

FRENCH

Skills Progression



At Oakfield we revisit a series of topics, in increasing depth, over 4 years (working to grades 1-4, as prescribed by the European Languages' Ladder). Whilst following National Curriculum guidelines, this approach ensures the cumulative acquisition of vocabulary. As pupils develop their skills and understanding of French grammar, we lay the foundations for further foreign language teaching at key stage 3 (for even if some pupils change to Spanish or German, their knowledge re: gender, adjectival agreement, the conjugation of verbs etc. is most useful). At Oakfield we aim to give pupils a smooth transition to KS3, enabling them to enjoy learning languages for life.

By the end of Key Stage 2

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including: 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.

	Year 3	Year 4	Year 5	Year 6
<p>Topics Studied</p> <p>(13 topics are revisited each year, in increasing depth.)</p>	Greetings/Introductions Colours Classroom objects Days, dates & celebrations Numbers Body Family Animals House Weather Clothes Food Preferences			
Speaking and listening				
<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. 	Repeat single words modelled by the teacher; listen and show understanding of them through physical response.	Repeat short phrases modelled by the teacher; listen and show understanding of them through physical response.	Repeat more complex familiar phrases and sentences, modelled by the teacher; listen and show understanding of them through physical response.	Repeat a wider range of more complex sentences, modelled by the teacher; listen and show understanding of them through physical response.
<ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 	Listen and identify rhyming words and particular sounds in songs and rhymes. Apply the "magic E" rule to M.Vert and Mme Verte.	Link the spellings to these rhymes and sounds (e.g. "ch" in French says "sh", as in "chat") and demonstrate understanding.	Follow the text of familiar rhymes and songs, identifying the meaning of words. Reinforce the "magic E" rule.	Read the text of familiar rhymes and songs, applying the "magic E" rule. Identify patterns of language and link sounds to spellings.
<ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 	Recognise a few familiar questions and respond with simple rehearsed responses.	Ask and answer a range of familiar questions with rehearsed responses. Learn the Pizza song (likes and dislikes).	Ask and answer more complex familiar questions with a scaffold of responses. Express our likes and dislikes.	Engage in a short conversation using familiar questions, expressing opinions and responding to those of others (including our likes, dislikes and preferences).

<ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures. 	Name objects and actions and link words with a simple connective.	Use familiar vocabulary to say simple sentences (lifting key words from our songs).	Use familiar vocabulary to say more complex sentences.	Manipulate language to create and say sentences of own choice, using familiar language.
<ul style="list-style-type: none"> Present ideas and information orally to a range of audiences. 	Name nouns and present a rehearsed simple statement.	Make simple rehearsed statements about themselves, objects and people.	Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.	Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.
<ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes in the language. 	Join in with words and actions of some familiar songs and rhymes.	Say a simple rhyme from memory; join in with words of some songs or storytelling.	Follow the simple text of a familiar song or story and sing or read aloud.	Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.

Reading and writing.

<ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings; start to learn about the "Magic E" rule. Practise using a "question voice".	Read and recognise some letter strings in familiar words and pronounce when modelled; start to apply the "Magic E" rule; begin to learn about accents affecting our pronunciation of some words e.g. the cedilla accent in "français."	Read and pronounce familiar words accurately, using knowledge of the "Magic E" rule and letter string sounds as support. Apply the "bicycle story" when pronouncing the letter "e" with acute or grave accents.	Start to predict the pronunciation of unfamiliar words in a sentence, using knowledge of letter strings, accents and the "Magic E" rule.
<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. 	Read and show understanding of familiar single words.	Read and show understanding of simple familiar phrases and short sentences.	Read and show understanding of a complex sentence using familiar language.	Read and show understanding of a series of complex sentences using familiar language.
<ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through 	Use strategies for the memorisation of vocabulary, including rhymes, songs, actions and games.	Embed their prior knowledge and extend it with more rhymes, songs and games.	Use context and prior knowledge to determine the meaning of new words. Become familiar with the layout of a bilingual dictionary.	Use a bilingual dictionary to find the meaning of French words in a written passage and understand their meaning in context. Extend their writing by looking up some new words in French.

using a dictionary.				
<ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing. 	Say simple familiar words to describe people, places, things and actions using a model. Learn to recognise the written words.	Say and write a simple phrase to describe people, places, things and actions using a language scaffold.	Say and write a more complex sentence to describe people, places, things and actions using a language scaffold.	Write and say a complex sentence manipulating familiar language to describe people, places, things and actions (maybe using a dictionary).
<ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 	Begin to recognise single familiar written words and simple written phrases.	Write simple familiar short phrases from memory with understandable accuracy.	Write familiar complex sentences from memory with understandable accuracy.	Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.
<ul style="list-style-type: none"> Understand basic grammar, key features and patterns of the language and how to apply these to build sentences. Understand how these differ from or are similar to English. 	<p>Be aware that all French nouns are masculine or feminine (unlike English). Name the words for the indefinite article for both genders and use them correctly.</p> <p>Be aware that colours go after the noun (unlike English). Meet "M. Vert" and "Mme Verte", thus learning that French adjectives can change their spelling (unlike English). Learn petit/grand for a boy but petite/grande for a girl.</p> <p>Become familiar with some "ER" verbs (commands) in the "Jacques a dit" game. Learn the first 2 parts of "etre" and "avoir" with the first and second person pronouns (present tense).</p> <p>Be aware that elision is not optional in French (comparing "Je suis" to "J'ai").</p> <p>Use the connective "et" e.g. "J'ai un frere et une soeur!"</p>	<p>Name the gender of nouns. Revise the indefinite article and learn the definite article, whilst making the plural form of some nouns.</p> <p>Continue to learn about adjective agreement, now including plurals. Be aware that some adjectives are positioned in front of the noun.</p> <p>Embed our prior knowledge of French "ER verbs", "etre" and "avoir", playing "Jacques a dit" and the "animal game." ("Tu es un chat?") Learn to use "avoir" not just for siblings ("J'ai un frere") but also for our age ("J'ai neuf ans").</p> <p>Continue learning about elision and recognise a negative sentence in the Pizza song ("Je n'aime pas...").</p> <p>Add "mais" and "ou" to our connectives.</p>	<p>Recognise that many feminine nouns end with "e" (but not all do!) Learn to replace the article with a possessive adjective ("mon/ma/mes" and "ton/ta/tes").</p> <p>Experience some nouns with an irregular plural. Be able to explain the agreement of adjectives and nouns and to demonstrate its use.</p> <p>Revise prior knowledge of verbs and learn about the second person plural pronoun "Vous" (also used formally, in the singular).</p> <p>Explain and use elision. Make a simple sentence negative (e.g. "Je ne suis pas petit!")</p> <p>Add "apres" to our connectives.</p>	<p>Demonstrate the use, in sentences of all prior grammatical knowledge. Practise remembering to apply the rule of adjective agreement. Learn to conjugate "ER verbs" in full (present tense). N.b. Not all pupils will achieve this and work is differentiated appropriately.</p> <p>Learn to conjugate "etre" in full (some pupils may just use "etre" in the singular).</p> <p>Continue to use elision and negative sentences e.g. with "ER verbs" ("Je ne nage pas bien!" etc.)</p> <p>Add "quand" to our connectives.</p>

