## French Progression of Skills 2022

**EYFS and KS1**

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|  | **Starfish EYFS** | **Dolphins** |
| **Listening** | Listen attentively to spoken language. Follow the rules of listening from socially speaking. | Listen attentively to spoken language.  Appreciate stories, songs and rhymes in French. Recognise key vocabulary for classroom instructions and greetings. |
| **Speaking** | Respond to spoken language.  Be able to copy and repeat some words and numbers in French. | Respond to spoken language.  Explore patterns and sounds of language through repetition, songs and rhymes. Engage in conversation by answering questions and beginning to ask questions e.g. Comment tu t’appelles? |
| Intercultural Understanding | * Understand and respect that there are people and places in the world around me that are different to where I live and play. * Understand that some people speak a different language to my own. | |

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| **Key Stage 2 National Curriculum Expectations** |
| By the end of 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. |

**KS2 French**

**Intent**

At Kirk Smeaton we offer a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. The themes we cover provide an introduction to the culture of French-speaking countries and communities. We aim to foster children’s curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. We also endeavor to enable children to express their ideas and thoughts in French and provide opportunities to interact and communicate with others both in speech and in writing. We also intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

**Implementation**

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. In KS1 and EYFS the focus will be on developing speaking and listening skills, as well as learning simple key vocabulary through a variety of methods such as puppets, songs, rhymes, stories and role play. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

A wide variety of resources are used to help children to build on prior knowledge alongside the introduction of new skills. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials in the classroom so that children have opportunities to repeat and revise their learning. We also aim to promote cross-curricular links where possible e.g. Geography links when researching Paris and French holiday destinations.

**Impact**

We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and summative assessments aimed at targeting next steps in learning.

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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Listening | Know the rules of listening and listen to songs/ videos and key vocabulary. | Appreciate and actively participate in traditional short stories & traditional tales. | Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear. | Listen to and enjoy short stories & songs. Recognise familiar words and short phrases covered in the units taught. | 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. | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| Speaking | Learn to repeat some simple French words. Begin to use simple words in every day routine. | Learn to repeat and reproduce the language I hear with accurate pronunciation.  Join in with French and English songs. | Learn to articulate key words introduced in the lesson and understand their meaning.  Join in with French and English songs. | Communicate with others using simple words and short phrases covered in the units. | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. | Learn to recall previously learnt language and incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| Reading | N/A | Be able to identify written versions of the words I hear. | Being able to identify the written version of a wider range of the words I hear. | Read familiar words and short phrases accurately. Understand the meaning in English of short words I read in the foreign language. | Read aloud short pieces of text. Understand most of what we read in the foreign language when it is based on familiar language. | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. | Be able to tackle unknown language with increased accuracy by applying knowledge learnt including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. |
| Writing | N/A | Consolidate letter formation skills by copying words in the foreign language from a model. | Start to reproduce nouns and determiners/articles from a model. | Write familiar words & short phrases using a model or vocabulary list | 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. | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. 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. | 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. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. |
| Grammar | N/A | Start to understand that foreign languages can have different structures to English. | Start to understand that foreign languages can have different structures to English. | 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…' | Better understand the concept of gender and which articles to use for meaning. Introduce simple adjectival agreement, the negative form and possessive adjectives. EG: 'In my pencil case I have…' or 'In my pencil case I do not have...' | Revision of gender and nouns and learn to use and recognise the terminology of articles. Understand better the rules of adjectival agreement. Start to explore full verb conjugation. | 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). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation. |