

## Languages (French) Curriculum Progression

By the end of year 6 children at RAB should demonstrate the following essential characteristics of linguists:

- A curiosity and interest in learning languages and about the world around them
- Recognition of patterns and phonics in the French language; thereby enabling children to access unknown French texts and use accurate pronunciation and intonation
- The skills to read carefully in French and show understanding of phonics, making links with English words and etymology where relevant
- The ability to listen attentively to spoken language and show understanding
- The ability to speak with increasing confidence, fluency and spontaneity, holding short discussions, expressing opinions and asking questions
- The confidence to stand and present information to an audience
- The confidence to write, with support materials, at varying lengths and for different purposes, using basic but accurate grammatical structures and spellings
- An interest in songs, poems, videos and stories in French
- An enthusiastic engagement in learning and the confidence to take risks and experiment with language
- An understanding and acceptance of different nationalities and cultures
- A desire to embrace challenging activities

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>  L1: Listen attentively and show understanding by joining in and responding  L2: Link the spelling, sound and meaning of words	<ul style="list-style-type: none"> <li>I can hear, identify and accurately repeat vowel phonemes and other key phonic sounds and also begin to make links to spellings</li> <li>I can understand a range of single words, instructions and greetings, and I am able to show this through actions, rhymes and songs (physical response)</li> </ul>	<ul style="list-style-type: none"> <li>I can hear, identify and accurately repeat key phonic sounds and make links to the alphabet</li> <li>I can understand a range of short phrases and am able to show this through actions, rhymes and songs (physical response)</li> <li>I can ask and answer confidently some basic questions about myself</li> </ul>	<ul style="list-style-type: none"> <li>I can gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points</li> <li>I understand and respond to a specific range of classroom instructions and understand likes and dislikes relating to food and sports</li> <li>I can anticipate with some accuracy the spelling of new words I hear, by applying my phonics knowledge</li> </ul>	<ul style="list-style-type: none"> <li>I understand longer and more challenging texts on a range of topic areas and can pick out details</li> <li>I can identify positive and negative opinions from a range of spoken opinions heard in sentences and short texts</li> <li>I can understand more complex classroom instructions</li> <li>I can apply knowledge of phonemes and spelling patterns to attempt the reading of unfamiliar words</li> </ul>
<b>Speaking</b>  S1a: Ask and answer questions  S1b: Express opinions and respond to those of others  S1c: Ask for clarification and help  S2: Speak in sentences  S3: Describe people, places, things and actions orally (to a range of audiences)	<ul style="list-style-type: none"> <li>I am able to recognise a familiar question and respond with a simple rehearsed response (including greetings, names, ages, numbers, how you are today, favourite animals, classroom language)</li> <li>I can repeat modelled words and short phrases</li> <li>I can order simple foods</li> <li>I can use accurate pronunciation when modelled</li> <li>I can modify phrases I hear to express my own opinion</li> <li>I can describe animals with colours and pencil case items</li> <li>I can signal if I have a problem in French</li> <li>I can retell parts of a story with support</li> </ul>	<ul style="list-style-type: none"> <li>I am able to ask and answer a variety of basic questions about myself (birthdays, ages, dates, parts of the body, family, times, colours, spellings, numbers)</li> <li>I can repeat modelled words and phrases</li> <li>I use mostly accurate pronunciation</li> <li>I can modify simple sentences I hear to express my own ideas (a mon avis/je crois que)</li> <li>I can use modelled sentence structures and adapt them for my own ideas</li> <li>I can describe pictures, family and myself.</li> <li>I can signal if I have a problem in French and begin to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>I can take part in conversations (asking and answering questions) and express simple opinions giving reasons (times, meals, foods, sports, instruments, numbers)</li> <li>I can begin to use intonation to differentiate between sentence types e.g questions</li> <li>I can read short texts and answer linked questions</li> <li>I can describe actions: eating/drinking at different times, playing sports and instruments</li> <li>I can indicate if I have a problem and ask for help</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to engage in longer conversations, asking for clarification when necessary</li> <li>I can use basic conjunctions to extend sentences and add detail (eg parce que c'est)</li> <li>I can ask and answer questions about likes, dislikes and preferences on a range of topics</li> <li>I can create my own sentences using knowledge of basic sentence structure, and reference booklets to describe the weather, my town and maps</li> <li>I can use pronunciation and intonation effectively</li> <li>I can present confidently to an audience, expressing meaning and speaking clearly</li> </ul>

	Year 3	Year 4	Year 5	Year 6
<b>Reading</b>  R1: Read and show understanding of words, phrases and simple texts  R2: Appreciate stories, songs, poems and rhymes in the language  R3: Read aloud with accurate pronunciation  R4: Understand new words that are introduced into familiar written material  R5: Use a dictionary	<ul style="list-style-type: none"> <li>I can match sound to text with familiar words, read simple familiar words with mostly correct pronunciation, identify rhyming words and decode words in simple sentences</li> <li>I can join in confidently with songs using familiar language</li> <li>I use phonic key sounds confidently to read familiar words in short texts</li> <li>I can enjoy stories, rhymes, songs and videos with new language</li> </ul>	<ul style="list-style-type: none"> <li>I can match phonic key sounds to familiar words and also help decode new words, sometimes accurately predicting the correct pronunciation</li> <li>I can read and understand details on a variety of simple texts and answer linked questions</li> <li>I can read questions with the correct intonation</li> <li>I can join in confidently with songs</li> <li>I can enjoy stories, rhymes, songs and videos with new language</li> </ul>	<ul style="list-style-type: none"> <li>I can read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</li> <li>I can learn a song or poem using the written text for support</li> <li>I can use dictionaries/reference materials to extend vocabulary on a given topic and develop my ability to use different strategies to work out the meaning of unfamiliar words</li> <li>I know how to use a French dictionary and the various codes (eg nf)</li> </ul>	<ul style="list-style-type: none"> <li>I can read aloud from text using knowledge of French phonics</li> <li>I can read aloud and can understand the important parts of a short text containing unfamiliar words</li> <li>I am using accurate pronunciation most of the time</li> <li>I can attempt to read a range of texts independently, using different strategies to identify the meaning</li> <li>I can pronounce place names</li> <li>I can use vocabulary learnt from the whole of KS2 to help clarify meaning</li> <li>I can use a dictionary to support me</li> </ul>
<b>Writing</b>  W1: Write words and phrases from memory  W2: Adapt phrases to create new sentences  W3: Describe people, places, things and actions in writing	<ul style="list-style-type: none"> <li>I write some single words from short-term memory on whiteboards and tracing the shape on an arm</li> <li>I can write individual words for snacks from memory.</li> <li>I can substitute and adapt noun-adjective phrases in simple sentences. e.g. using colours</li> <li>I can describe animals with colours using a word bank and include simple connectives 'et' (and) and 'mais' (but) when guided</li> </ul>	<ul style="list-style-type: none"> <li>I can write words and short phrases from memory</li> <li>I can use a range of adjectives to describe things in more detail, such as describing someone's appearance</li> <li>I can write descriptive sentences using a model but supplying some words from memory and recognise the correct position of question marks</li> <li>I can describe paintings in terms of shapes and their position, and describe emotions</li> </ul>	<ul style="list-style-type: none"> <li>I can write phrases and some simple sentences from memory and write a short paragraph with support from a word/phrase bank (food, sports, instruments)</li> <li>I use a wide range of adjectives to describe people and things, and use different verbs to describe actions</li> <li>I can adapt known complex sentences to reflect a variation in meaning and begin to use conjunctions to extend sentences</li> </ul>	<ul style="list-style-type: none"> <li>I can write a range of phrases and sentences from memory and adapt them to write my own sentences on a similar topic</li> <li>I can select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</li> <li>I am beginning to use some adverbs</li> <li>I can express opinions and give reasons (from memory)</li> <li>I can describe places and compare locations (from memory)</li> </ul>

	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>  G1: Gender of nouns – definite and indefinite article  G2: Singular and plural forms of nouns  G3: Adjectives (place and agreement)  G4: Conjugation of key verbs (and making verbs negative)  G5: Connectives and qualifiers, adverbs of time, prepositions of place	<ul style="list-style-type: none"> <li>Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)</li> <li>Form plural nouns</li> <li>Begin to learn adjectival positioning and adjectival agreement (active use of regular singular forms)</li> <li>Use j'ai, je n'ai pas de, c'est,</li> <li>Use simple connectives 'et' (and) and 'mais' (but).</li> </ul>	<ul style="list-style-type: none"> <li>Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural</li> <li>Use of plural nouns</li> <li>Use adjectives (agreement and position) with more confidence</li> <li>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....</li> <li>Retell story with 3rd person ER verbs (non-explicit focus)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Agree adjectives in reasons after parce que c'est, remembering to match number and gender.</li> <li>Use 1st, 2<sup>nd</sup> and 3rd persons MANGER/BOIRE Use 1st/2nd person PRENDRE (le petit déjeuner) Use all persons FAIRE / JOUER Use j'aime + manger/ boire/ jouer/ faire</li> <li>Use days of the week (le lundi, etc..)</li> </ul>	<ul style="list-style-type: none"> <li>Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood)</li> <li>Some irregular plurals have been encountered</li> <li>Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender.</li> <li>Use 'il y a'</li> <li>Use the verbs être and aller</li> </ul>

