

KS2	This document shows how Language objectives are designed in a progressive way to ensure learners become more proficient linguists as they move through the school, securing and applying the language mastery objectives. Each teacher should be aware of their own Language objectives, and of those which have come before.			
	Year 3	Year 4	Year 5	Year 6
<b>Potential hooks and driving context</b>				
<b>Enrichment/Trips / Residentials</b>	'I love languages' bags		France Trip	
<b>Listening</b>				
	<b>Learning Objectives:</b>			
	- I can listen to and enjoy short stories, nursery rhymes & songs. - I can recognise familiar words and short phrases .	-I can listen to longer passages.  -I can deduce the idea of a passage by listening to key words and phrases.	-I can listen more attentively and for longer.  -I can listen to unfamiliar language and deduce some meaning using decoding skills.	-I can listen to more authentic foreign language material.  -I can identify cognates and familiar words to learn to 'gist listen'.
<b>Speaking</b>				
	<b>Learning Objectives:</b>			
	-I can communicate with others using simple words and short phrases..	-I can communicate with others with improved confidence and accuracy.  -I can ask questions.  -I can answer questions  -I can incorporate a negative reply.	-I can communicate on a wider range of topics and themes.  -I can remember and recall a wider range of vocabulary.  -I can ask questions with confidence and spontaneity.  -I can answer questions with confidence and spontaneity.  -I can incorporate a negative reply with confidence and spontaneity.	-I can recall previously learnt language and recycle / incorporate it with new language.  -I can show speed and spontaneity in discussions.  -I can demonstrate involvement in conversations.  -I can respond with my opinion.  -I can justify my opinion.
<b>Reading</b>				
	<b>Learning Objectives:</b>			
	-I can apply my phonics knowledge. (Phonics Lesson 1)  -I can read familiar words and short phrases accurately.  -I can understand the meaning in English of short words I read in the foreign language.	-I can apply my phonics knowledge. (Phonics Lesson 2)  -I can read aloud short pieces of text.  -I can understand most of what we read.	-I can apply my phonics knowledge. (Phonics Lesson 3)  -I can read longer passages in the foreign language.  -I can start to decode the meaning of unknown words using cognates and context.	-I can apply my phonics knowledge. (Phonics Lesson 4)  -I can identify accents and silent letters.  -I can decode unknown language using bilingual dictionaries.
<b>Writing</b>				
	<b>Learning Objectives:</b>			

	-I can write familiar words & short phrases using a model or vocabulary list.	-I can write some short phrases based on familiar topics.  -I can use connectives.  -I can use conjunctions.  -I can use the negative form.	-I can write a paragraph using familiar language.  -I can incorporate connectives in my paragraph.  -I can incorporate conjunctions in my paragraph.  -I can incorporate a negative response in my paragraph.  -I can incorporate adjectival agreement in my paragraph.  -I can substitute words for suitable alternatives.	-I can write a piece of text using language units covered.  -I can start to incorporate conjugated verbs.  -I can use connectives.  -I can use conjunctions.  -I can use adjectives.  -I can use possessive adjectives.
<b>Grammar</b>				
	<b>Learning Objectives:</b>			
	-I can start to use articles to inform noun gender.  -I can use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	-I can use articles to inform noun gender. (EG: 'the', 'a' or 'some').  -I can use simple adjectival agreement (EG: adjectival agreement when describing nationality)  -I can start to use the negative form. (EG: I do not have...)  -I can start to use possessive adjectives. (EG: 'In my pencil case,...')	I can recognise definite, indefinite and partitive articles using noun gender.  I can use adjectival agreement.  I can use possessive adjectives  I can start to conjugate verbs in full.. (EG: 'I wear...', 'You wear.. 'he/she wears...')	I can consolidate my understanding of gender and nouns.  I can use the negative form.  I can use adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).  I can use more connectives.  I can use more conjunctions.  I can conjugate regular verbs in full.  I can conjugate irregular verbs in full.
<b>Culture</b>				
	<b>Learning Objectives:</b>			
	I can see some differences and similarities with my own culture. Carnaval de Nice Teach a lesson / French/ Core Vocabulary/ French cultural lesson/ Lesson 1 <b>(February/ March)</b>	I can make comparisons with another culture. La Galette des rois Teach a lesson / French/ Core Vocabulary/ French cultural lesson/ Lesson 2 <b>(January)</b>	I can compare and contrast and reflect about appreciating French culture. Poisson d'avril Teach a lesson / French/ Core Vocabulary/ French cultural lesson/ Lesson 3 <b>(April)</b>	I can compare and contrast and appreciate both cultures. Bleuet de France Teach a lesson / French/ Core Vocabulary/ French cultural lesson/ Lesson 4 <b>(November)</b>
<b>Language Angels Units</b>	<b>To ensure all of the above skills progression points, the following units are taught (as a minimum) in each year group:</b>			
	<b>Phonics Lesson 1</b> I am learning ... <b>Musical Instruments</b> <b>Fruits or Vegetables</b> <b>Ancient Britain</b>	<b>Phonic Lesson 2</b> <b>Presenting myself</b> <b>Family</b> <b>Home</b> <b>In class</b>	<b>Phonic Lesson 3</b> <b>Pets</b> <b>Date</b> <b>Clothes</b> <b>Planets</b>	<b>Phonic Lesson 4</b> <b>At School</b> <b>Weekend</b> <b>Me and the World</b> <b>World War II</b>



## French Progression Mapping

