

LADY BANKES PRIMARY SCHOOL
FRENCH CURRICULUM SKILLS PROGRESSION



Pupils should be taught to:	EYFS		Key Stage 1		Key Stage Two			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen attentively to spoken language • Listen to songs and rhymes • Show understanding by responding • Show understanding by joining in • Appreciate stories, songs, poems and rhymes in the language • Appreciate songs, poems and rhymes in the language 					<p><u>Listening</u></p> <p>Listen and respond to familiar spoken words and phrases</p> <p>Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-10 and begin to understand numbers from 11 – 20</p> <p>Understand and respond to simple classroom instructions e.g.</p>	<p><u>Listening</u></p> <p>Listen for specific phonemes, words and phrases</p> <ul style="list-style-type: none"> • Pick out phonemes, words and phrases in songs, stories and rhymes. • Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time. 	<p><u>Listening</u></p> <p>Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • Identify key points in a new context e.g. a story, which contains familiar language • Understand higher numbers e.g. in prices, 	<p><u>Listening</u></p> <p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage</p> <p>Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</p> <ul style="list-style-type: none"> • Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. • Understand numbers in context e.g. the year, 24 hour clock, quantities

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<ul style="list-style-type: none"> • Appreciate stories in the language • Understand ideas, facts and feelings 					<p>Hands up, listen carefully, show me, close your eyes, do an action.</p> <p>Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.</p>	<ul style="list-style-type: none"> • Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole? • Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound 	<p>numeracy activities</p> <ul style="list-style-type: none"> • Follow instructions and directions e.g. a recipe or simple directions • Recognise letters of the alphabet when they hear them 	
<u>Speaking</u>					<u>Speaking</u> Communicate with others using	<u>Speaking</u> Communicate by asking and	<u>Speaking</u> Take part in short	<u>Speaking</u> Use spoken language to initiate and sustain simple

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<ul style="list-style-type: none"> • Ask and answer questions • Engage in conversations • Express opinions • Respond to the opinions of others • Seek clarification and help • Speak in sentences, using familiar vocabulary, phrases • Present ideas and information to a range of audiences • Describe people, places, things and actions • Communicate 					<p>simple words, phrases and short sentences</p> <ul style="list-style-type: none"> • Pronounce very familiar language with good pronunciation and intonation • Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. • Ask and answer simple questions about self e.g. name and age, birthday • Express simple likes dislikes e.g. food and drink. 	<p>answering a wider range of questions and presenting short pieces of information</p> <ul style="list-style-type: none"> • Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. • Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies 	<p>conversations using familiar structures and vocabulary</p> <p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Understand and express more complex opinions</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <ul style="list-style-type: none"> • Seek help and 	<p>conversations on familiar topics and to describe incidents or tell stories from own experience</p> <p>Understand and begin to use the past tense to describe events</p> <p>Present to an audience e.g. role-play, presentation, performance</p> <ul style="list-style-type: none"> • Understand and use numbers in context e.g. saying the year, 24hour clock, quantities. • Understand and use transactional language e.g. in a café • Give a description e.g. of a town, geographical features in a country • Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?
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<p>for practical purposes</p> <ul style="list-style-type: none"> • Speak with increasing confidence, fluency and spontaneity • Communicate ideas, facts and feelings 						<p>and to seek help in the classroom e.g. Can you say that again please. I don't understand.</p> <ul style="list-style-type: none"> • Express preference about what they like e.g. food, animals, colours <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>clarification e.g. I don't understand, can you repeat that, how is that written?</p> <ul style="list-style-type: none"> • Give simple instructions and directions e.g. a recipe, directions to a place, the route to school • Begin to understand and express future intentions e.g. I am going swimming on Wednesday • Take part in conversations 	<ul style="list-style-type: none"> • Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather • Express and justify opinions e.g. I like netball because it's fun
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							expressing likes, dislikes and preferences e.g. I like water but I prefer milk	
<p>Reading</p> <ul style="list-style-type: none"> • Read carefully and show understanding of words • Read carefully and show understanding of phrases • Read carefully and show understanding of simple writing • Appreciate poems and rhymes in the language • Appreciate stories, in the language 				<p>Reading</p> <p>Recognise and understand some familiar written words and phrases</p> <ul style="list-style-type: none"> • Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. • Read aloud familiar words and phrases from stories, songs 	<p>Reading</p> <p>Read and understand familiar written words, phrases and short texts made of simple sentences</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Follow text while listening and reading at the same time.</p>	<p>Reading</p> <p>Read a variety of short simple texts in different formats and in different contexts</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p>	<p>Reading</p> <p>Read aloud from a text with good expression</p> <p>Read and understand the main points and some detail from a short written passage.</p> <ul style="list-style-type: none"> • Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town • Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article 	

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<ul style="list-style-type: none"> • Broaden vocabulary through reading • Develop the ability to understand new words that are introduced in familiar written material • Find out the meaning of new words through using a dictionary • Understand ideas, facts and feelings <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write words and phrases from memory • Express ideas in writing through substituting words • Adapt words and phrases to 					<p>and rhymes with reasonable accuracy.</p> <p><u>Writing</u></p> <p>Write some familiar simple words using a model and some from memory</p> <p>Write one or two simple sentences, using a model e.g. name and age to introduce themselves.</p> <p>Label an animal they have drawn or made from playdough - e.g. a black cat.</p> <p>Complete a simple gapped</p>	<p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <ul style="list-style-type: none"> • Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris? • Follow a text such as a song or poem whilst listening 	<p>Reading</p> <ul style="list-style-type: none"> • Practise reading aloud a poem to perform in assembly. • Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary <p><u>Writing</u></p>	<p><u>Writing</u></p> <p>Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p> <ul style="list-style-type: none"> • Use adjectives to add interest and detail to a description • Use some simple adverbs to make sentences more interesting • Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email • Have some understanding of how to use the past tense
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<p>create new sentences</p> <ul style="list-style-type: none"> • Express ideas in writing through adapting, phrases and sentences • Describe people, places, things and actions • Communicate for practical purposes • Write at varying length, for different purposes • Write at varying length, for different audiences • Communicate ideas, facts and feeling 					<p>text such as a party invitation or passport.</p>	<p>to it at the same time</p> <ul style="list-style-type: none"> • Link phrases to make a sentence e.g. When it rains, you need an umbrella. • Use strategies to work out meaning of new words. <p><u>Writing</u> Write a short text using a model Write a few simple sentences from memory Apply phonic knowledge to support writing</p>	<p>Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.</p> <ul style="list-style-type: none"> • Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. • Use simple conjunctions such as and, but, because to form more 	
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							<p>complex sentences.</p> <ul style="list-style-type: none"> • Change elements in a given text e.g. ingredients, colour and size of a planet 	
<p><u>Grammar</u> Grammar - Use basic language structures</p> <ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied • Understand key features and patterns of the language • Understand (where relevant): feminine, masculine and neuter forms 				<p><u>Grammar</u> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. • Use picture cards to build phrases to show position of a few 	<p><u>Grammar</u> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Gender - masculine, feminine neuter - nouns (singular and plural); adjectives, pronouns • Verbs - 1st, 2nd 3rd 	<p><u>Grammar</u> • Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain.</p> <ul style="list-style-type: none"> • Begin to see how possessive articles e.g. my, his, her change according to gender e.g. 	<p><u>Grammar</u> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Verbs -begin to use the past tense, reinforce understanding of future tense • Adverbs • Gender - masculine, feminine, neuter -nouns and adjectives • Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what 	

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<p>and the conjugation of high frequency verbs</p> <ul style="list-style-type: none"> • Know how to apply the basic grammar they have learnt, for instance, to build sentences • Know how these patterns and grammar differ from or are similar to English 					<p>adjectives of colour e.g. a red dog, a yellow cat.</p> <ul style="list-style-type: none"> • Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate. 	<p>persons in questions and answers</p> <ul style="list-style-type: none"> • How to form the negative 	<p>Jane is my sister.</p> <ul style="list-style-type: none"> • Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy • Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. to be, to have, to eat, 	<p>they had to eat that day/what they are going to eat.</p> <ul style="list-style-type: none"> • Identify tenses from a selection of sentences written in the present, past and future tense.
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							to play, to go	
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