short, simple sentences.			
S1k (ii)	I can use some numbers, colours and simple describing words in spoken sentences.			
S1l	I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.			
S1o	I can talk about myself using some common verbs in the first person singular form.			




Targets for Reading				
R1b (i)	I can read and pronounce the most common letters and letter strings in French.			
R1b (ii)	I can read and pronounce familiar written words accurately, using my knowledge of French phonics.			
R1e	I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.			
R1g (i)	I can recognise and understand some individual written words, and match them to pictures.			
R1g (ii)	I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.			
R1h	I can read a simple rhyme or poem, in chorus.			
R1m	I can recognise whether nouns are singular or plural.			




Targets for Writing				
W1a	I can write short, simple responses to spoken language using familiar words.			
W1g	I can give a written response to a simple written question.			
W1j	I can write some familiar words from memory.			
W1l	I can write some singular nouns with the correct article.			

Year 4 Progress Checklist




Targets for Speaking				
S2c	I can ask for simple opinions, and give my own, e.g. likes and dislikes.			
S2d	I can say several sentences from memory.			
S2e	I can say full sentences from memory, with accurate pronunciation, so that others can understand me.			
S2f	I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.			
S2h	I can recite a simple finger rhyme or song from memory.			
S2k (i)	I can say a few sentences to describe where I live.			
S2k (ii)	I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.			
S2k (iii)	I can give short descriptions of other people, including my family and friends.			
S2l	I can use the correct article most of the time to match the gender of the noun.			
S2m	I can use either 'les' or 'des' with plural nouns.			
S2n	I can describe things using simple adjectives.			
S2p	I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.			




Targets for Listening				
L2a	I can pick out familiar words and phrases from spoken sentences.			
L2h	I can recognise familiar words and phrases in a spoken story or poem.			
L2l	I can identify the gender of a noun from its article in spoken French.			
L2o	I can recognise who is being talked about in a sentence from the pronoun.			
L2p	I can recognise that the structure of some French sentences differs from English.			




Targets for Reading				
R2g	I can follow and understand a familiar written text, reading and listening at the same time.			
R2h	I can read a simple rhyme, song or story aloud to my class.			
R2i (i)	I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.			
R2i (ii)	I can use a bilingual dictionary to find the French translation of English words.			
R2l	I can identify the gender of a French noun from its article.			
R2o (i)	I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.			
R2o (ii)	I can recognise the first, second and third person singular forms of some common verbs in the present tense.			
R2p	I can recognise common sentence and word order patterns in French.			




Targets for Writing				
W2a	I can write responses to spoken language using short phrases and simple sentences.			
W2b	I can use my knowledge of French phonics to help me spell familiar words.			
W2c	I can express my opinions using simple sentences.			
W2h	I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.			
W2j (i)	I can write some phrases and simple sentences from memory.			
W2j (ii)	I can complete a written sentence by adding letters, words and phrases.			
W2k (i)	I can write a few simple sentences about myself, including my name and age, from memory.			
W2k (ii)	I can write a few simple sentences to describe where I live, from memory.			
W2k (iii)	I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.			
W2k (iv)	I can write a few simple sentences about other people, including my family and friends, from memory.			
W2l	I can use the correct article most of the time to match the gender of the noun.			
W2o (i)	I can use a model to write sentences in the first person.			
W2o (ii)	I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.			

Year 5 Progress Checklist




Targets for Speaking				
S3c	I can join in with a short, continuous conversation, including giving simple opinions.			
S3d	I can adapt familiar sentences by changing a few words.			
S3f	I can prepare a short talk on a familiar subject and present it clearly and confidently.			
S3h	I can sing familiar songs clearly and confidently, with accurate pronunciation.			
S3k (i)	I can describe what other people do, or like doing.			
S3k (ii)	I can prepare and present a short talk about a place, person or thing.			
S3l	I can use either 'le'/'la' or 'un'/'une' appropriately.			
S3o (i)	I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.			
S3o (ii)	I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'			
S3p	I can use what I have learnt about the structure of French sentences to build new ones using the same model.			




Targets for Listening				
L3a	I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.			
L3h	I can understand the main points from a spoken story or poem, which contains some unfamiliar language.			
L3l (i)	I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French.			
L3l (ii)	I can recognise and understand the difference between 'mon'/'ma'/'mes'.			




Targets for Reading				
R3b	I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.			
R3e	I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.			
R3g	I can understand the main points from a short written text, which contains some unfamiliar language.			
R3h	I can read aloud a short story containing familiar language, clearly and with expression.			
R3l (i)	I can understand the difference between 'le'/'la' and 'un'/'une'.			
R3l (ii)	I can recognise the meaning of 'mon'/'ma'/'mes'.			
R3m	I can recognise that some nouns have irregular plurals.			
R3n	I can recognise that adjectives' endings often change to match the noun they're describing.			




Targets for Writing				
W3c	I can express my opinions using complex sentences.			
W3j (i)	I can write several sentences from memory.			
W3j (ii)	I can adapt familiar written sentences by changing a few words.			
W3k (i)	I can write several sentences from memory to describe what other people do, or like doing.			
W3k (ii)	I can write several sentences from memory to describe a place, person or thing.			
W3l	I can use the correct article to match the gender of a noun.			
W3o	I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.			
W3p	I can use some simple sentence structures that differ from English in my writing.			

Year 6 Progress Checklist

Targets for Speaking				
S4c	I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.			
S4d	I can use familiar words and sentence structures to construct new sentences.			
S4e	I can use a range of spoken language confidently, using accurate pronunciation and intonation.			
S4f	I can develop a simple sketch or role-play and perform it to my class or an assembly.			
S4l	I can use French articles confidently and accurately.			
S4o (i)	I can talk about what I am going to do, using the future tense.			
S4o (ii)	I can talk about what I am going to do, using the future tense.			
S4o (iii)	I can talk about what I have done, using the past tense.			

Targets for Listening				
L4a	I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.			
L4h	I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.			

Targets for Reading				
R4g	I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.			
R4h	I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.			
R4o (i)	I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.			
R4o (ii)	I can recognise that some verbs are irregular.			
R4o (iii)	I can understand the basic meanings of 'on' in French.			
R4o (iv)	I can identify the future tense.			
R4o (v)	I can recognise the past tense of some common verbs.			

Targets for Writing				
W4j (i)	I can use familiar words and sentence structures to write new sentences.			
W4j (ii)	I can write a short passage from memory, including longer or more complex sentences.			
W4k	I can construct a short text to describe a place, person or thing, using more complex sentences.			
W4l	I can use French articles confidently and accurately.			
W4m	I can write some regular French nouns in the singular and plural form.			
W4n	I can write the correct forms of some simple adjectives with a noun, using an example sentence.			
W4o (i)	I can write the correct form of some irregular verbs in the first and third person singular.			
W4o (ii)	I can write simple sentences using the future tense, with help.			
W4o (iii)	I can write simple sentences using the past tense, with help.			
W4p	I can use the rules I know about building sentences in French to create new sentences using different vocabulary.			