

## Progression of French

### Subject content

KS2 pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
  - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
  - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
  - speak in sentences, using familiar vocabulary, phrases and basic language structures
  - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
  - present ideas and information orally to a range of audiences\*
  - read carefully and show understanding of words, phrases and simple writing
  - appreciate stories, songs, poems and rhymes in the language
  - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
  - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
  - describe people, places, things and actions orally\* and in writing
  - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- The starred (\*) content above will not be applicable to ancient languages.

Our French curriculum uses the **Language Angels** scheme of work and resources together with authentic French books, songs and games to deliver lessons that appeal to our pupils. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Skills	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	To listen to and enjoy short stories, nursery rhymes & songs.  To recognise familiar words and short phrases.	To learn to listen to longer passages and understand more of what is being said by picking out key words and phrases.	To listen more attentively and for longer.  To understand more of what we hear even when some of the language may be unfamiliar by using decoding skills.	To listen to longer text and more authentic foreign language material.  To learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b>	To communicate with others using simple words and short phrases.	To communicate with others with improved confidence and accuracy.  To learn to ask and answer questions and incorporate a negative reply if and when required.	To communicate on a wider range of topics and themes.  To remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	To learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.  To engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<b>Reading</b>	To read familiar words and short phrases accurately by applying phonics knowledge of short words.	To read aloud short pieces of text applying knowledge of phonics.  To understand most of what we read in the foreign language when it is based on familiar language.	To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.  To increase knowledge of phonemes and letter strings	To be able to tackle unknown language with increased accuracy by applying knowledge of phonics, including awareness of accents, silent letters etc.  To decode unknown language using bilingual dictionaries.
<b>Writing</b>	To write familiar words & short phrases using a model or vocabulary list. <b>e.g.:</b> 'I play the piano'. 'I like apples'.	To write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the	To write a paragraph using familiar language incorporating connectives/conjunctions, a negative	To write a piece of text using language from a variety of units covered and learn to adapt models provided to show solid understanding of grammar covered.

		negative form where appropriate. <b>e.g.:</b> <i>My name, where I live and my age.</i>	response and adjectival agreement where required.  To learn to manipulate the language and be able to substitute words for suitable alternatives <b>e.g.</b> <i>My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</i>	To begin too incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>e.g.</b> <i>A presentation or description of a typical school day including subjects, time and opinions.</i>
<b>Grammar</b>	To start to understand the concept of noun gender and the use of articles.  To use the first person singular version of high frequency verbs <b>e.g.</b> <i>'I like...'</i> <i>'I play...'</i> <i>'I am called...'</i>	To better understand the concept of gender and which articles to use for meaning ( <b>e.g.:</b> <i>'the', 'a' or 'some'</i> ).  To introduce simple adjectival agreement ( <b>e.g.</b> <i>adjectival agreement when describing nationality</i> ), the negative form and possessive adjectives. <b>e.g.</b> <i>'In my pencil case I have...'</i> or <i>'In my pencil case I do not have...'</i>	To revise gender and nouns and learn to use and recognise the terminology of articles ( <b>e.g.</b> <i>definite, indefinite and partitive</i> ).  To understand better the rules of adjectival agreement and possessive adjectives.  To start to explore full verb conjugation ( <b>e.g.</b> <i>'I wear...'</i> , <i>'he/she wears...'</i> ) and be able to describe clothes in terms of colour <b>e.g.</b> <i>'My blue coat'</i> .	To consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>e.g.:</b> <i>which subjects I like at school and also which subjects I do not like</i> ).  To become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>e.g.:</b> <i>'to go', 'to do', 'to have' and 'to be'</i> .

### How will we implement French in our school?

- Our children will have a **weekly French lesson** using 'Language Angels'.
- We will ensure all lessons are **taught by French teacher** in their class.
- We will ensure **all classrooms have a French display** with pertinent language to the topic being taught.
- Our children's **French learning can be seen on Seesaw** and in books.
- We will ensure a **whole school French display** encourages the children to engage positively with the subject.