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| **PROGRESSION OF SKILLS** | | |
|  | **YEAR 3 and YEAR 4** | **YEAR 5 and YEAR 6** |
| **Listening and Speaking/Oracy** | **KS2 Languages National Curriculum**  Children listen attentively to spoken language and show understanding by joining in and responding.  Children can:   1. repeat modelled words; 2. listen and show understanding of single words through physical response; 3. repeat modelled short phrases;   listen and show understanding of short phrases through physical response. | **KS2 Languages National Curriculum**  Children listen attentively to spoken language and show understanding by joining in and responding.  Children can:   1. listen and show understanding of simple sentences containing familiar words through physical response; 2. listen and understand the main points from short, spoken material in French;   listen and understand the main points and some detail from short, spoken material in French. |
| **KS2 Languages National Curriculum**  Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.  Children can:   1. recognise a familiar question and respond with a simple rehearsed response; 2. ask and answer a simple and familiar question with a response; 3. express simple opinions such as likes, dislikes and preferences;   ask and answer at least two simple and familiar questions with a response. | **KS2 Languages National Curriculum**  Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.  Children can:   1. engage in a short conversation using a range of simple, familiar questions; 2. ask and answer more complex questions with a scaffold of responses; 3. express a wider range of opinions and begin to provide simple justification;   converse briefly without prompts. |
| **KS2 Languages National Curriculum**  Children speak in sentences, using familiar vocabulary, phrases and basic language structures.  Children can:   1. name objects and actions and may link words with a simple connective; 2. use familiar vocabulary to say a short sentence using a language scaffold; 3. speak about everyday activities and interests;   refer to recent experiences or future plans. | **KS2 Languages National Curriculum**  Children speak in sentences, using familiar vocabulary, phrases and basic language structures.  Children can:   1. say a longer sentence using familiar language; 2. use familiar vocabulary to say several longer sentences using a language scaffold; 3. refer to everyday activities and interests, recent experiences and future plans;   vary language and produce extended responses. |
| **Listening and Speaking/Oracy** | **KS2 Languages National Curriculum**  Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.  Children can:   1. identify individual sounds in words and pronounce accurately when modelled; 2. start to recognise the sound of some letter strings in familiar words and pronounce when modelled; 3. adapt intonation to ask questions or give instructions;   show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. | **KS2 Languages National Curriculum**  Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.  Children can:   1. pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; 2. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; 3. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;   adapt intonation, for example to mark questions and exclamations. |
| **KS2 Languages National Curriculum**  Children present ideas and information orally to a range of audiences.  Children can:   1. name nouns and present a simple rehearsed statement to a partner; 2. present simple rehearsed statements about themselves, objects and people to a partner;   present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. | **KS2 Languages National Curriculum**  Children present ideas and information orally to a range of audiences.  Children can:   1. manipulate familiar language to present ideas and information in simple sentences; 2. present a range of ideas and information, using prompts, to a partner or a small group of people;   present a range of ideas and information, without prompts, to a partner or a group of people. |
| **KS2 Languages National Curriculum**  Children describe people, places, things and actions orally.  Children can:   1. say simple familiar words to describe people, places, things and actions using a model; 2. say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;   say one or two short sentences that may contain an adjective to describe people, places, things and actions. | **KS2 Languages National Curriculum**  Children describe people, places, things and actions orally.  Children can:   1. say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; 2. manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;   use a wider range of descriptive language in their descriptions of people, places, things and actions. |
| **Reading and Writing/Literacy** | **KS2 Languages National Curriculum**  Children read carefully and show understanding of words, phrases and simple writing.  Children can:   1. read and show understanding of familiar single words;   read and show understanding of simple phrases and sentences containing familiar words. | **KS2 Languages National Curriculum**  Children read carefully and show understanding of words, phrases and simple writing.  Children can:   1. read and show understanding of simple sentences containing familiar and some unfamiliar language; 2. read and understand the main points from short, written material;   read and understand the main points and some detail from short, written material. |
| **KS2 Languages National Curriculum**  Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  Children can:   1. use strategies for memorisation of vocabulary; 2. make links with English or known language to work out the meaning of new words; 3. use context to predict the meaning of new words;   begin to use a bilingual dictionary to find the meaning of individual words in French and English. | **KS2 Languages National Curriculum**  Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  Children can:   1. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); 2. use a bilingual dictionary to identify the word class;   use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. |
| **KS2 Languages National Curriculum**  Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.  Children can:   1. identify individual sounds in words and pronounce accurately when modelled; 2. start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; 3. adapt intonation to ask questions;   show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. | **KS2 Languages National Curriculum**  Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.  Children can:   1. read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; 2. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; 3. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;   adapt intonation for example to mark questions and exclamations in a short, written passage. |

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| **PROGRESSION OF KNOWLEDGE, AND ROLLING PROGRAMME** | | | | | |
|  | **YEAR 3 AND 4** | | **YEAR 5 AND 6** | |
| **TERM** | **Year A** | **Year B** | **Year A** | **Year B** |
| **Autumn 1** | **Getting to know you.**  I can say hello for different times of day.   1. I can use formal or informal language appropriately. 2. I can use gestures to support my conversation.   I can introduce myself to someone else.   1. I can ask another person their name.   I can use ‘Comment ça va?’ as a question.   1. I can choose the appropriate phrase to say how I feel.   I can say goodbye in a variety of ways.  I can say the numbers 0-10 in French.   1. I can listen and repeat carefully. 2. I can join in when the numbers are in a song. 3. I can use music to help me remember new words.   I can use number words in my sentences.   1. I can make up new sentences. 2. I can ask how old someone is. 3. I can say my own age. | **All around town**  In the context of where people live.   1. I can listen carefully and pronounce unfamiliar words with increasing accuracy.   In the context of describing our town.   1. I can listen carefully, repeating and responding to key words and phrases.   In the context of counting in tens.   1. I can use familiar sounds and spellings to help me recognise and learn new language.   In the context of counting to 100.   1. I can apply my knowledge to help me predict, say and spell new language.   In the context of giving your address.   1. I can select and present information to other people.   In the context of researching vocabulary in categories.   1. I can use a bilingual dictionary to develop my vocabulary around a given topic. | **Getting to know you**  In the context of parts of the body.  I can demonstrate my listening skills by showing I have understood spoken language.  In the context of describing yourself.  I can order a sentence correctly.  I can adapt my words according to grammar rules.  In the context of activities in the classroom or around school.  I can apply my sentence structure knowledge and  vocabulary to hold short conversations.  In the context of activities in the classroom or around school.  I can apply my sentence structure knowledge and  vocabulary to hold short conversations.  In the context of talking about emotions.  I can alter an adjective to match gender.  I can pronounce the difference between two versions of the same adjective.  In the context of a visit to the doctor.  I can follow a simple story, using known language to help me understand unfamiliar parts. | **Time travelling**  In the context of counting into thousands.  I can use known vocabulary to help me identify new language in a sentence;  I can build a sentence using a given range of vocabulary choices.  In the context of talking about age.  I can recognise how verbs change according to the subject.  In the context of talking about age.  I can identify specific parts of a written sentence.  In the context of French historical events.  I can identify key information by listening for significant vocabulary.  In the context of French historical events.  I can identify key information by listening for significant vocabulary  In the context of discussing when you were born.  I can make a simple sentence in the past tense.  In the context of discussing people’s lives.  I can apply previous learning about the passé composé to make a new sentence. |
| **Autumn 2** | **All About Me**  In the context of giving and following classroom instructions.   1. To listen and respond to instructions.   In the context of naming body parts.   1. To read, listen and respond to vocabulary. 2. To demonstrate my understanding with actions.   In the context of everyday actions.   1. To understand and respond to action words.   In the context of naming colours.   1. To listen to and copy pronunciation of colour words accurately   In the context of clothing.   1. To ask and answer what is ‘there’. 2. To recognise masculine and feminine clothing nouns.   In the context of clothing.   1. To use simple conjunctions to link vocabulary for clothes and accessories. 2. To have a simple conversation about clothes. | **On the move**  In the context of types of transport.  • I can tell other people about types of transport.  in the context of types of transport.  • I can use the verb ‘to go’ in a simple sentence.  In the context of directions.  • I can recognise and pronounce a familiar spelling pattern in different words.  In the context of directions.  • I can use my knowledge of actions and directions to give instructions.  In the context of travelling round a town.  • I can combine familiar language to create a new set of sentences.  In the context of talking about travel.  • I can give a sentence subject-verb agreement. | **All about ourselves**  In the context of parts of the body.  I can demonstrate my listening skills by showing I have understood spoken language.  In the context of describing yourself.  I can order a sentence correctly.  I can adapt my words according to grammar rules.  In the context of activities in the classroom or around school.  I can apply my sentence structure knowledge and  vocabulary to hold short conversations.  In the context of activities in the classroom or around school.  I can apply my sentence structure knowledge and  vocabulary to hold short conversations.  In the context of talking about emotions. I can alter an adjective to match gender.  I can pronounce the difference between two versions of the same adjective.  In the context of a visit to the doctor. I can follow a simple story, using known language to help me understand unfamiliar parts. | **Let’s visit a French town**  In the context of talking about where people live.   1. I can show how verbs change depending on the subject.   In the context of finding out where people live.   1. I can join in a song with familiar structures.   In the context of discussing what you can do in your town,   1. I can explain to someone why I do something.   In the context of discussing French towns.   1. I can locate new vocabulary in a bilingual dictionary.   In the context of exploring maps.   1. I can describe the position of places in French towns.   In the context of mathematics   1. I can use French terms for mathematical activities.   In the context of visiting someone’s home.   1. I can follow and respond to an audio presentation.   In the context of exploring ordinal numbers.   1. I can identify and apply spelling patterns. |
| **Spring 1** | **Food Glorious Food**  In the context of food.  • I can follow a familiar story in French.  In the context of requesting something to eat.  • I can use determiners for identifying quantities in  making polite requests.  In the context of stating preferences about food.  • I can use the definite article when generalising.  • I can give a preference for or against things.  In the context of describing food by colour.  • I can describe the colour(s) of an object by modifying adjectives.  In the context of describing objects by size.  • I can begin to place adjectives appropriately before  or after the noun they modify.  • I can begin to understand that adjective spelling  depends on number and gender.  In the context of preparing, eating and talking about food.  • I can use a range of grammar structures to practise  a set of vocabulary groups. | **Gone shopping**  In the context of asking a partner and answering whether you like certain fruit.  I can express an opinion in French.  In the context of completing an activity sheet.  I can write sentence answers to a question, using quantifiers.  In the context of choosing the correct French word for some.  I can change the French word for ‘the’ to the French word for ‘some’.  In the context of describing the colour of clothes.  I can use adjectives to describe nouns.  In the context of asking/answering questions in complete sentences about clothing.  I can answer questions in a complete sentence.  In the context of asking/ answering questions about where you can buy certain items.  I can answer questions in a complete sentence.  In the context of role play – shopper and shopkeeper.  I can ask and answer questions in French.  In the context of role play – shopper and shopkeeper.  I can take part in role play, speaking in French. | **That’s tasty**  In the context of role play about hot and cold drinks. To ask and answer questions about drink choices  In the context of opening/closing times of a restaurant.  I can interpret a chart written in French.  In the context of breakfast items.  I can write a sentence to express my choices.  In the context of describing preferred sandwich types.  I can write sentences expressing my preferences.  In the context of describing food items.  I can use adjectives to describe nouns.  In the context of saying which pizza toppings to have.  I can use the correct French form for ‘some’. | **Let’s go shopping**  In the context of a shopping conversation.   1. I can take part in role play, speaking in French   In the context of describing the positions of shops.   1. I can use the correct form of positional language.   In the context of describing the colour of clothes.   1. I can use the correct form of adjectives to describe nouns.   In the context of role play – shopper and shopkeeper.   1. I can ask and answer questions in French.   In the context of calculating costs from shopping lists.   1. I can read and interpret lists written in French.   In the context of role play – shopper and shopkeeper.   1. I can take part in role play, speaking in French. |
| **Spring 2** | **Family and Friends**  In the context of family.   1. I can present a picture of family members using possessive adjectives.   In the context of pets.   1. I can develop strategies for remembering new language. 2. I can match subject and verb correctly when talking about pets.   In the context of the alphabet.   1. I can recognise and repeat sounds and words with increasing accuracy. 2. I can use songs or rhymes to help me remember new language.   In the context of introducing people   1. I can make links between known and new structures. 2. I can use a range of vocabulary to create different sentences.   In the context of spelling familiar words and names   1. I can use French pronunciation of the alphabet to spell words.   In the context of rooms in the home   1. I can make new sentences about homes by substituting different vocabulary. | **Where in the world?**  In the context of countries and capitals of the United Kingdom.   1. I can speak in a sentence to answer a question.   In the context of completing an activity sheet about the United Kingdom.   1. I can write a sentence to answer a question.   in the context of countries of the world where French is spoken.   1. I can distinguish masculine and feminine nouns. 2. I can use the correct masculine/feminine preposition.   In the context of using French/English dictionaries and/or online translators.   1. I can use an English/French dictionary to translate from English to French.   In the context of countries and continents.   1. I understand that because a continent is always feminine the preposition ‘en’ is always used for ‘in’.   In the context of animals in a zoo.   1. I can speak in a complete sentence.   In the context of animals in a zoo.   1. I can use the past tense in a sentence.   in the context of animals around the world.   1. I can write a sentence and adapt it to create a new sentence.   In the context of saying which continent animals are from.   1. I can use pronouns. | **Family and friends**  In the context of introducing family members .   1. I can recognise and repeat rhyming words in a song; 2. I can make sentences about belonging.   In the context of farm animals.   1. I can vary my sentences by changing the vocabulary. 2. I can join in a French version of a familiar song.   In the context of talking about homes.   1. I can add detail to a sentence with an adjective.   In the context of talking about objects in the home.   1. I can use a bilingual dictionary to translate unknown words.   In the context of describing pets and animals.   1. I can select suitable adjectives to describe a subject. 2. I can use a description to support my opinion. | **This is France**  In the context of learning about the neighbours of France.   1. I can write a sentence using the correct form of ‘de.’   In the context of calculating distances.   1. I can use a chart to ask and answer questions.   In the context of saying the direction one city is from another.   1. I can use the correct words for up to 8 compass points.   In the context of the famous landmarks of Paris.   1. I can write in French about the landmarks of Paris.   In the context of famous French people.   1. I can use the correct form of être – present or past imperfect tense.   In the context of stating nationalities.   1. I can use the correct form of adjectives. |
| **Summer 1** | **Our School**  In the context of objects around the classroom.   1. I can read, listen and respond to vocabulary. 2. I can demonstrate my understanding with actions. 3. I can ask/answer questions (in short phrases).   In the context of objects in a pencil case.   1. I can read, listen and respond to vocabulary. 2. I can demonstrate my understanding with actions. 3. I can ask/answer questions (in short phrases). 4. I can choose the appropriate indefinite article (un/une).   in the context of subjects studied at school   1. I can read, listen and respond to vocabulary. 2. I can ask/answer questions (in short phrases). 3. I can express an opinion.   in the context of a PE lesson.   1. I can listen to commands and follow instructions.   in the context of places around school.   1. I know the French for familiar places. 2. I can ask and answer questions.   in the context of places around school.   1. I know the French for familiar places. 2. I can ask and answer questions. | **What’s the time?**  In the context of telling the time.  I can say and write a sentence to tell the time.  In the context of saying the times of things across the day.  I can say and write at what time I do things.  In the context of a TV schedule.  I can answer and ask a question about a TV schedule.  In the context of telling the time.  I can say and write a sentence to tell the time.  In the context of a maths lesson on time.  I can take part in a Maths lesson on counting and time, in French. | **School life**  In the context of saying where characters are standing in the classroom.   1. I can use the pronouns il and elle.   In the context of describing the positions of objects.   1. I can show that I understand the meaning of a sentence by saying whether it is true or false.   In the context of subjects studied at school.   1. I can say and write a sentence to answer a question.   In the context of subjects studied at school.   1. I can use comparative adverbs.   In the context of a Maths/French Lesson.   1. can ask and answer questions in French.   In the context of asking and answering questions about what can be done.   1. I can ask and answer questions in French about what I can do in school.   In the context of asking questions which they would ask in school.   1. I can take part in a conversation with a partner and show it to my class. | **All in a day**  In the context of telling the time.   1. I can say and write a sentence to tell the time.   In the context of saying when things happen in a day.   1. I can tell the time using French phrases to describe a.m. and p.m. times.   In the context of conjugating verbs.   1. I can follow a pattern to conjugate verbs.   In the context of telling the time.   1. I can say and write a sentence to tell the time.   In the context of telling the time.   1. I can say and write a sentence to tell the time.   In the context of reading arrival and departure boards.   1. I can read and interpret information charts written in French.   In the context of reading a school timetable.   1. I can read and interpret a school’s weekly timetable. |
| **Summer 2** | **Time**  In the context of counting.   1. I can recognise and repeat sounds and words with increasing accuracy. 2. I can make links between known and new vocabulary using sound and spelling.   In the context of the days of the week.   1. I can recognise, say and respond to a set of vocabulary. 2. In the context of months of the year. 3. I can listen, read and respond to a set of vocabulary.   In the context of birthday dates.   1. I can speak in sentences using known vocabulary and grammar.   In the context of talking about festivals.   1. I can use known language to present information about French festival dates.   In the context of saying the date.   1. I can begin to conjugate the verb ‘to be’ for past and future tense. | **Holidays and hobbies**  In the context of seasons and months.  • I can write answers to a question, in a sentence.  in the context of seasons and months.  • can use the third person plural in sentences.  In the context of stating what the weather is like.  • I can speak a sentence describing the weather.  In the context of giving a weather forecast.  • I can present the weather forecast to a range of audiences.in the context of temperatures of countries around the world.  • I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition.  In the context of the topic ‘Holidays.’  • I can speak a sentence about going on holiday.  In the context of answering questions about favourite sports.  • I can answer a question about sports, orally and in writing.  In the context of answering questions about favourite sports.  • I can answer a question about sports, orally and in writing.  In the context of answering questions about hobbies,  • I can answer a question about hobbies, orally and in writing. |  |