

## French Progression of Knowledge and Skills

<b>Intent (Aims)</b>	<i>All pupils will develop a genuine <b>interest</b> and positive <b>curiosity</b> about <b>foreign languages</b>, finding them enjoyable and stimulating as they work towards becoming <b>life-long language learners</b>.</i>
<b>Pedagogy (How?)</b>	<p>The four key language learning skills <b>listening, speaking, reading and writing</b> are taught and all necessary <b>grammar</b> is covered in an age-appropriate way across the primary phase. This enables pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.</p> <p>This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in <b>Key Stage 1*</b> and 2. Children 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.</p>
<b>Note</b>	<i>* We recognise the gaps in French learning post-COVID-19 and we have implemented a transition period to ensure that children's knowledge is progressive. This will become more developed after each academic year (we are in the first of three years of transition).</i>

### Language Domains

Curriculum (What?)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening		•	•	<ul style="list-style-type: none"> <li>Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	<ul style="list-style-type: none"> <li>Listen more attentively and for longer.</li> <li>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to longer text and more authentic foreign language material.</li> <li>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> </ul>
Speaking		•	•	<ul style="list-style-type: none"> <li>Communicate with others using simple words and short phrases covered in the units.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy.</li> <li>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</li> <li>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> </ul>

Reading		•	•	<ul style="list-style-type: none"> <li>• Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</li> <li>• Understand the meaning in English of short words I read in the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</li> <li>• Understand most of what we read in the foreign language when it is based on familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</li> <li>• Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</li> </ul>
Writing		•	•	<ul style="list-style-type: none"> <li>• Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</li> <li>• Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</li> <li>• Incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</li> </ul>

Grammar				<ul style="list-style-type: none"> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</li> </ul>	<ul style="list-style-type: none"> <li>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</li> <li>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</li> </ul>	<ul style="list-style-type: none"> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</li> <li>Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...') and also be able to describe clothes in terms of colour EG: 'My blue coat'.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</li> <li>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</li> </ul>

French Knowledge Coverage							
Curriculum (What?)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit Coverage				<ul style="list-style-type: none"> <li>Phonetics 1</li> <li>I Am Learning</li> <li>Animals</li> <li>Musical Instruments</li> <li>I am Able...</li> <li>Fruits</li> <li>Ice Creams</li> </ul>	<ul style="list-style-type: none"> <li>Phonetics 1-2</li> <li>Presenting Myself</li> <li>Family</li> <li>Goldilocks</li> <li>In the Classroom</li> <li>At the Tea Room</li> <li>What is the Weather</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Lesson 3</li> <li>Do You Have a Pet?</li> <li>The Date</li> <li>My Home</li> <li>Clothes</li> <li>The Olympics</li> <li>Romans</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Lessons 3</li> <li>At School</li> <li>Healthy Lifestyle</li> <li>At the Weekend</li> <li>Planets</li> <li>The Vikings</li> <li>Me In the World</li> </ul>