

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW– Foreign Languages

Features

- At key stage 2, the knowledge progression takes full account of the national curriculum’s areas of:
 - Speaking
 - Reading
 - Writing
- Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.
- Knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
- When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains all words used for Foreign Languages for their age group.

National Curriculum Subject Content

	Speaking and Listening	Reading	Writing
Key Stage 2	<ul style="list-style-type: none"> • <i>Listen attentively to spoken language and show understanding by joining in and responding</i> • <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> • <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> • <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i> • <i>Present ideas and information orally to a range of audiences</i> • <i>Appreciate stories, songs, poems and rhymes in the language</i> • <i>Describe people, places, things and actions orally</i> 	<ul style="list-style-type: none"> • <i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> • <i>Read carefully and show understanding of words, phrases and simple writing</i> 	<ul style="list-style-type: none"> • <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> • <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> • <i>Describe people, places, things and actions in writing</i> • <i>Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter 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</i>

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	Year 1	Year 2		Year 3/4	Year 5/6
			Speaking and Listening	<p>Cycle A</p> <p>Unit 1 All about me</p> <p>Unit 2 Family and friends</p> <p>Unit 3 Food Glorious Food</p> <p>Unit 4 Getting to know you</p> <p>Unit 5 Our school</p> <p>Unit 6 Time</p> <p>Cycle B</p> <p>Unit 1 All around town</p> <p>Unit 2 Festivals</p> <p>Unit 3 Going shopping</p> <p>Unit 4 Holidays and hobbies</p> <p>Unit 5 On the move</p> <p>Unit 6 Where in the world</p> <ul style="list-style-type: none"> • listen and respond to simple instructions • listen and respond verbally to every day phrases • name and describe people, a place and an object • have a short conversation, saying 3 to 4 things • give response using a short phrase • start to speak, using a full sentence • listen to and begin to join in with a simple song 	<p>Cycle A</p> <p>Unit 1 All about ourselves</p> <p>Unit 2 Getting to know you</p> <p>Unit 3 School life</p> <p>Unit 4 That's tasty</p> <p>Unit 5 Time travelling</p> <p>Cycle B</p> <p>Unit 1 All in a day</p> <p>Unit 2 Bastille Day</p> <p>Unit 3 Let's go shopping</p> <p>Unit 4 Let's visit a French town</p> <p>Unit 5 This is France</p> <ul style="list-style-type: none"> • listen and respond to simple instructions • listen and respond verbally to every day phrases • hold a simple conversation using full sentences with at least 4 exchanges • use knowledge of grammar to speak correctly • listen to and join in with a simple song
			Reading	<p>Cycle A</p> <p>Unit 1 All about me</p> <p>Unit 2 Family and friends</p> <p>Unit 3 Food Glorious Food</p> <p>Unit 4 Getting to know you</p> <p>Unit 5 Our school</p> <p>Unit 6 Time</p> <p>Cycle B</p> <p>Unit 1 All around town</p> <p>Unit 2 Festivals</p> <p>Unit 3 Going shopping</p> <p>Unit 4 Holidays and hobbies</p> <p>Unit 5 On the move</p> <p>Unit 6 Where in the world</p> <ul style="list-style-type: none"> • read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words 	<p>Cycle A</p> <p>Unit 1 All about ourselves</p> <p>Unit 2 Getting to know you</p> <p>Unit 3 School life</p> <p>Unit 4 That's tasty</p> <p>Unit 5 Time travelling</p> <p>Cycle B</p> <p>Unit 1 All in a day</p> <p>Unit 2 Bastille Day</p> <p>Unit 3 Let's go shopping</p> <p>Unit 4 Let's visit a French town</p> <p>Unit 5 This is France</p> <ul style="list-style-type: none"> • understand a short story or factual text and note the main points • use the context to work out unfamiliar words

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			Writing	<p>Cycle A Unit 1 All about me Unit 2 Family and friends Unit 3 Food Glorious Food Unit 4 Getting to know you Unit 5 Our school Unit 6 Time</p> <ul style="list-style-type: none"> • write phrases from memory • write 2-3 short sentences on a familiar topic • write what they like/dislike about a familiar topic 	<p>Cycle B Unit 1 All around town Unit 2 Festivals Unit 3 Going shopping Unit 4 Holidays and hobbies Unit 5 On the move Unit 6 Where in the world</p>	<p>Cycle A Unit 1 All about ourselves Unit 2 Getting to know you Unit 3 School life Unit 4 That's tasty Unit 5 Time travelling</p> <ul style="list-style-type: none"> • write a paragraph of 4-5 sentences • substitute words and phrases 	<p>Cycle B Unit 1 All in a day Unit 2 Bastille Day Unit 3 Let's go shopping Unit 4 Let's visit a French town Unit 5 This is France</p>
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