

St Giles' C of E Primary School MODERN FOREIGN LANGUAGES (FRENCH) Progression

EYFS	Year 1	Year 2	Skill Areas	Year 3	Year 4	Year 5	Year 6
Explore the languages of our class mate's families. Respond to register in those languages	Respond to Bonjour during register (Developing awareness of different languages)		Listening 1 Listen attentively and show understanding by joining in and responding	* respond confidently to greetings, register, classroom instructions, phonics * join in with videos, songs and stories	* ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations	* understand and respond to a specific range of classroom instructions * understand essential likes / dislikes relating to food and sports * understand and respond to movement instructions	* understand a range of spoken opinions heard in sentences and short texts
			Listening 2 Link the spelling, sound and meaning of words	* apply phonics knowledge to rhymes, phonics cards, spelling prediction activities	* develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (Il est né), birthday songs	* anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	* respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts
	Respond to ca va?		Speaking 1a Ask and answer questions	* answer questions, including greetings, names, ages, how are you today, what is your favourite (animal)	* ask / answer questions about birthdays, ages, dates, times, simple maths, what date is it (today)?	* ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things	* ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals
			Speaking 1b Express opinions and respond to those of others		* use: A mon avis (In my opinion), je crois que (I think that)	* Tu aimes ...? (Do you like?) * Qu'est-ce que tu aimes manger/boire?(What do you like eating / drinking) * Qu'est ce que tu préfères au collège? * Pourquoi est-ce que tu aimes ...?(Why do you like?)	* Tu aimes ...? (Do you like?) * Pourquoi aimes-tu? (Why do you like?) * Qu'est ce-que tu penses de...? (What do you think of...?)
			Speaking 1c Ask for clarification and help	* signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème	* signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème * ask for help: Pouvez-vous m'aider?	* signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème * ask for help and give a detail: Pouvez-vous m'aider avec (numéro 2, le texte, le dictionnaire)? * ask for other things: Est-ce que je peux travailler avec ...?	* signal a problem: Monsieur/ madame j'ai un problème... * ask for help and give a detail: Pouvez-vous m'aider avec (numéro 2, le texte, le dictionnaire)? * ask for other things: Est-ce que je peux travailler avec ...?
			Speaking 2 Speak in sentences	* use the verb forms j'ai / je n'ai pas de, c'est + nouns + adjectives in the context of animals and pencil case items to form simple sentences * use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop	* use these sentence structures: ➢ Mon anniversaire est le / il est une heure (deux heures etc) / Aujourd'hui c'est le ---- de... (Hier c'était le de / Demain ce sera le de) ➢ Ça commence à.... / Ça finit à..... ➢ C'est..... / Ce n'est pas ➢ Il y a.../ il n'y a pas (de).....	* say what sports you play using "jouer à la/au" or "faire du/de la" and when you do it "je joue au foot tous les lundis" * express opinions in sentences using "J'aime" and "j'adore" * give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" * say what you like to eat and drink using 'j'aime manger/boire'	* express opinions in sentences using "J'aime" and "j'adore" * give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" * use the 3rd person of key verbs to say what other people do * talk about the weather * say where you live * talk about your town
			Speaking 3 Describe people, places, things and actions orally (to a range of audiences)	* describe animals with colours * choral re-telling of stories, pair work, group work, assemblies * re-tell the Hungry Caterpillar story	* describe pictures/paintings in terms of shapes and their position * describe hair / eyes of self and others * birthday survey, songs	* describe actions: eating / drinking at different times, playing sports and instruments	* describe the key geographical features of France * describe where things are * describe the where you live * say what you wear

		<p>Reading 1 Read and show understanding of words, phrases and simple texts</p>	<ul style="list-style-type: none"> *match sound to text with familiar words, * read familiar words with good pronunciation * identify rhyming words, * decode words in simple sentences ('find the word for' activities) * identify if simple FL phrases are true or false 	<ul style="list-style-type: none"> * my Birthday Story in French / Pocoyo video questions * read and understand details on birthday invitations, diary entries and list of things to do (to prepare for a party) 	<ul style="list-style-type: none"> * read short texts and answer questions to show understanding 	<ul style="list-style-type: none"> * complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out
		<p>Reading 2 Appreciate stories, songs, poems and rhymes in the language</p>	<ul style="list-style-type: none"> * join in confidently with the classroom instructions song, greetings song, phonics song, Ours Brun story, tongue twisters, Old Macdonald song 	<ul style="list-style-type: none"> * numbers song, birthday and Christmas songs, Alain le Lait & Pocoyo video episodes, months / days rhymes 	<ul style="list-style-type: none"> * film clips on sports and food in France/ Belgium/Switzerland 	<ul style="list-style-type: none"> * French film: Kirikou French poems
		<p>Reading 3 Read aloud with accurate pronunciation</p>	<ul style="list-style-type: none"> * confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud 	<ul style="list-style-type: none"> * numbers * read and add questioning intonation 	<ul style="list-style-type: none"> * pronounce sports (including cognates) using correct sounds 	<ul style="list-style-type: none"> * pronounce place names when reading aloud from text or from a map * read a text using knowledge of phonics
		<p>Reading 4 Understand new words that are introduced into familiar written material</p>	<ul style="list-style-type: none"> * enjoy stories, rhymes, songs, videos with language beyond level of active production * numbers 0-12 / days of the week / food items in Hungry Caterpillar story 	<ul style="list-style-type: none"> * encore (again!) * Tout le monde est prêt? * j'arrive (- Coming ready or not!) * birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making cards and booklets 		<ul style="list-style-type: none"> * adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions
		<p>Reading 5 Use a dictionary</p>	<ul style="list-style-type: none"> * use a simple pictorial dictionary arranged by topics 	<ul style="list-style-type: none"> * use a simple pictorial dictionary arranged by topics 	<ul style="list-style-type: none"> * dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words 	<ul style="list-style-type: none"> * use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary)
		<p>Writing 1 Write words and phrases from memory</p>	<ul style="list-style-type: none"> * write on mini-white boards and/or trace on arm: simple sentences eg J'ai un cheval blanc with reasonable accuracy from short-term memory * write individual words for snacks on food plates for display from memory 	<ul style="list-style-type: none"> * write short exclamations and questions from memory from short-term memory (eg in response to videos) * write ' My birthday is on the ... of ...' from memory with accurate spelling 	<ul style="list-style-type: none"> * write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time 	<ul style="list-style-type: none"> * label maps – using il y a/ il n'y a pas with confidence to write sentences from memory
		<p>Writing 2 Adapt phrases to create new sentences</p>	<ul style="list-style-type: none"> * substitute and adapt noun-adjective collocations in simple sentences eg using Brown Bear story to change colour – animal combinations in sentences with J'ai un/une * include simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also) 	<ul style="list-style-type: none"> * create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using ' je vais + verbs', time exercise 	<ul style="list-style-type: none"> * adapt short text about someone else's sports / free time to write a short text about own free time 	<ul style="list-style-type: none"> * write a holiday postcard, adapting a model * write a short text about where you live * create a conversation about yourself
		<p>Writing 3 Describe people, places, things and actions in writing</p>	<ul style="list-style-type: none"> * describe animals with colours * create mini-books 	<ul style="list-style-type: none"> * describe pictures/paintings in terms of shapes and their position * describe emotions – happy, sad * describe hair / eyes of self and others * describe house and home * make birthday cards, design invites 	<ul style="list-style-type: none"> * describe actions: write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory) 	<ul style="list-style-type: none"> * express opinions and give reasons (from memory) * describe places and compare locations (from memory)

		Grammar 1 Gender of nouns - definite and indefinite articles	* focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)		* focus on active use of definite articles with verbs of like / dislike * know when to omit the definite article when talking about what you eat and drink * know how to use the definite article with the verbs jouer au/ à la and faire du/de la	* accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood)
		Grammar 2 Singular and plural forms of nouns	* form plural nouns	* focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural		* some irregular plurals learnt
		Grammar 3 Adjectives (place and agreement)	* learn adjectival positioning and adjectival agreement (active use of regular singular forms)	* use of plural nouns	* agree adjectives in reasons after parce que c'est/ce sont, remembering to match number and gender	* agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender
		Grammar 4 Conjugation of key verbs (and making verbs negative)	* use j'ai, je n'ai pas de, c'est, ce sont	* use adjectives (agreement and position) with more confidence	* use all persons MANGER/BOIRE * use 1st/2nd person PRENDRE (le petit déjeuner) * use all persons FAIRE / JOUER * use j'aime + manger/ boire/ jouer/ faire	* use 'il y a'
		Grammar 5 Connectives and qualifiers, adverbs of time, prepositions of place	* use simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also)	* create greater variety of sentences using the key verb forms from Y3 * use il y a / il n'y a pas de and c'est / ce n'est pas... * retell story with 3rd person ER verbs (non-explicit focus) * use future tense (je vais + infinitive verb), infinitives	* use days of the week (les lundis, etc)	* use the verbs être and aller
		Intercultural understanding	* know that Christmas is celebrated in France by Christians and that there are similarities and differences with how it is celebrated in the UK.	* know that Epiphany is celebrated in France as the Fete des Rois. * learn a French song. * know that Matisse was a famous French artist.	* identify some traditional French foods * identify some popular French past-times/sports	* locate key geographical features of France.
	European Day of Languages: (Autumn Term: 26th September) Focus on the diversity of languages spoken in the St. Giles Community Whole school assembly and KS1 workshops in collaboration with parents.	Enrichment	French story-telling (End of Summer term) Children to present their stories in French to the rest of their class either in person or recorded on video.		International Francophonie Day 20th March (Spring Term) French performance Children to perform poems / songs in whole-school assembly French café day	

Aims of the National Curriculum:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied