

Skills and Progression Map

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 write short sentences expressing opinions and adding more detail.	Year 6 Read and understand short texts independently and respond to retrieval questions. Hold short conversations and write responses/express preferences.
Classroom instructions/greetings	Asseyez-vous (sit down) s'il vous plait (please) Ecoutez (listen) As-tu? (have you?) A toi (your turn) A moi (my turn) Merci (thank you) Regarder (look), ecris (write) Bonjour, au revoir, ca va? Oui, Non (yes, no)	Previous language plus..... Qu'est-ce que c'est? (what is that?) Ou est? (where is?) Ferme tes yeux, (open you eyes) ouvre tes yeux (shut your eyes) Salut (hi) Cherchez (find)	Previous language plus..... Repete apres moi (repeat after me) Qu'est-ce que tu aime? (use and respond) Madame, monsieur, les enfants Bonsoir/bonne nuit Prete-moi (lend me) Merci beaucoup	Previous language plus..... Parle a ton partenaire (talk to your partner) Bonne journee (have a good day) A demain (until tomorrow) A tout a l'heure (see you later) Pourquoi/ Pourquoi pas? (Why/Why not?)
Preferences	J'aime (I like) Je n'aime pas (I don't like) Qu'est-ce que tu aimes? (what do you like ?)	Previous language plus..... J'adore (I love) Je détesté (I hate)	Previous language plus..... Je préfère Qu'est-ce que to aimees/ prefere (what do you like/ prefer ?) Qui prefere ? (who prefers ?)	Previous language plus..... Je Voudrais, car (I would like because) Qu'est-ce que tu aimes faire? (What do you like doing?) J'aime faire de (I like doing..) Qu'est-ce que tu n'aimes pas faire ? (What don't you like doing ?) Je n'aime pas faire de.... (I don't like doing.....)
Adjectives	Colours, including light/dark Clair/fonce	Previous language plus..... Chaud (hot), froid (cold), grande (big/tall), petite (small/short)	Previous language plus..... delicious (délicieux), disgusting (dégoutant) amusant (fun)	Previous language plus..... Le plus grand (biggest), le plus petit (smallest), facile (easy), difficile (difficult), ennuyeux (boring), Le plus long (the longest), le plus court (shortest).
Other Language/ Grammar Drip feed through all topics depending on what is needed for each unit (see Early Start plans)	Il y a, Il fait (its) 'Je suis' j'ai, tu (you) C'est Un, une Il, Elle, Est, Le, la, les Vrais, faux (true, false) Et toi?(and you?) Ca va bien (I am good) Ca ne va pas (I am not good) Mon, ma (my), Ton, ta (your) Moi (I'm), Moi aussi (me also)	Previous language plus..... Un, une, les De, des Elles sont, Ils sont (they are) Tres bien (very good) Ou (or) Ou est? (where is?) Ou sont (where are?) Directional language- vers l'avant (forwards) en arriere (backwards)	Previous language plus..... Voici (this is) Avec (with) Il faut (you must) Je fais (I do) Qu'est-ce que tu fais? (What are you doing? Singular) Directional language- la gauge (left) droit- right	Previous language plus..... Plus (add), fois (times), moins (minus), Ca fait (that makes) Combien? (how many?)Car (because) Au moins (at least) Moins de (less than) Plus de (more than) Qu'est-ce que vous faites (to a group) Nous Faisons (we are doing some...) Directional language- en haut (above), dessous (below)

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

Skills Map –Languages

Year 4 – French

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

Skills Map –Languages

Year 5 – French

Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<ul style="list-style-type: none"> Do they understand short exchanges made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with some interference. May need short sections repeated.</i> <i>Short passages to retrieve information.</i></p>	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc Can they use short phrases to give a personal response? Can they name and describe places? 	<ul style="list-style-type: none"> Can they read and understand short and simple texts using familiar language, already taught? Can they identify familiar words from a short, simple text and give a response? (true or false, multiple choice, answer simple retrieval questions) Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> Can they write 2-3 short sentences on a familiar topic? Can write simple opinions Can they record simple conversations /dialogue? <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</i> <i>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			
Year 6 – French			
Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<ul style="list-style-type: none"> Do they understand short passages made up of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles Do they understand instructions, messages and dialogues within short passages? <p>Matching texts to images/speech bubbles</p> <ul style="list-style-type: none"> Can they identify and note the main points and give a personal response on a passage? 	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 3-4 things? Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? <p><i>Il, elle Pronouns, gender, words in wrong places</i></p>	<ul style="list-style-type: none"> Can they read and understand short texts (including short stories) using familiar language already taught? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? Can they use context to work out unfamiliar words? 	<ul style="list-style-type: none"> Can they write what they like and dislike about a familiar topic? <p><i>J'aime... J'adore... Je deteste... Je n'aime pas...</i></p> <ul style="list-style-type: none"> Can they use short phrases to give a personal response and/or an opinion? <p><i>Je prefere... Je voudrais...</i></p>
Year 5/6 Greater Depth			
<p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>		<p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

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

- ✚ Early Start 1, 2 and 3
- ✚ 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