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| **Listening** | **Speaking** | **Reading** | **Writing** |
| 1. Can they understand and respond to spoken and written language from a variety of authentic sources? 2. Can they identify a person’s daily routine when told? 3. Can they identify breakfast items? 4. Can they identify times of the day and details of a person’s daily routine? | 1. Can they speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation? 2. Can they talk about their daily routine? 3. Can they say what they like for breakfast? | 1. Can they understand the main points and opinions in written texts from various sources? E.g. a postcard from a pen-pal, a poem or part of a story? 2. Can the discover and develop an appreciation of a range of writing in French? | 1. Can they write at varying lengths for different purposes and audiences using the vocabulary and grammatical structures they have learnt? E.g. about a story or a picture? 2. Can they create a breakfast menu? 3. Can they write a daily plan? |

Note: Please ensure that vocabulary explore in Years 3, 4 and 5 is revisited and integrated regularly into this programme to aid retention.