



Sacred Heart Catholic Primary School
Key Learning in French - Skills Progression



Key Learning	Year 3	Year 4	Year 5	Year 6
National Curriculum Statutory Requirements	Pupils should be taught to: • listen attentively, joining in and respond to spoken language. • 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. • speak in sentences, using basic language structures • develop accurate pronunciation and intonation. • 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	Pupils should be taught to: • listen attentively, joining in and respond to spoken language. • 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. • speak in sentences, using basic language structures • develop accurate pronunciation and intonation. • 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	Pupils should be taught to: • listen attentively, joining in and respond to spoken language. • 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. • speak in sentences, using basic language structures • develop accurate pronunciation and intonation. • 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	Pupils should be taught to: • listen attentively, joining in and respond to spoken language. • 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. • speak in sentences, using basic language structures • develop accurate pronunciation and intonation. • 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

	written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences. • describe people, places, things and actions orally* and in writing • understand basic grammar.	written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences. • describe people, places, things and actions orally* and in writing • understand basic grammar.	written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences. • describe people, places, things and actions orally* and in writing • understand basic grammar.	• write phrases from memory, and adapt these to create new sentences. • describe people, places, things and actions orally* and in writing • understand basic grammar.
LISTENING Understand and respond to spoken language from a variety of resources	Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.	Understand a range of familiar spoken phrases e.g. classroom instructions.	Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.	Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.
SPEAKING Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation	Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered. Say or repeat some familiar words and short simple phrases Year 3.	Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4. Take part in a simple conversation and their pronunciation and confidence is improving. Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you'.	Ask and answer simple questions and use a negative. Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.	Take part in longer conversations with increasing spontaneity and fluency. Can express simple opinions and their pronunciation is generally confident and accurate.
READING Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing.	Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc. Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.	Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.	Understand the main points from a short written passage in clear printed script. Are beginning to use a bilingual dictionary independently with some success	Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc
WRITING Write at varying length for different purposes and audiences.	Write or copy a few simple words or symbols accurately. Be aware that symbols e.g. accents, umlauts exist and what they do (also capital letters in German).	Write simple, familiar phrases accurately using a writing frame or scaffold.	Write two or three short sentences as a personal response accurately and can use reference materials / support.	Write a short text on a familiar topic using reference materials / support. Write for a range of audiences and purpose. Use formal and informal 'you'.

GRAMMAR Use a variety of grammatical structures	Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives.	Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives.	Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc.	Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs (faire, aller, avoir, etre). Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be. Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English.
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KS2 Foreign Languages Curriculum Compliance Checklist

	KS2 Programme Of Study Requirement	Main Skill Focus	Language Angels Units				
			Core Vocabulary (All Years)	Early Language (Year 3)	Intermediate (Years 4-6)	Progressive (Years 5-6)	Creative Curriculum (All Years)
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING		Little Red Riding Hood	Habitats, Goldilocks, Tudors, Romans	World War II, Habitats, Planets	Tudors, World War II, Romans, Planets
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING		Little Red Riding Hood	Habitats, Goldilocks, Tudors, Romans, Olympics	World War II, Habitats, Planets, Olympics	Tudors, World War II, Romans, Planets, Olympics
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING		Instruments, I Can...	Presenting Myself, Family, Do You Have A Pet?, At The Café	At School, Weekend Activities, Healthy Lifestyles	Healthy Lifestyles
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units	All units	All units	All units	All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (especially Phonics / Phonetics Unit)	All units	All units	All units	All units
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units	All units	All units	All units	All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING		Little Red Riding Hood	Habitats, Goldilocks, Tudors, Romans, Olympics	World War II, Habitats, Planets, Olympics	Tudors, World War II, Romans, Planets, Olympics
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	Phonetics / Phonics	Little Red Riding Hood	Habitats, Goldilocks, Tudors, Romans, Olympics	World War II, Habitats, Planets, Olympics	Tudors, World War II, Romans, Planets, Olympics
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units	All units	All units	All units	All units

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			Core Vocabulary (All Years)	Early Language (Year 3)	Intermediate (Years 4-6)	Progressive (Years 5-6)	Creative Curriculum (All Years)
10	<i>"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."</i>	WRITING		I Can...	Family, At The Café, The Weather, What Is The Date?, Habitats, Romans, Olympics	At School, Weekend Activities, World War II, Healthy Lifestyles, Planets, Habitats, Olympics	World War II, Healthy Lifestyles, Planets, Romans, Olympics
11	<i>"Describe people, places, things and actions orally and in writing."</i>	WRITING		I Can... (ACTIONS)	Family (PEOPLE), At The Café (THINGS), The Weather (THINGS), Habitats (PEOPLE, PLACES & THINGS), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS)	At School (THINGS), Weekend Activities (THINGS & ACTIONS), World War II (THINGS & PLACES), Healthy Lifestyles (THINGS & ACTIONS), Planets (THINGS & PLACES), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS)	World War II (THINGS & PLACES), Healthy Lifestyles (THINGS & ACTIONS), Planets (THINGS & PLACES), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS)
12	<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>	GRAMMAR (GENDER & ARTICLES)		Instruments, Animals	Do You Have A Pet?, The Classroom	At School	
		GRAMMAR (CONJUGATION OF HIGH FREQUENCY VERBS)	Regular Verbs Unit, Irregular Verbs Unit		Clothes Unit (verb 'to wear')	At School Unit (verb 'to go'), Regular Verbs Unit, Irregular Verbs Unit	
		GRAMMAR (PARTITIVE ARTICLE)		Instruments		Healthy Lifestyles	Healthy Lifestyles
		GRAMMAR (ADJECTIVAL AGREEMENT)				Planets	Planets
		GRAMMAR (USING CONNECTIVES)				Weekend Activities, At School	