



Wortham Primary School

Progression of Skills and Knowledge

Subject area: French

Skills and Knowledge	Year 2 & Year 3	Year 4 & Year 5	Year 6
Speaking	<p>Pupils start to speak in the foreign language and work on building up their memory skills.</p> <p>Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns and articles from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' 'les Transports'.</p> <p>Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term.</p>	<p>Pupils build up a larger bank of spoken vocabulary.</p> <p>Pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and, or partitive articles.</p> <p>Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p>	<p>Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation.</p> <p>Pupils move away from simply learning lists of nouns and articles in lessons so that the bank of known French language is much larger and more sophisticated.</p> <p>Pupils will increase their ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.</p>

	<p>Pupils start to create short, spoken simple sentences integrating first person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'.</p> <p>Pupils begin to move from single words to short, simple phrases such as: 'hello' and 'goodbye'. To basic phrases and replies including: 'How are you?', 'I am fine', 'please' and 'thank-you'.</p> <p>Pupils engage in short, simple spoken tasks with support and role play activities.</p>	<p>Pupils learn how to create longer and more complex spoken sentences within a topic.</p> <p>Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary.</p> <p>Pupils move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. They will learn to include verbs, adjectives and conjunctions in their spoken sentences.</p> <p>Pupils create longer spoken sentences using first person verb conjugations.</p> <p>Pupils will also learn to accurately use conjunctions and adjective in more expanded speaking structures.</p> <p>Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of French covered in Early Language units.</p>	<p>Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics.</p> <p>Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning.</p> <p>Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to the third person singular (speaking about someone else) or the third person plural (speaking about groups of other people).</p> <p>Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the</p>
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	<p>Pupils learn to both ask and answer a variety of simple key questions: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.'</p>	<p>Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.</p> <p>Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic.</p> <p>Pupils learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.</p>	<p>extra new language taught in each of our Progressive units without the need to revisit the core language first.</p> <p>Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately.</p>
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	<p>Pupils will give a simple positive and/or negative opinion in spoken form such as: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'</p> <p>Pupils explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.</p>	<p>Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.</p> <p>Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps.</p> <p>Pupils are also encouraged to pronounce and recite the short poems and rhymes.</p>	<p>Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'.</p> <p>Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.</p>
Listening	<p>Pupils understand very short passages of spoken French that they hear.</p> <p>The language they hear is based on French they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with.</p> <p>Pupils match the language they hear to images and, or words that they have been taught in their lessons</p>	<p>Pupils now learn to listen for longer periods of time.</p> <p>Pupils begin to understand very short passages of spoken language, based on taught French with more new language weaved in.</p> <p>Pupils are expected to use and understand better what they hear to complete their learning activities.</p>	<p>Pupils now learn to listen for much longer periods of time and more frequently during lessons.</p> <p>Pupils are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in.</p> <p>Pupils are expected to use and understanding better what they hear and use their skills to “gist” listen to unknown target language to complete the tasks set.</p>

	<p>Pupils are taught to listen to short songs in French.</p> <p>Pupils will be encouraged to complete story boards and mind-mapping.</p>	<p>Pupils are taught to appreciate songs in French.</p> <p>Pupils will be offered differentiated listening tasks to develop progress in these listening skills.</p>	<p>Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics.</p> <p>Pupils will listen to a variety of listening activities to develop their learning and progression in their listening skills.</p>
Reading	<p>Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches</p> <p>Pupils learn to identify cognates (words that are similar in English and French).</p> <p>Pupils will start to learn how to decode written text they are presented with.</p>	<p>Pupils move on to reading short passages of text based on what they are studying.</p> <p>Pupils will be able to understand most of what they read.</p> <p>Pupils will learn how to decode passages of text by finding the language they are familiar with.</p> <p>Pupils will apply their knowledge to language they are less familiar with and learn to use a dictionary to understand language that is new to them.</p> <p>Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in French.</p>	<p>Pupils read longer, more authentic passages of text.</p> <p>Pupils will be able read a text which will contain more unfamiliar language and covering a wider range of themes.</p> <p>Pupils will become more confident in their ability to decode text they read.</p> <p>Pupils will independently use a dictionary for language they are less familiar with if necessary.</p> <p>Pupils will read texts which feature extended passages of French text for pupils to read and decode.</p>

		<p>Pupils will encounter a wider range of language and more challenging reading exercises.</p> <p>Pupils will develop and progress their French language reading ability and skills.</p>	<p>Pupils will now be able to read age appropriate passages of much longer authentic French written text and understand words and meaning (even if only through gist understanding).</p> <p>Pupils will be able to complete reading activities which contain more complicated and, at times, with unknown or unseen language from other themes.</p>
Writing	<p>Pupils start to develop their writing skills in the French language by filling in missing letters with relative accuracy for vocabulary taught in lessons.</p> <p>Pupils will focus their writing predominantly on filling in missing letters in nouns and articles.</p> <p>Pupils (In extra challenges) are encouraged to attempt to spell and write some simple words and vocabulary from memory.</p> <p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity - by using a word bank.</p>	<p>Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in the lessons.</p> <p>Pupils will write basic sentences and short simple phrases which will include the correct use nouns, articles and verbs.</p> <p>Pupils will create and write sentences with some words from memory and with the aid of word banks.</p> <p>Pupils (following clear instructions) will be able to write a short text or email in French applying their knowledge of correct word order in French.</p>	<p>Pupils will now be able to write longer passages of French text.</p> <p>Pupils will write sentences including nouns, articles and verbs but also now adding adjectives, opinions and justifications.</p> <p>Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p> <p>Pupils will learn how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications.</p>

	<p>Examples of sentences pupils will be taught to write include: 'My name is...', 'I play the piano...' and 'I like strawberries'.</p> <p>Pupils are encouraged to challenge themselves in their French language learning including attempting translations.</p> <p>Pupils will be taught how to translate simple nouns and articles from French into English with high accuracy and also from English into French with good accuracy.</p>	<p>Pupils are expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement.</p> <p>Pupils learn to write about themselves in more detail using full sentences by recycling previous knowledge and building on this using new vocabulary</p> <p>Pupils will attempt More challenging writing activities, for example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters."</p> <p>Pupils also learn how to write positive and negative statements - such as how to write if they do or do not have a pet and are encouraged to extend their writing about themselves and for example what pets they have.</p> <p>Pupils are encouraged to use a dictionary to double check the spelling and meaning</p>	<p>By writing about topics such as 'At School', 'The Weekend', 'Me in the World' and 'Healthy Lifestyles', pupils will be encouraged to create multiple sentences with greater ease and fluency.</p> <p>Pupils will join sentences together to make longer passages of accurate and authentic foreign language text.</p> <p>Pupils will have opportunities to produce their written work from memory with support and practice over time to develop their writing skills.</p> <p>Pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written activities.</p> <p>Pupils should now be able to write from memory about themselves and others</p>
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		<p>of new or unknown language to be used in their written activities.</p> <p>Pupils will be encouraged to create written sentences using the first and possibly third person singular and possibly the third person plural form. For example: 'He is called...', 'she is called...', 'they are called...'. Pupils will translate short sentences from the French into English with high accuracy and also from English into French.</p> <p>Pupils will learn how to start to using a dictionary to improve their knowledge of genders when introduced to unknown nouns.</p> <p>By using a dictionary, pupils will also help to improve their general knowledge of vocabulary in the units being taught - for example animals, pets, rooms of the house, other conjunctions and connectives.</p>	<p>(using both the first person and third person format).</p> <p>Pupils writing will incorporate a greater variety of verbs (both regular and irregular) and better understand pronouns and what a fully conjugated verb looks like in French.</p> <p>Pupils will translate longer sentences and short passages from French into English with high accuracy and from English into French with good accuracy.</p> <p>Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations.</p> <p>Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class.</p> <p>Pupils are encouraged to combine old and new language to demonstrate the</p>
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			<p>development and progression of their grammatical awareness and writing skills.</p> <p>Pupils will learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy.</p>
Grammar	<p>Pupils will start to understand the concept of gender.</p> <p>Pupils will start to understand the concept of nouns and articles.</p>	<p>Pupils will understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>Pupils will learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.</p> <p>Pupils will start to better understand the use of the negative form.</p> <p>Pupils will know how to change something from the positive into the negative. I have, I don’t have (such as pets and brothers and sisters).</p>	<p>Pupils will learn to use opinions and justifications.</p> <p>Pupils will learn to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.</p>

	<p>Pupils will have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p>	<p>Pupils will be introduced to the concept of whole regular verb conjugation using units like clothes where the students will explore the verb 'porter' (to wear).</p>	<p>Pupils will learn what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Pupils will also be introduced to the concept of whole irregular verb conjugation such as 'aller' (to go) and other verbs like 'avoir' (to have) and 'être'(to be) in the irregular verb unit.</p>
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