

# Curriculum Skills and Progression Languages



Nebula  
where stars are born



The Nebula Federation

Hainford Primary School

**FOREIGN LANGUAGES: AGE RELATED STATUTORY COVERAGE**

**LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO ONLY**

**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.

**Year 2:**

- ✚ Will have the opportunity to enjoy and participate in languages (French)
- ✚ 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
- ✚ appreciate stories, songs, poems and rhymes in the language

Skills Map –Languages			
Class 2:Year 3 French			
Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<ul style="list-style-type: none"> <li>Do they understand simple classroom commands? e.g. Ecoutez, Regardez, Leves-vous, Trouvez un partenaire, Asseyez-vous</li> <li>Do they understand short statements? e.g. Bonjour, Au revoir, Weather</li> <li>Do they understand simple questions? e.g. Comment t-appelles tu? Quel age as tu? Quel couleur? Le date est...)</li> <li>Do they understand clearly spoken speech? May need a lot of help, e.g. gesture and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Can they answer with a single word? e.g. Their name, their age, colours, day, month)</li> <li>Can they answer with a short phrase? eg. merci, oui, non merci, au revoir, dejeuner svp,</li> </ul> <p><i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<ul style="list-style-type: none"> <li>Can they read and understand a single word? e.g. Incidental language linked to colours, classroom objects, places</li> </ul> <p><i>Presented in clear script in familiar context. May need visual cue (pairs game/flashcards/labels).</i>  <span style="color: green;">Early Start / Rigolo resources</span></p>	<ul style="list-style-type: none"> <li>Can they copy a single word correctly? e.g. words for colours, animals,</li> <li>Can they label items with a single word?</li> <li>Can they choose the right words to complete a phrase?</li> <li>Can they choose the right words to complete a short sentence (cloze text)?</li> </ul>
<p>Can they lead a group or the class?                      Can they give classroom instructions?</p>			

Skills Map –Languages			
Class 3: Year 4 – French			
Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<ul style="list-style-type: none"> <li>Do they understand a range of familiar statements already taught?</li> <li>Do they understand a range of familiar questions?</li> <li>Can they repeat and sing well-known French songs?</li> </ul> <p><i>May need items repeated.</i></p>	<ul style="list-style-type: none"> <li>Can they give short and simple responses to what they see and hear? e.g. Conversational French including greetings, number responses, taught vocab, colours, what’s the date?</li> <li>Can they name and describe people? e.g. Il/elle s’appelle.../Il est... using adjectives; il a sept ans</li> <li>Can they name and describe simple classroom objects/colours?</li> <li>Can they use (set) phrases?</li> </ul> <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<ul style="list-style-type: none"> <li>Can they read and understand single words and short phrases?</li> <li>Can they read aloud single words and phrases?</li> <li>Can they use books or glossaries to find the meanings of new words?</li> </ul>	<ul style="list-style-type: none"> <li>Can they copy a short familiar phrase?</li> <li>Can they write or word-process set phrases we use in class?</li> </ul> <p><i>When they write familiar words from memory their spelling may be approximate.</i></p>
Greater Depth			

Skills Map –Languages			
Class 3 (yr5) – French (2 <sup>nd</sup> yr returners)			
Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<ul style="list-style-type: none"> <li>Do they understand short exchanges made up of familiar language?</li> <li>Do they understand instructions, messages and dialogues within short passages?</li> <li>Can they identify and note the main points and give a personal response on a passage?</li> </ul> <p><i>Spoken at near normal speed with some interference. May need short sections repeated. Short passages to retrieve information.</i></p>	<ul style="list-style-type: none"> <li>Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc</li> <li>Can they use short phrases to give a personal response?</li> <li>Can they name and describe places?</li> </ul>	<ul style="list-style-type: none"> <li>Can they read and understand short and simple texts using familiar language, already taught?</li> <li>Can they identify familiar words from a short, simple text and give a response? (true or false, multiple choice, answer simple retrieval questions)</li> <li>Can they read independently?</li> <li>Can they use a bilingual dictionary or glossary to look up new words?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write 2-3 short sentences on a familiar topic?</li> <li>Can write simple opinions</li> <li>Can they record simple conversations /dialogue?</li> </ul> <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>
Greater Depth			
	<p><i>La ville, le sale de classe, l’école etc Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>		<p>Can they add in their own ideas and content away from the basic script?</p>

Skills Map –Languages			
Class 3 Year 6 – French			
Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<ul style="list-style-type: none"> <li>Do they understand short passages made up of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles</li> <li>Do they understand instructions, messages and dialogues within short passages?</li> </ul> <p>Matching texts to images/speech bubbles</p> <ul style="list-style-type: none"> <li>Can they identify and note the main points and give a personal response on a passage?</li> </ul> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<ul style="list-style-type: none"> <li>Can they have a short conversation where they are saying 3-4 things?</li> <li>Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases?</li> </ul> <p><i>Il, elle Pronouns, gender, words in wrong places Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> <li>Can they read and understand short texts (including short stories) using familiar language already taught?</li> <li>Can they identify and note the main points and give a personal response?</li> <li>Can they read independently?</li> <li>Can they use a bilingual dictionary or glossary to look up new words?</li> <li>Can they use context to work out unfamiliar words?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write what they like and dislike about a familiar topic? J’aime... J’adore... Je deteste... Je n’aime pas...</li> <li>Can they use short phrases to give a personal response and/or an opinion? Je prefere... Je voudrais...</li> </ul> <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>
Year 5/6 Greater Depth			

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Resources to teach French

- ✚ Rigolo 1 and 2
- ✚ Early Start 1 & 2
- ✚ French reading books
- ✚ French dictionaries
- ✚ Euros (coins and notes)
- ✚ Maps