



### French Progression Grid

#### **KS2 National Curriculum Aims**

Pupils should be taught:

- 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.



### **Intent**

At Beaumont Community Primary school, we offer a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. We aim to foster children’s curiosity and help deepen their understanding of the world. A cyclical curriculum has been chosen to allow opportunity for children to learn new vocabulary and then build on this as they move into Upper Key Stage 2. Our curriculum enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. We aim to expose children to authentic French, and offer opportunities to listen to native speakers, where ever possible.

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. By Year 6 we encourage the children to communicate with a pen pal in French.

Through our French curriculum, we 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**

KS1 children are introduced to French through exploring other languages informally when studying other countries. Some simple songs and familiar stories will be listened to in French.

In KS2 lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. The series of lessons provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson.



**Impact**

Using a range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary spoken and used by all learners. During Key Stage Two, there are opportunities for children to use their language skills through home-learning tasks at least once every year. We want to ensure that French is loved by pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, start and end of unit quizzes, child-led assessment such as the self-assessment faces and formative assessments aimed at targeting next steps in learning.

Speaking and listening						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Appreciate songs or traditional short stories &amp; fairy tales in French.</li> </ul>		<ul style="list-style-type: none"> <li>listen and understand some key nouns</li> <li>communicate using simple words or phrases ask and answer simple questions</li> <li>start to understand that letters make different sounds in a different language</li> <li>copy pronunciation carefully</li> <li>present some key personal information</li> <li>listen and understand short phrases on familiar themes</li> <li>listen and pick out key information communicate using a few phrases eg. weather in French</li> <li>ask and answer familiar questions gaining more understanding of sounds accurately pronounce some new words</li> </ul>		<ul style="list-style-type: none"> <li>listen and begin to understand sentences containing some unfamiliar words</li> <li>listen and note key words and information</li> <li>communicate using common phrases</li> <li>ask and answer simple questions and listen and respond to class instructions</li> <li>has a wider understanding of sounds and can say sounds more confidently, pronounce some new words independently</li> <li>begin to give opinions</li> <li>listen and understand longer sentences</li> <li>listen to longer texts and note key points</li> <li>ask for help or clarification</li> <li>ask and answer a wider range of questions and respond to instructions</li> <li>use accurate pronunciation with greater confidence</li> </ul>	



**Beaumont Community Primary School French Progression of Skills**

			<ul style="list-style-type: none"> <li>present some personal information (members of family etc) with a wider familiar phrase</li> </ul>		<ul style="list-style-type: none"> <li>present a topic using longer sentences</li> <li>ask for and give an opinion</li> </ul>	
<b>Reading</b>						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>read and understand a short list of nouns</li> <li>join in with stories, songs, poems and rhymes</li> <li>use the French word banks</li> <li>start to spot text type and use visual clues</li> <li>read and understand nouns and phrases</li> <li>read and understand familiar stories, songs, poems and rhymes</li> <li>use the French word banks to find meanings</li> <li>use text and visual clues to help understand a simple text</li> </ul>		<ul style="list-style-type: none"> <li>read and understand longer sentences</li> <li>follow the text of a story, rhyme or story and read</li> <li>use the French and English dictionary to find meanings</li> <li>use text type and visual clues to help understand a range of texts</li> <li>read and begin to understand, with support, a range of texts</li> <li>understand the gist of an unfamiliar text</li> <li>use the bilingual dictionary to assist understanding and to check spellings</li> <li>use de-coding techniques including context to help understanding</li> </ul>	
<b>Writing</b>						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>accurately copy basic words</li> <li>write a few words from memory</li> <li>translate single words</li> <li>uses simple memory techniques to learn spelling</li> </ul>		<ul style="list-style-type: none"> <li>accurately copy and adapt sentences using a model, use a dictionary to check spelling</li> <li>write simple sentences from memory</li> <li>translate a few basic sentences from memory</li> </ul>	



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			<ul style="list-style-type: none"> <li>accurately copy and adapt simple phrases</li> <li>write basic simple sentences from memory</li> <li>translate some key phrases</li> <li>uses memory techniques to help learn spelling and meaning</li> </ul>		<ul style="list-style-type: none"> <li>use memory techniques to help learn spelling, meaning and gender</li> <li>use a bilingual dictionary to check spelling and to develop and extend writing</li> <li>write sentences from memory with understandable accuracy</li> <li>translate longer sentences</li> <li>use memory techniques to help learn longer phrases and sentences</li> </ul>	
<b>Grammar</b>						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>recognise gender of nouns le / la</li> <li>start to understand singular and plural nouns</li> <li>can name some basic adjectives</li> <li>use present tense key verbs in first person develop awareness of simple sentences</li> <li>start to use the definitive article – le/la/les un/une</li> <li>recognise that adjectives can change word order</li> <li>use some simple present tense verbs</li> <li>recognise and use simple negative</li> </ul>		<ul style="list-style-type: none"> <li>recognise that gender impacts sentences</li> <li>be aware of agreement and word order for colour and size adjectives</li> <li>use a present tense verb</li> <li>conjugate a present tense irregular verb “aller” – understand concept of present tense</li> <li>from text begin to recognise key grammatical features</li> <li>use adjectives of size and colour correctly</li> <li>start to conjugate simple verbs in the present tense start to understand the concept of “present tense” and “past tense”</li> </ul>	