



# Wortham Primary School

## EYFS and Year One

### Skills and Progression Document

#### Subject area: French

**Age 3 to 4**

#### **Communication and Language - Listening, Attention and Understanding & Speaking**

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Start a conversation with an adult or a friend and continue it for many turns.

#### **Literacy – Comprehension**

- Engage in extended conversations about stories, learning new vocabulary.

#### **Understanding the World - People, Culture and Communities**

- Notice differences between people.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### **Expressive Arts and Design - Being Imaginative and Expressive**

- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs

**Reception**

#### **Communication and Language - Listening, Attention and Understanding & Speaking**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs</li> </ul> <p><b>Understanding the World - People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>Expressive Arts and Design - Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing in a group or on their own (<i>increasingly matching the pitch and following the melody</i>)</li> </ul>
<b>ELG</b>	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p><b>ELG: Literacy - Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Understanding the World - People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>ELG: Expressive Arts and Design - Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

<b>Year 1</b>	Children in Year 1, along with the children in EYFS, will begin to experience the French language through their 'Lifetime' session. This will include the children learning about where France is, where people in the world speak French and to listen to, and join in with, familiar songs and stories which are spoken and sung in French.
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