

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"> I can say a greeting and a farewell in French. I can ask and answer the question 'How are you?' I can say 'my name is' and ask 'what is your name?' in French. I can say some numbers between 0 and 10. I can say some colours in French. I can say some colours linked to fireworks. I can say some days of the week. I can say which animal I have. I can tell someone what my favourite animal is. | <ul style="list-style-type: none"> I can ask and answer several questions about myself. I can recall and say classroom commands. I can say some numbers between 0 and 20. I can say names of rooms in a school. I can say and write nouns for classroom objects. I can say some places in town. I can ask "Where is...?" and answer with "Here is..." | <ul style="list-style-type: none"> I can begin to answer the question 'How are you?' in more detail. I can say an extended sentence about how I'm feeling. I can say some important things about myself and somebody else. I can say if I like or dislike a school subject. I can give my opinion about school subjects. I can ask for an entrance ticket. I can give some simple directions around the city. I can say a description of the city. I can buy a souvenir and ask for a price. I can name some fruits and vegetables. I can take part in a survey about favourite fruits and vegetables. I can count in 10s up to 100 in French. I can ask for, and give the price for, a fruit or vegetable. I can take part in a simple shopping dialogue at the market. | <ul style="list-style-type: none"> I can recall phrases to talk about myself and my feelings. I can understand and use adjectives to talk about my personality. I can recall how to describe eye and hair colour. I can understand and sing along with the 'Rocket song'. I can describe a house in French. I can use adjectives to describe rooms in the house. I can use prepositions to say where things are. I can talk about sports I like and dislike. I can describe a sport using simple sentences. |
| 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"> I can ask and answer the question 'How are you?' I can recognise animal nouns in the plural. I can listen to and join in a story about animals | <ul style="list-style-type: none"> I can ask and answer several questions about myself. I can understand more nouns of shops in French. I can understand some nouns for family members. I can understand and say some parts of the face. I can understand simple sentences using numbers and parts of the face. | <ul style="list-style-type: none"> I can understand some adjectives to describe my feelings. I can understand some facts about the capital city of France. I can understand some simple directions around the city. | <ul style="list-style-type: none"> I can understand new nouns and use them to play a game. I can understand and remember some sports nouns in French. |
| How PLN achieves this... | <p>Understand and respond to spoken language Understand and respond to spoken</p> | <p>Can understand a few familiar spoken words and phrases, including some classroom language and praise words.</p> | <p>Can understand a range of basic spoken phrases and questions and is able to listen for specific words and phrases.</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>Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.</p> |

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| | <p>language from authentic sources</p> <p>Communicating what they want to say continually improving accuracy of pronunciation and intonation.</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>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>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>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> |
| Reading | <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"> I can read and remember days of the week in French. I can read and understand some months of the year. I can read dates in French. I can read and understand some animal nouns in French. I can recognise animal nouns in the plural. | <ul style="list-style-type: none"> I can read some numbers between 0 and 20. I can read and remember days and months in French. I can use classroom commands to programme a robot. I can read some nouns for family members. | <ul style="list-style-type: none"> I can read and count in 10s up to 100 in French. I can understand and use simple recipe instructions. | <ul style="list-style-type: none"> I can read and understand a text about my personality and physical appearance. I can read and understand descriptive sentences. I can identify parts of the verb 'jouer' (to play) I can understand a description of a sport using simple sentences. |
| How PLN achieves this... | <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> |
| Writing | <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"> I can write a greeting and a farewell in French. I can remember and write some numbers between 0 and 10. I can write some colours linked to fireworks. I can write some days of the week. I can write dates in French. I can use a model to write a simple story about animals. | <ul style="list-style-type: none"> I can write names of rooms in a school. I can write nouns for classroom objects. I can write my own fireworks poem. I can write some places in town. I can write some personal information about a family member. I can write some simple sentences to describe an alien. | <ul style="list-style-type: none"> I can give my opinion about school subjects. I can write a description of the city. | <ul style="list-style-type: none"> I can write a text about my personality and physical appearance. I can create a story. I can create extended sentences about sports including an opinion. |
| | <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> |

Phonics Map

| | 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 'ante' soizante 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 Bonjour Recap of appropriate sounds |