

Subject Progression Document - French

Intent

Our **Foreign Language** curriculum is based on the following principles:

- Ensure that children have a curriculum that inspires all pupils to succeed and excel by understanding and responding to spoken and written language from a variety of authentic sources.
- An acknowledgement that children need to revisit and systematically build on their skills, therefore opportunities are provided for pupils to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say.
- Children are immersed in age-appropriate opportunities to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- The foreign language curriculum provides practical opportunities to apply and deepen their skills and knowledge in the core curriculum subjects ensuring that they can understand the rationale behind learning in these areas.
- A curriculum that contributes towards pupils discovering and developing an appreciation of a range of writing in French.

By the end of KS2 children should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.
- Appreciate stories, songs, poems and rhymes in the language.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- 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.
- Write phrases from memory and adapt these to create new sentences to express ideas clearly.
- Use familiar vocabulary in phrases and simple writing.
- Describe people, places and things and actions orally and in writing.

Progression by Key Stage

LKS2	UKS2
• Listening and responding to single words, short phrases and full sentences. • Listening and noticing rhyming words when joining in with songs. • Beginning to notice common spelling patterns.	• Listening and inferring information from audio passages using language detective skills. • Independently identifying rhyming words and spelling patterns when joining in with songs.

- Reading aloud some words from simple songs, stories and rhymes.
- Following a short text or rhyme, listening and reading at the same time.
- Recognising some familiar French words in written form.
- Beginning to understand and notice cognates and near cognates.
- Beginning to explore various language detective strategies.
- Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using visual and contextual clues and cues to gist and make predictions about meanings.
- Forming simple statements with information including the negative.
- Practising speaking with a partner.
- Recognising, asking, and answering simple questions.
- Beginning to form opinion phrases.
- Using a variety of conversational phrases.
- Using short phrases to give information.
- Recognising, repeating and adapting phrases from rhymes and songs.
- Using a model to form a spoken sentence.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Introducing self to a partner with simple phrases.
- Rehearsing and performing a short role-play, song or story.
- Selecting and writing simple words and short phrases, some from memory.
- Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.
- Using different adjectives with a singular noun, with correct positioning and agreement.
- Choosing appropriate adjectives from a range of adjectives.

- Beginning to predict spelling patterns.
- Reading short authentic texts for enjoyment or information.
- Identifying and extracting key information in a range of authentic texts.
- Reading and using language detective skills to assess meaning including context, text type and sentence structure.
- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
- Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.
- Beginning to use conversational phrases for purposeful dialogue.
- Planning, asking and answering questions.
- Developing extended sentences to justify a fact or opinion.
- Rehearsing and recycling extended sentences orally.
- Speaking in full sentences using known vocabulary.
- Planning and giving a short oral presentation.
- Modifying, expressing and comparing opinions.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Creating and presenting a dialogue or role-play.
- Giving a presentation drawing upon learning from a number of previous topics.
- Adapting model sentences to express different ideas.
- Using existing knowledge of vocabulary and phrases to create new sentences.
- Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.
- Constructing a short text on a familiar topic.
- Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.
- Using adapted phrases to describe an object, person or place.
- Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.
- Using a wide range of descriptive words and phrases independently.

