

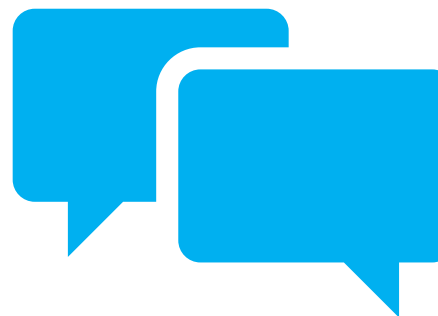
Skills and Progression Map

Modern Foreign Languages

French

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



FOREIGN LANGUAGES: NATIONAL CURRICULUM

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.

EYFS and Year 1-

- Will say the register in different languages.
- Will explore different countries and cultures as part of understanding the world.

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

CORE LANGUAGE

Below is the core language to be covered for each year group (Year 2s are being exposed to the language taught to Year 3s and then will consolidate this in Year 3. - Each year as well as recapping previous language this language will be built on and needs to be taught through the different topic units. As part of the topic, there will be **topic language** that will be taught alongside the **core language** (See long term plans for where the core language will be taught, and the Early Start plans for topic language).

	Year 2/3 Listen, respond/write/read key words and phrases.	Year 4 Listen, respond/write/read key words and phrases.	Year 5 Read/respond and provide simple sentences and conversation.	Year 6 Read/respond and provide sentences and conversations with more detail.
Classroom Instructions	Moi (me) Toi (you) Répétez (look) Ecris (write) Ecoutez (listen) S'il vous plaît (please) Merci (thank you) Oui / Non (yes / no) Days of the week	Previous language plus..... Rangez vos affaires (tidy up your things) Parle a ton partenaire (talk to your partner) Silence s'il vous plaît (silence please) Levez la main (raise your hand) Très bien (very good) Months of the year	Previous language plus..... Madame / monsieur (Mrs / Sir) Excusez-moi (excuse me) Merci beaucoup (thank you very much) Quelle est la date? (what is the date?) La date est... (the date is...)	Previous language plus..... Je ne comprends pas (I don't understand) Aide-moi, s'il vous plaît (help me, please)
Greetings	Bonjour (hello) Salut (hi) Au revoir (goodbye) Comment ça va? (How are you?) Ca va bien (I am good) Et toi? (And you?)	Previous language plus..... Comme ci comme ça (so so) Comment t'appelles tu? (What is your name?) Je m'appelle... (My name is...) Quelle est la date de ton anniversaire? (What date is your birthday?) Mon anniversaire est... (My birthday is...)	Previous language plus..... Enchante (nice to meet you) À bientôt (see you soon) À demain (see you tomorrow) À toute à l'heure! (see you later) Quel âge as-tu? (What age are you?) Je suis ... ans. (I am ... years)	Previous language plus..... Bonsoir (good evening) Bonne nuit (good night) Où habites-tu? (Where do you live?) J'habite à Norwich (I live in Norwich)
Preferences	J'aime (I like) Je n'aime pas (I don't like)	Previous language plus..... J'adore (I love) Je détesté (I hate)	Previous language plus..... Mon préféré (my favourite) Je voudrais... (I would like)	Previous language plus..... Je voudrais... car... (I would like... because...) J'aime faire de... (I like doing...) Je n'aime pas faire de... (I don't like doing...)

			Qu'est-ce que tu aimes? (what do you like?) Qu'est-ce que tu n'aimes pas? (what don't you like?)	Qu'est-ce que tu aimes faire? (what do you like doing?) Qu'est-ce que tu n'aimes pas faire ? (what don't you like doing?)
Descriptions	Combien? (how many?) Numbers 1-10 Quelle couleur? (what colour?) Colours Vrais (true) Faux (false)	Previous language plus..... Numbers 1-31 Bon (good) Mauvais (bad) Chaud (hot) Froid (cold) Grande (big) Petite (small) Gauche (left) Droit (right) Tout droit (straight ahead)	Previous language plus..... Délicieux (delicious) Dégoûtant (disgusting) Amusant (fun) Ennuyeux (boring) Facile (easy) Difficile (difficult) Devant (in front of) Derrière (behind)	Previous language plus..... Meilleur (better) Pire (worse) À côté de (next to)
Other Language (grammar)	Un / Une (a, one) Le / La / Les (the) Mon / Ma (my) Ton / Ta (your)	Previous language plus..... J'ai (I have) Je suis (I am) Je fais (I do) Il / Elle (he/she) Son / Ses / Sa (her/his) C'est (it is - noun) Il fait (it is - verb) et (and)	Previous language plus..... avec (with) ou (or) mais (but) Il y a (there is) Elles sont / Ils sont (they are) Où est...? (where is?)	Previous language plus..... Car (because) Pourquoi... ? (why?) Which one... ? (lequel?)

Skills Map – Modern Foreign Languages

Year 3 French

Listening and Responding	Speaking	Reading and Responding	Writing
- understand one-word classroom commands - understand some simple greetings - understand simple questions (e.g. <i>Quel couleur? Combien?</i>) - join in with repeating and singing French songs	- ask a question - answer with a single word - begin to answer with a short phrase (e.g. <i>add numbers and colours</i>) <i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i>	- read and understand a single word (e.g. <i>on flash cards or in familiar stories</i>) - match words to images	- copy a single word correctly - label images with words - choose the right words to fill in the blanks <i>All writing is accompanied with pictures.</i>
	Lead a group or the class. Give classroom instructions.		

Skills Map – Modern Foreign Languages

Year 4 – French

Listening and Responding	Speaking	Reading and Responding	Writing
- understand classroom instructions given in simple phrases/sentences - understand a few familiar questions / greetings - repeat and sing French songs	- begin to introduce themselves - ask a few simple questions - respond with simple phrases <i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i>	- match phrases to images - read and understand single words and short phrases - read aloud single words and phrases - use books or glossaries to find the meanings of new words	- copy a short familiar phrase - label images with phrases - choose the right words to finish a phrase or sentence <i>When they write familiar words from memory their spelling may be approximate.</i>
Greater Depth			
	Lead a conversation.		Write familiar words from memory using the correct spelling.

Skills Map – Modern Foreign Languages

Year 5 – French

Listening and Responding	Speaking	Reading and Responding	Writing
- understand classroom instructions and begin to ask for help when misunderstood - understand and respond to a wider range of questions / greetings - begin to sing French songs off-by-heart <i>Spoken at near normal speed with some interference.</i>	- introduce themselves and find out about others - ask and answer a wider range of questions - give personal responses as phrases / sentences - have a simple conversation of 2-3 greetings, questions and responses	- match French and English words and phrases - read and understand a few familiar questions, commands and statements - for understanding new texts, identify familiar phrases and use a bilingual dictionary to look up new words	- write 2-3 short sentences on a familiar topic - add preferences and descriptions - record simple conversations /dialogue <i>They write short phrases from memory and their spelling is readily understandable.</i>
Greater Depth			
	Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.		They add in their own ideas and content away from the basic script?

Skills Map – Modern Foreign Languages			
Year 6 – French			
Listening and Responding	Speaking	Reading and Responding	Writing
- understand classroom instructions and ask for help when misunderstood - understand and respond to a variety of questions / greetings - sing French songs off-by-heart <i>Spoken at near normal speed with some interference.</i>	- Confidently introduce themselves and find out about others - ask and answer a variety of questions with a range of responses - give personal and more detailed responses - have a conversation of 4 or more greetings, questions and responses	- confidently match French and English words and phrases - read and understand a range of questions, commands and statements - for understanding new texts, identify familiar phrases and use context to work out new words - independently use a bilingual dictionary to look up new words	- write a paragraph on a familiar topic - add a range of preferences and descriptions - record conversations and dialogue <i>They write short phrases from memory and their spelling is readily understandable.</i>
Year 5/6 Greater Depth			
Spoken at near normal speed with no interference. May need short sections repeated.	Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.		They write short phrases from memory and their spelling is readily understandable.

DEEPER LEARNING QUESTIONS

Pupils 'Working Towards' will need support and scaffolding to answer these questions.

Pupils 'Working at Expected' should be able to independently offer some simple suggestions and reasons.

Pupils 'Working at Greater Depth' should be able to independently give detailed answers.

Year 3- Can you lead a simple group conversation and give classroom instructions?

Year 4- Can you lead a conversation? Can you write a word from memory?

Year 5- Can you think of a different word to to change this question/statement? (spoken or written).

Year 6- Can you write a short phrase from memory?

EVIDENCE

Recording Evidence of Pupil's Knowledge and Skills

- Class scrap book.
- Seesaw video recordings of conversations and reading story.
- Seesaw pictures.
- Writing activities- labelling, comic strips, simple scripts.
- Photos/ videos/ information about extracurricular activities the children have taken part in (e.g., visitors, languages day, café, shop, French nativity etc)

RESOURCES

Resources for Teaching and Learning

- French reading books
- French dictionaries
- Euros (coins and notes)
- Maps

SEN

SEN Provision

- Pre-teach key vocabulary and display key vocabulary (Pick 2/3 key words to focus on).
- Children working below ARE could have activities matching the skills from the year groups below their own.
- Ensure clubs/visitors/ outings are accessible for all.
- Help mats (Twinkl) with key vocabulary (see below for examples).
- Identify areas of strength and encourage them to help and support others in these areas.
- Offer TA/Peer/ group support but ensure the level of support is recorded alongside the activity.
- Lots of oral practise and listening to others speaking the language.
- Working with people they feel comfortable to speak in front of.

Getting to Know You Faire connaissance



Classroom Instructions



Pets - Les animaux

