

French progressive curriculum

| Key Stage Two Progression | | | | | |
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| | NC Objectives | Year 3 | Year 4 | Year 5 | Year 6 |
| Speaking | <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand basic grammar appropriate to the language being studied</p> | <ul style="list-style-type: none"> To say greetings in the target language To ask and answer about feelings To say, recall, identify numbers between 1 and 15 To understand and say days of the week To understand, say and try to write some months of the year To say and read the name of some animals To begin to copy some names of animals To say a simple sentence to say their favourite animal To say simple sentences about themselves To ask politely for some fruit or vegetable item To recall nouns for picnic items To ask a simple question and understand the answer | <ul style="list-style-type: none"> To ask and answer questions about self To listen, recall and respond to classroom instructions To say and write the name of rooms in school To say and recognise some places in a town To give simple directions to places in a town To read and understand some useful directions To copy some names of places in a town: Church, shop, park, pharmacy To say some family nouns To understand and say phrases to describe feeling unwell, aches and pains To remember some jungle animal nouns To say different types of weather phrases To name the seasons To say ice cream flavours and spot sounds in the flavours To say an ice cream order | <ul style="list-style-type: none"> To know how to introduce themselves using extended sentences about how they are feeling and a reason why they are feeling this way To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live To say a third person singular sentence with details about someone else To know at least five nouns for school subjects and can use this language in a spoken sentence To say an extended opinion of a school subject including a reason for liking/disliking a subject To recall some facts about a city in the target language country To say and understand nouns for places in a city To ask for and give simple directions To participate in a dialogue for buying a ticket To say some fruit and vegetables and use these in simple dialogues To know to say 'I have' and that we use part of the verb to have To understand how to say I haven't (negating) To say nouns for some items of clothing To ask and answer questions about someone's identity | <ul style="list-style-type: none"> To recall phrases to describe feelings To talk about daily routine To answer questions about daily routine To create opinions about a sport To look at and use the verb 'to play' To express a like or dislike of a sport To know some nouns for fun fair rides and food To express opinions of favourite things, recalling prior learning To ask politely for snacks and drinks To participate in short sketches using familiar language To recall familiar core language |
| How PLN achieves this... | <p>Speak with increasing confidence</p> <p>Speak with increasing fluency</p> <p>Speak with increasing spontaneity</p> <p>Communicating what they want to say asking questions</p> <p>Communicating what they want to say, including through discussion</p> | <p>Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.</p> <p>Ask and answer pre-learned questions mostly from memory and begin to interact in practised and predictable classroom scenarios.</p> | <p>Can ask and answer simple questions and give basic information.</p> <p>Can pronounce familiar words and some new words accurately with 2-3 secure dialogue exchanges.</p> <p>Can produce short pre-prepared phrases on a familiar topic.</p> | <p>Can ask and answer simple questions on several topics and can express opinions using models and substituting individual words.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good punctuation.</p> <p>Can take part in brief pre-prepared tasks such as short presentations and role plays.</p> | <p>Can take part in a simple conversation and can express simple opinions with generally accurate pronunciation (to a sympathetic native speaker).</p> <p>Can ask and answer questions on a few familiar topics, including expressing opinions.</p> <p>Begins to use more complex sentences with some support.</p> |
| Listening | <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Understand basic grammar appropriate to the language being studied</p> | <ul style="list-style-type: none"> To say, recall, identify numbers between 1 and 10 To understand basic classroom commands To understand and say days of the week To understand, say and try to write some months of the year To begin to recognise some plural nouns for animals To begin to listen, understand and enjoy a story | <ul style="list-style-type: none"> To listen, recall and respond to classroom instructions To say and recognise some places in a town To understand the nouns for face parts To understand and respond to body part nouns and commands To identify singular and plural body parts To understand and say phrases to describe feeling unwell, aches and pains To understand adjectives to describe jungle animals | <ul style="list-style-type: none"> To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live To participate in a dialogue for buying a ticket To explore and use the verb 'to wear' To ask and answer questions about someone's identity | <ul style="list-style-type: none"> To understand 'o'clock' phrases To answer questions about daily routine To understand the nouns for rooms in a house To understand the nouns for some items of furniture To follow and understand a descriptive story To recognise and understand some familiar and unfamiliar nouns To understand some prepositions To understand information about food and meals To recall familiar core language |
| How PLN achieves this... | <p>Understand and respond to spoken language Understand and respond to spoken language from authentic sources</p> <p>Communicating what they want to say continually improving accuracy of pronunciation and intonation.</p> | <p>Can understand a few familiar spoken words and phrases, including some classroom language and praise words.</p> <p>Can follow along and repeat some key words from a song, rhyme or poem.</p> <p>Can identify some letter sounds in another language.</p> | <p>Can understand a range of basic spoken phrases and questions and is able to listen for specific words and phrases.</p> <p>Join in with a familiar story, song, rhyme or poem using gesture, key words or phrases.</p> <p>Use a string of letter sounds to help decipher new words.</p> | <p>Can understand the main points and some detail from a series of spoken sentences and questions. May require some repetition and to be spoken slowly and clearly.</p> <p>Join in with/parts of a familiar story, song, rhyme or poem when listening to the source material.</p> <p>Listen to and apply knowledge of letter sounds to help understand more complex new words or phrases.</p> | <p>Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.</p> <p>Produce mostly from memory familiar parts of known stories, songs, rhymes and poems.</p> <p>Listen to and apply knowledge of letter sounds to help understand new phrases or short sentences.</p> |

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| <p>Reading</p> | <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Understand basic grammar appropriate to the language being studied</p> | <ul style="list-style-type: none"> To say, recall, identify numbers between 1 and 10 To say and read the name of some animals To begin to recognise some plural nouns for animals To begin to read and write dates | <ul style="list-style-type: none"> To say and recognise some places in a town To understand the nouns for face parts To understand and respond to body part nouns and commands To identify singular and plural body parts To understand adjectives to describe jungle animals | <ul style="list-style-type: none"> To read and understand some fruit and vegetables in written texts To read and understand a recipe To read and write descriptive sentences with nouns and colour adjectives To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives To explore and use the verb 'to wear' To read and recognise names of planets To read and write simple sentences about an imaginary planet To read aloud and understand sentences about the seaside To read and understand facts about going to the beach | <ul style="list-style-type: none"> To understand 'o'clock' phrases To understand the nouns for rooms in a house To understand the nouns for some items of furniture To read and understand some simple descriptions of rooms in a house To recognise and understand some familiar and unfamiliar nouns To understand some prepositions To understand information about food and meals To recall familiar core language |
| <p>How PLN achieves this...</p> | <p>Understand and respond to written language from authentic sources</p> <p>Discover and develop an appreciation of a range of writing in the language studied</p> | <p>Can recognise and read out a few familiar words and short phrases.</p> <p>Can use visual aids context to follow the gist of a short text.</p> <p>Can begin to use word lists/mats to locate specific words.</p> | <p>Can read and understand simple written phrases and simple sentences.</p> <p>Can match sounds to familiar written words.</p> <p>Can identify text type from contextual cues and few familiar words whilst starting to use prior knowledge to work out meaning.</p> <p>Can use a word list/mats confidently to locate specific words and check spellings. Beginning to use a bilingual dictionary.</p> | <p>Can read and understand the main point(s) from a short text made up of short sentences based on a familiar topic.</p> <p>Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Can spot new words introduced into short sentences made up of familiar material and use prior knowledge to help decipher their meaning.</p> <p>Can appreciate how to use bilingual dictionaries and start using it independently.</p> | <p>Can read and understand the main points and simple opinions of a longer written passage based on a familiar topic including familiar language.</p> <p>Can work out the meaning of some new words introduced into a text made up of mainly familiar material and use prior knowledge to help decipher their meaning.</p> <p>Can independently use a bilingual dictionary to access unfamiliar language.</p> |
| <p>Writing</p> | <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand basic grammar appropriate to the language being studied</p> | <ul style="list-style-type: none"> To write some colours To understand, say and try to write some months of the year To begin to write simple sentences about animals To begin to write numbers 1-15 To begin to read and write dates To write, with support, a simple sentence or several sentences in 1st person singular To write a simple phrase, using verb, noun and adjective To complete some simple sentences to say where they live | <ul style="list-style-type: none"> To say and write the name of rooms in school To say and write nouns for some classroom objects To write a sentence using nouns of shops in a town To write personal information sentences in 1st person singular about a family member To write a simple descriptive sentence to describe a face To write some body parts To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective To write a simple sentence or sequence of sentences to describe a jungle animal To write a simple sentence to describe the weather | <ul style="list-style-type: none"> To write simple descriptive sentences to describe their town/city. To understand plural nouns and how to write them To write some fruits and vegetables To write a recipe including ingredients and instructions To read and write descriptive sentences with nouns and colour adjectives To explore and use the verb 'to wear' To read and write simple sentences about an imaginary planet To create simple, persuasive, extended sentences | <ul style="list-style-type: none"> To write descriptive sentences using adjectives of colour and size To understand and write simple information about a sport To write simple sentences about a funfair To participate in short sketches using familiar language To recall familiar core language |
| | <p>Can write at varying length, for different purposes and audiences...</p> <p>Can write using the variety of grammatical structures that they have learnt...exposure over a period of four years of language learning Core focus per year=</p> | <p>Can write some single words from memory with plausible spelling.</p> <p>Can copy words and short phrases accurately.</p> <p>Can substitute one element in a model simple phrase or sentence to make writing personal. For example change a colour/animal.</p> | <p>Can write simple words and short phrases from memory with understandable spelling.</p> <p>Can write words and phrases accurately with support tools such as word lists/mats.</p> <p>Can substitute a selection of elements in a model simple phrase or sentence to create a new sentence.</p> | <p>Can write words, phrases and short simple sentences from memory with understandable spelling based on a familiar topic.</p> <p>Can write sentences accurately using a model for support.</p> <p>Can use a short text as a model for a short piece of independent writing on a familiar topic using word lists, maps and dictionaries for support and accuracy.</p> | <p>Can write a short simple text from memory using simple sentences with understandable spelling based on a familiar topic.</p> <p>Can write a few simple and possible complex sentences accurately using a model for support.</p> <p>Can use a text as a model for a short piece of independent writing on familiar topics using word lists, maps and dictionaries for support and accuracy.</p> |

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Y3 | A new start 'oi' au revoir noir trois | Calendar and celebrations 'di' 'é' dimanche décembre jeudi février | Animals I like and don't like 'ch' chien chat cheval | Carnival and using numbers 'qu' quatorze quinze | Fruits and vegetables, 'on' melon concombre | Going on a picnic 'ique' pique-nique |
| Y4 | Welcome to school 'eau' ciseaux bureau | My town, your town 'ez' 'ou' regardez boucherie chantez boulangerie | Family tree and faces 'ille' 'eux' famille cheveux yeux | Face and body parts 'ou' bouche genou bougez | Feeling unwell/Jungle animals 'inge' singe | The weather/ Ice creams 'ille' 'ais' vanille Je voudrais |
| Y5 | Talking about us/school subjects 'ais' anglais français | Time in the city 'oo' zoo | Healthy eating, going to market 'ai' J'ai Je n'ai pas | Clothes 'chau' chaussures chaussettes | Out of this world 'eil' soleil | Going to the seaside 'er' s'allonger manger sauter |
| Y6 | Revisiting me/Telling the time/Everyday life 'anté' soixante quarante cinquante | Homes and houses 'ui' 'ains' cuisine bains | Playing and enjoying sport 'anse' 'tion' danse natation | Funfair and favourites 'on' maison bonbons montagnes | Café culture 'au' pain au chocolat chaud | Performance Time 'j' Je Bon jour Recap of appropriate sounds |