



French Long-Term Planning and Assessment EYFS to Y6

<p>EYFS* <i>beyond EYFS curriculum requirements</i></p>	<p>ELG Listening/Attention, ELG Speaking: pupils will listen with encouragement, respond to and join in with songs, rhymes and stories, participate in discussions, offer explanations and express their opinions and feelings about what they have heard/experienced. ELG People, Cultures and Communities: through playing, exploring and active learning via songs, rhymes and games and a variety of resources including stories, non-fiction texts and maps, pupils will be exposed to the French language and begin to develop knowledge of life in other countries where French is spoken (France, Senegal); they will draw on this knowledge to explain some similarities and differences between life in this country (GB) and life in other countries.</p>			
<p>Milestone 1 (Y1/2)* <i>beyond NC requirements</i></p>	<p>Key Concepts Knowledge & Skills (Learning Objectives)</p>	<p>Basic/ Working towards</p>	<p>Advancing/ Expected</p>	<p>Deep/ Exceeding</p>
<p>Listen and speak</p>	<p>Listen attentively. Join in songs and rhymes. Understand some spoken phrases. Answer simple questions and give basic information. Ask questions. Pronounce words showing knowledge of sound patterns and accurate intonation.</p>	<p>Listen with encouragement. Join in songs and rhymes with encouragement. With the support of a teacher, some spoken phrases are understood. With encouragement, responses and basic information about everyday events are given. With encouragement, some words are pronounced correctly.</p>	<p>Listen independently and with interest. Join in songs and rhymes with increasing confidence. There is increasing confidence in deciding what some spoken phrases mean. There is increasing confidence in deciding how to provide responses to questions about everyday events and beginning to ask own questions. There is a growing knowledge of and confidence in accurate word pronunciation and intonation.</p>	<p>Many spoken phrases about familiar topics are quickly understood. Show enjoyment and confidence when joining in with songs and rhymes. Well-considered responses to questions about everyday events are given. Own questions are asked confidently. Can engage in short conversations, speaking in sentences. Most familiar words are pronounced accurately and confidently; correct intonation is used.</p>



<p>Read</p>	<p>Read out loud some simple everyday and familiar words and phrases. Use phonic knowledge to read words. Read and understand short written phrases.</p>	<p>With the support of a teacher, some everyday and familiar words and phrases are read out loud. With the support of a teacher, there are some attempts to use phonic knowledge to read words. With the support of a teacher, short written phrases are read with some understanding.</p>	<p>Generally, familiar words and phrases are read out loud with growing confidence. Generally, phonic knowledge is applied when reading words. Generally, short written phrases with familiar language can be read and understood.</p>	<p>A growing range of familiar and some unfamiliar words and phrases are read out loud with confidence Most words can be read because of fluent phonic knowledge. Short written phrases that include some unfamiliar words are understood.</p>
<p>Write</p>	<p>Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences. Write one or two short sentences. Write short phrases used in everyday conversations correctly.</p>	<p>With the support of a teacher, there are some good attempts to write or copy everyday words. With the support of a teacher, appropriate words are selected from a list to label items and complete short sentences With the support of a teacher, one or two short sentences are written. With the support of a teacher, short phrases used in everyday conversations are written.</p>	<p>There is increasing confidence in deciding how to write everyday words correctly. Generally, appropriate word choices are selected from a list to label items and complete short sentences. There is increasing confidence in deciding how to write short sentences about familiar topics There is increasing confidence in deciding how to write short phrases used in everyday conversations.</p>	<p>Most familiar words are recalled independently from memory and written correctly. Carefully chosen words are used to label items and complete short sentences. Short sentences are written confidently in different situations. Short phrases used in everyday conversations are written confidently in a range of situations.</p>
<p>Culture</p>	<p>Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone.</p>	<p>During structured activities, countries where the language is spoken are explored. During structured activities, some knowledge of the customs and features of the areas where the language is spoken are explored. There is some awareness that there are conventions to follow when speaking.</p>	<p>There is a growing awareness of some of the countries in which the language is spoken. There is a growing knowledge, and some understanding, of some of the customs and features of the areas where the language is spoken. There is a growing awareness that language used sometimes needs to be chosen to fit social conventions.</p>	<p>There is a good awareness of many of the countries in which the language is spoken. There is a good knowledge and understanding of some of the customs and features of the areas where the language is spoken. Social conventions are generally understood well, resulting in thoughtful language choices.</p>



Milestone 2 (Y3/4)	Key Concepts Knowledge & Skills (Learning Objectives)	Basic/ Working towards	Advancing/ Expected	Deep/ Exceeding
Listen and speak	<p>Listen attentively and show understanding by joining in and responding to songs, rhymes, stories, poems and conversations.</p> <p>Understand the main points from spoken phrases and sentences.</p> <p>Ask others to repeat words or phrases if necessary.</p> <p>Ask and answer simple questions about familiar topics, beginning to speak in sentences.</p> <p>Demonstrate a growing vocabulary.</p> <p>Pronounce words showing knowledge of sound patterns and accurate intonation.</p>	<p>Listen and join in with encouragement.</p> <p>There are some examples of understanding the main points from spoken or sung phrases and sentences.</p> <p>There are some good examples of asking others to repeat words or phrases.</p> <p>There are some examples of talking about familiar topics and asking and answering questions, using prompts to support.</p> <p>Basic vocabulary is beginning to be used well.</p> <p>With encouragement, words are pronounced correctly.</p>	<p>Generally, the main points from spoken or sung phrases and sentences are understood.</p> <p>Generally, there is little hesitation in asking others to repeat words or phrases if necessary</p> <p>Generally, confidence is growing in making decisions about how to talk about familiar topics (e.g. themselves, own interests), asking and answering questions.</p> <p>A growing basic vocabulary is developing.</p> <p>There is a growing knowledge of and confidence in accurate word pronunciation and intonation.</p>	<p>Careful listening means that the main points from spoken passages are understood well.</p> <p>Confident requests for others to repeat words if necessary, lead to a good understanding of what is being said.</p> <p>Well-chosen language is used to describe familiar topics, including expressing some opinions/ preferences and adding detail (adjectives) and to ask and answer questions</p> <p>A wider vocabulary is developing and used in a range of contexts.</p> <p>Most familiar words are pronounced accurately and confidently; correct intonation is used.</p>
Read	<p>Read and understand the main points in short written texts (phrases, 1 or 2 sentences).</p>	<p>There are some examples of reading and understanding the main points in short written texts.</p>	<p>There is a growing confidence in and ability to understand the main points in written texts.</p>	<p>Most short written texts are quickly understood and explained.</p>



<p>Write</p>	<p>Write a few short sentences about personal experiences and responses using familiar expressions Write short phrases from memory with spelling that is readily understandable</p>	<p>There are some good examples of short sentences about personal experiences and responses written using familiar expressions. There are some good examples of accurate spelling when writing from memory.</p>	<p>Generally, appropriate language choices are selected from suggestions to form short, sentences about personal experiences and responses. Generally, spelling is mostly accurate when writing from memory</p>	<p>Well-chosen language is chosen to write short sentences about personal experiences and responses. Spelling is accurate when writing from memory.</p>
<p>Culture <i>* beyond NC requirements</i></p>	<p>Describe, with some interesting detail, some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p>There are some good examples of interesting details being used to describe some areas in which the language is spoken. During structured activities, comparisons between life in different areas in which the language is spoken are made.</p>	<p>Interesting details are selected and expanded upon to describe some areas in which the language is spoken. Generally, some good comparisons between life in different areas in which the language is spoken are made.</p>	<p>Many well-chosen and interesting details are used to describe some areas in which the language is spoken. Thoughtful comparisons that show similarities and differences in life in different areas in which the language is spoken are made.</p>



Milestone 3 (Y5/6)	Key Concepts Knowledge & Skills (Learning Objectives)	Basic/ Working towards	Advancing/ Expected	Deep/ Exceeding
Speak	<p>Speak in sentences. Give a short prepared talk (several sentences) that clearly presents information, expresses ideas, preferences and opinions. Describe people, places, things and actions.</p> <p>Vary language and produce extended responses, making accurate use of basic grammar, Use accurate pronunciation and intonation.</p>	<p>With some support, short talks that include information, experiences, interests, preferences and opinions are prepared. The audience generally understands most points.</p> <p>Language can be varied and grammatically correct; with some support, some extended responses to questions are provided.</p>	<p>Generally, short talks for different audiences that include information, experiences, interests, preferences and opinions are prepared and delivered with appropriate pronunciation and growing confidence. The audience understands the main points and some of the extra details.</p> <p>Language is generally varied, and extended, grammatically accurate responses to questions are provided.</p> <p>Words are pronounced accurately and confidently; correct intonation is used.</p>	<p>Short, well-planned talks, that include interesting details about experiences, plans for the future, interests, preferences and opinions are prepared and delivered with accuracy, confidence and good pronunciation. The audience has little or no difficulty in understanding.</p> <p>Well-considered language choices and a good variety of adventurous and extended responses to questions are provided.</p>
Read	<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud, and in using reference materials.</p>	<p>With some support, the main points, and some detail in short written texts is generally understood.</p> <p>With some support, the context of a sentence or a dictionary is used to work out the meaning of an unfamiliar word There are some good examples of reading and understanding texts in a variety of contexts.</p> <p>With encouragement, using reference materials and reading aloud shows some confidence.</p>	<p>Generally, the main points, and many of the extra details are understood.</p> <p>Generally, the context of a sentence or a dictionary is used to work out the meaning of an unfamiliar word. Generally, texts from a variety of contexts are understood.</p> <p>Generally, using reference materials and reading aloud shows confidence.</p>	<p>The main points and extra details are understood and explained well</p> <p>The context of a sentence or a dictionary is used to work out the meaning of an unfamiliar word Texts from a wide variety of contexts are understood.</p> <p>Use of reference materials and reading aloud in a wide range of situations shows confidence.</p>
Write	Write short texts on familiar	There are some good examples of	There is a growing range of	There is a wide range of short



	<p>topics, writing phrases from memory. Use knowledge of basic grammar and key features/patterns of the language to build sentences, ensure accuracy and enhance or change the meaning of phrases: feminine/masculine forms, plurals, conjugation of high-frequency verbs, some change of tenses. Include imaginative and adventurous word choices (e.g. adjectives/adverbs to add detail). Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	<p>short written texts. There are some examples of appropriate grammar choices. With some encouragement, imaginative and adventurous word choices are made. Writing generally conveys meaning</p>	<p>short written texts. There is a growing range of appropriate grammar choices. Imaginative and adventurous words are selected appropriately from lists provided. Writing conveys meaning well and there are few mistakes.</p>	<p>written texts on a number of topics, including the past, present and future. There are many examples of accurate and appropriate grammar choices. Well-chosen imaginative and adventurous words are used in a wide variety of contexts. Writing is thoughtful and well-structured and conveys meaning very well. Short written texts can be translated into French.</p>
<p>Culture <i>* beyond NC requirements</i></p>	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>	<p>There are some examples of accounts of the customs, history and culture of the countries and communities where the language is spoken There are some examples and, with some support, interesting details of the similarities and differences between areas in which the language is spoken.</p>	<p>Detailed descriptions about the customs, history and culture of the countries and communities where the language is spoken. are produced Some decisions are made in choosing which areas and details to include when describing the similarities and differences between areas in which the language is spoken.</p>	<p>Thoughtful and detailed descriptions that include a wide range of information about the customs, history and culture of the countries and communities where the language is spoken are produced. Criteria for and exploration of similarities and differences between areas in which the language is spoken are confidently decided and carried out.</p>