

# Progression for French

## **Purpose of study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and begin to read age-related stories in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## **Aims**

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

## **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Languages – Key Stage 2

- understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Subject content Key Stage 2: Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

<h2>Key Stage 2</h2>	Spoken language	Reading	Writing
<p>Spoken language: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>describe people, places, things and actions orally.</li> </ul> <p>Reading:</p>	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>I can join in with songs and rhymes.</li> <li>I can respond to a simple command.</li> <li>I can answer with a single word.</li> <li>I can answer with a short phrase.</li> <li>I can reverse a question using 'et toi?'</li> <li>I can name people.</li> <li>I can name places.</li> <li>I can name objects.</li> <li>I can use set phrases.</li> <li>I can choose the right word to complete a short sentence.</li> </ul>	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>I can read and understand single words.</li> <li>I can read and understand short phrases.</li> <li>I can use simple dictionaries to find the meaning of words.</li> </ul>	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>I can write single words correctly.</li> <li>I can label a picture.</li> </ul>
	<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can name and describe people.</li> <li>I can name and describe a place.</li> <li>I can name and describe an object.</li> <li>I can have a short conversation saying 3-4 things.</li> </ul>	<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can read and understand a short passage using familiar language.</li> <li>I can explain the main points in a short passage.</li> <li>I can read a passage independently.</li> <li>I can use a bilingual dictionary or glossary to look up new words.</li> </ul>	<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can write phrases from memory.</li> <li>I can write 2-3 short sentences on a familiar topic.</li> <li>I can write what I like/dislike about a familiar topic.</li> </ul>

Broadway First School – French Progression Map

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <p>Writing:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give a response using a short phrase.</li> <li>• I am starting to speak in sentences.</li> </ul>		
	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• I can start to hold a simple conversation with at least 4 exchanges.</li> <li>• I can begin using my knowledge of grammar to speak correctly.</li> </ul>	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• I can start to understand a short story or factual text and note the main points.</li> <li>• I can begin to use the context to work out unfamiliar words.</li> </ul>	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• I can begin to write a paragraph of 4-5 sentences.</li> <li>• I can substitute words and phrases.</li> </ul>