

Skill Progression in French at Key Stage 2					
National Curriculum	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 form					
	Listening	Oracy	Writing	Reading	Cultural Understanding

Year 3	<ul style="list-style-type: none"> - Listen simple rhymes, stories and songs - Listen with care to the phonemes which are the same as or different from English and other known languages. - Listen attentively to instructions, everyday classroom language and praise words. 	<ul style="list-style-type: none"> - Respond to simple rhymes, stories and songs (identify rhyming words , perform finger rhymes and sing songs, join in with storytelling) - Recognise and respond to sound patterns and words (Identify phonemes which are the same as or different from English and other known languages,Speak clearly and confidently) - Perform simple communicative tasks using single words, phrases and short sentences (Recall, retain and use vocabulary, Ask and answer questions) - Understand instructions, everyday classroom language and praise words (Repeat words and phrases modelled by the teacher, Remember a sequence of spoken words Use physical response, mime and gesture to convey meaning and show understanding). 	<ul style="list-style-type: none"> - Write or copy simple words and/or symbols correctly – (personal information such as age numbers colours objects Select appropriate words to complete short phrases or sentences.) - Experiment with the writing of simple words (Write simple, familiar words using a model Write some single words from memory). 	<ul style="list-style-type: none"> - Recognise some familiar words in written form (Understand words displayed in the classroom, Identify and read simple words, Read and understand simple messages). - Make links between some phonemes, rhymes and spellings, and read aloud familiar words (Pronounce accurately the most commonly used characters, letters and letter strings,Read aloud a familiar sentence, rhyme or poem) 	<ul style="list-style-type: none"> - Learn about the different languages spoken by children in the school (Increase awareness of linguistic and cultural diversity). - Locate country/countries where the language is spoken (Identify some of the countries where the language is spoken, drawing on the knowledge of class members as appropriate ,Know some facts about one country, e.g. climate, main towns, famous landmarks, produce). - Identify social conventions at home and in other cultures (Learn about polite forms of address, Know how to greet native speakers, Recognise some typical names) - Make indirect or direct contact with the country/countries where the language is spoken (Have contact with a native speaker, including peers where appropriate, View a video or media resource about the country, Send an email, letter or postcard to a partner school)
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Year 4	<ul style="list-style-type: none"> - Listen to words and short phrases; 	<ul style="list-style-type: none"> - Identify words and short phrases; - Communicate by asking and answering a wider range of questions; - Memorise and present a short text. 	<ul style="list-style-type: none"> - Write some familiar words and phrases without help. 	<ul style="list-style-type: none"> - Read and understand familiar written phrases - Follow a short text while listening and reading, saying some of the text - Read a wider range of words, phrases and sentences aloud 	<ul style="list-style-type: none"> - Talk about celebrations of which they have experience - Know about similar celebrations in other cultures - Compare aspects of everyday life at home and abroad - Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy Framework objectives
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Year 5	<ul style="list-style-type: none"> - Listen attentively and understand more complex phrases and sentences (Children have frequent opportunities to listen to: <ul style="list-style-type: none"> -story books, in order to sustain the skill of listening to narrative in a social setting; -non-fiction texts about the universe, linking to Science Unit 5E on Earth, Sun and Moon and to the Music Unit 18 Journey into space -sets of instructions in sequential steps for making origami planes and boats; - songs by Henri Dès, used as background music for games or short physical or kinaesthetic activities and as a resource for linguistic progression; -songs by France Gall, used as background music for daily keep-fit routines, encouraging the children to be active to music, linking with Science Unit 5A Keeping Healthy; - traditional French songs. - Children also have the opportunity to watch a short film on DVD - L'enfant au grelot - with a French soundtrack and optional French subtitles. 	<ul style="list-style-type: none"> - Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts (Children are given practice in using a variety of questions and answers, and in creating spoken sentences that include nouns, verbs, adjectives, adverbs, conjunctions and prepositions.) - Understand and express simple opinion (Children have opportunities to express annoyance, surprise, disappointment and joy, as well as likes and dislikes when talking about food.) - Prepare a short presentation on a familiar topic (Children have opportunities to memorise and recite a selection of short, spoken texts, e.g. a short story or section of a story, a short piece of non-fiction text on an aspect of the universe, a set of origami instructions, a song by Henri Dès, a song by France Gall, a traditional song, a shopping list and a description such as a scene that they can see or hear.) 	<p>Make simple sentences and short texts: Children have opportunities to create in written form some of the sentences that they practise orally, using nouns, verbs, adjectives, adverbs, conjunctions and prepositions. They use writing frames and develop experience through dictation exercises.</p> <ul style="list-style-type: none"> - Write words, phrases and short sentences, using a reference source: Children continue to develop dictionary skills, learning how to use a more sophisticated dictionary and to understand the key elements of a bilingual dictionary entry. They use a dictionary regularly in order to check spellings, identify phonetic spellings, identify word classes and find translations. 	<ul style="list-style-type: none"> - Re-read frequently a variety of short texts (Children have opportunities to re-read story books, non-fiction texts on aspects of the universe, traditional songs and songs by Henri Dès and France Gall. The children also follow a structured French reading scheme throughout years 5 and 6, making them familiar with the full range of phonemes and graphemes and enabling them to pronounce and spell syllables, words, phrases and sentences.) 	<p>Compare symbols, objects or products which represent their own culture with those of another country:</p> <ul style="list-style-type: none"> - Children have opportunities to learn about and to sample French food in a social setting, especially appetisers eaten with bread and fresh raw vegetables, linking with Science Unit 5A Keeping Healthy. -They identify traditional regional products such as bottled water from France and the UK, Vichy pastilles, Nougat de Montelimar, Harrogate Toffee and Grasmere Gingerbread. - They become familiar with the currencies of France and the UK: the Euro and Sterling. - They have opportunities to learn and perform traditional French dances as well as folk dances from the UK - which links with Dance Activities in the primary PE curriculum. They continue to learn traditional French songs, and have opportunities to learn and perform traditional folk songs from across the UK, which can help to provide a basis for Music unit 19: Songwriter - Exploring lyrics and melody. - They become familiar with the music of Erik Satie, and with paintings by the artists Gaugin, Manet and Pissaro. - They have opportunities to listen to music written by classical composers of the UK, such as Vaughan Williams, Stanford and Elgar.
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<p style="text-align: center;">Year 6</p>	<p>- Understand the main points and simple opinions in a spoken story, song or passage : Children are given practice in listening to authentic stories, traditional and modern songs and passages of non-fiction text from the internet and from the book Ma Première Histoire de France They continue to have opportunities to listen to and sing along with songs sung by Henri Dès. The CD Les Trésors de notre enfance Volume 2 contains his interpretation of traditional French songs, some of which are already known by the children from the DVD Mon Âne.</p> <p>They continue to enjoy the traditional songs in the DVD Mon Âne, they can once again watch the DVD L'enfant au grelot at Christmas and can continue to perform physical activity to the songs of France Gall as in year 5. The DVD Histoires de Loups offers the possibility to watch and listen to nine French story books being read, with animations based on drawings by the original illustrators. There are also short sequences of factual films about the life of the wolf, visits to a paper theatre and a puppet theatre and a series of short French poems.</p>	<ul style="list-style-type: none"> · Perform to an audience: Children have opportunities to participate in a play - Le petit chaperon rouge - and to recite poetry, sing songs and participate in conversations about modern and classical music, traditional French dance, French and British artists, French story books and French food. · Understand longer and more complex phrases or sentences : Children have frequent opportunities to listen to and to create spoken questions and answers that include nouns, verbs, adjectives, conjunctions, adverbs, prepositions and pronouns. They also learn to construct and to understand simple spoken sentences using le présent, le future proche, le passé composé and l'imparfait. They continue to have regular opportunities to listen to French stories, with an increasing level of challenge in the language of the narrative. <p>They listen to short spoken passages from a non-fiction text, Ma Première Histoire de France, and learn to listen for cognates and to identify key words that will help them to understand while ignoring language they do not know or need.</p> <ul style="list-style-type: none"> · Use spoken language confidently to initiate and sustain conversations and to tell stories: This objective can be met in many of the same ways as "Perform to an audience": children have opportunities to 	<ul style="list-style-type: none"> · Read and understand the main points and some detail from a short written passage Children have opportunities to read story books, the non-fiction text Ma Première Histoire de France, traditional songs and songs by Henri Dès and France Gall. The children also follow a structured French reading scheme throughout years 5 and 6, making them familiar with the full range of phonemes and graphemes and enabling them to pronounce and spell syllables, words, phrases and sentences. · Identify different text types and read short, authentic texts for enjoyment or information Children have opportunities to engage with narrative text in story books, the non-fiction text Ma Première Histoire de France, poems from the DVD Histoire de Loups and text from a variety of websites. Teachers opting to use the reading scheme Méthode de lecture pour apprendre à lire pas à pas have the additional resource of sentences, short paragraphs and short extracts from a range of literature. There are suggestions within this scheme of work that children would benefit from working in small groups with an expert helper in order to improve their confidence and skills as readers and the guidance within the Parcels Section offers more suggestions for texts that can be read. 		<ul style="list-style-type: none"> · Compare attitudes towards aspects of everyday life Children look at the history of France from pre-historic times to the present day and compare attitudes between people in different time periods. <p>They consider attitudes towards issues such as homelessness and good manners.</p> <p>They talk about role models in society, some French and some of other nationalities.</p> <ul style="list-style-type: none"> · Recognise and understand some of the differences between people Children talk about similarities and differences between different time periods and cultures they have learned about. They discuss how people living in different time periods might have viewed the lives of their ancestors. <p>They discuss how learning languages can help to improve understanding across cultures and reflect on reasons why learning languages is important to them personally.</p> <ul style="list-style-type: none"> · Present information about an aspect of culture Children plan cultural or cross-cultural celebrations, including songs and dances. <p>They participate in a performance of a traditional story in French: le petit chaperon rouge.</p>
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		<p>participate in a play - Le petit chaperon rouge - and to recite poetry, sing songs and participate in conversations about modern and classical music, traditional French dance, French and British artists, French story books and French food.</p> <p>Although a small body of new vocabulary is taught formally through suggestions in this scheme of work, the children are not constrained by this as they are able to create their own simple spoken sentences by using a dictionary to select the vocabulary of their choice.</p>	<ul style="list-style-type: none"> · Match sound to sentences and paragraphs · Write sentences on a range of topics using a model <p>Children continue to use writing frames to create written sentences using nouns, verbs, adjectives, conjunctions, adverbs, prepositions and pronouns. They learn to construct simple written sentences using le présent, le future proche, le passé composé and l'imparfait. They use a dictionary regularly in order to check spellings, identify phonetic spellings, identify word classes and find translations.</p>		<p>Through a series of PowerPoint presentations and web links children have opportunities to look at and research information on certain French châteaux: Chantilly, Chambord, Chenonceau and Versailles.</p> <p>They become familiar with the work of the French artists Magritte, Seurat and Toulouse-Lautrec and British artists Gainsborough, Constable and Turner.</p> <p>They continue to learn and perform traditional French dance.</p> <p>They become familiar with the work of the Polish composer Chopin who spent a large part of his life living and working in Paris.</p> <p>Children have opportunities to develop conversations in French about all of these aspects of culture.</p>
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