**Level Expected at the End of KS2**

Deep Dive into French: Whole School Progression Map shows the progression of skills and knowledge from year 3 to year 6.

Key Stage 2 National Curriculum Expectations

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| Pupils are 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 (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. |

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| **Intent**  We offer a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes provide an introduction to the culture of French-speaking countries and communities. We aim to foster children’s curiosity and help deepen their understanding of the world. A progressive curriculum has been chosen to allow opportunity for children to gradually build on their skills. We enable children to express their ideas and thoughts in French and provide opportunities to interact and communicate with others both in speech and in writing.  In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.  Through our progression map, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies. |
| **Implementation**  Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.  We help children to build on prior knowledge alongside the introduction of new skills. We provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.   * Diversity Day- 19 October 2021- during which pupils learn about countries where French is spoken. * Informational and cultural exchanges with a French school providing an opportunity to engage in pen pal correspondence and other exchanges such as specific French celebrations and holidays. * French Friday at lunchtimes whereby children greet the lunch team in French and obtain house points whilst familiarizing themselves with French menus and food vocabulary. * Cross-curricular-based French lessons correlating to the respective year group trips: ie Year 3: the Stone Age – Trip to Buster Farm, Year 4:The Vikings – trip to Hooke Court, Year 5: Settlements and Rivers -trip to Isle of Wight, Year 6: French Food Tasting – French Market Day. * French homework, utilising day to day learning, is set and is then displayed in the school. |
| **Impact**  We use a full range of resources, including the following:   * Phonics work * Physical objects such as dice, bingo cards, whiteboards, and flashcards * Linguascope- a fun, interactive language website, used both in class and at home. * French story books, songs, rhymes and poetry.   All of the above will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and summative assessments aimed at targeting next steps in learning. |

| **Skill taught and Curriculum link** | | **Application of Skill and Knowledge** | | | | |
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| **Year 3** | **Year 4** | **Year 5** | **Year 6** | **End of KS2/ exit point** |
| Reading | Skill | * Recognise simple words and phrases and link them to meaning. | * Read and understand simple sentences. * Read and understand the gist of a letter. | * Read and understand the key vocabulary of a complex sentence, with support. * Read aloud and with confidence, familiar words with correct pronunciation. * Attempt to read unfamiliar words using phonic knowledge. | * Follow and understand a story or text containing more complex language. | Able to:   * recognise and read phrases on a number of topics. * use phonic knowledge to help with unfamiliar language. |
| Knowledge & Vocabulary | * Understand a short personal introduction (name, feelings, age, where someone lives, what their favourite colour is, what their favourite sport is, when their birthday is). * Read the date from the board. | * Understand the main content of a letter from their French pen-pals. * Recognise French handwriting and use it to help decipher a letter. * Understand some sentences about pets and family members. * Understand a written physical description. * Read aloud what the weather is like. | * Understand some positive and negative sentences about personality. * Read and understand some school subjects. * Read and understand a short description of a monster (size and colour adjectives/body parts, numbers) * Understand a description of what someone is wearing. * Understand a text describing the town where someone lives. | * Read and understand questions about themselves without support. * Read and understand the main points of an unfamiliar text using language learning strategies. * Read and understand a recipe and/or menu. |  |
| Writing | Skill | * Copy some familiar words and phrases accurately. | * Write simple sentence using a language scaffold. * Write some familiar words and phrases from memory. | * Write a more complex sentence using a language scaffold. * Write some words and phrases from memory with understandable accuracy. | * Write a complex sentence by manipulating language using a bilingual dictionary or a language scaffold. | Able to:   * write complex phrases using a scaffold and some familiar phrases from memory. |
| Knowledge & Vocabulary | * Write simple phrases about themselves using a model (name, feelings, age, where they live, favourite colour, favourite sport, when their birthday is). * Write today’s date. | * Write a letter to their French pen-pal, with support, including language from previous year and pets and family members. * Write a physical description of themselves and others. * Write about the weather. * Write a simple poem about the seasons using a model. | * Write sentences, using conjunctions, about their personalities and their opinions on school subjects. * Write a description of what they are wearing and of their school uniform with grammatical accuracy. * Write a description of what can be found in their town, using both positive and negative phrases. | * Write the answers to questions about themselves from memory with a reasonable degree of accuracy. * Write sentences about likes and dislikes, based on a pictogram. * Write their preference for different types of food, using conjunctions. |  |
| Speaking | Skill | * Say familiar phrases using correct pronunciation. | * Ask and answer familiar questions with support, using correct pronunciation and intonation. | * Ask and answer a variety of questions with support. * Attempt to apply basic grammatical concepts when speaking. | * Engage in a short conversation using familiar language. * Present a role play in front of the class using correct pronunciation and intonation. | Able to:   * engage in a conversation with confidence and with reasonably accurate pronunciation. |
| Knowledge & Vocabulary | * Talk about themselves (name, feelings, age, where they live). * Say the date and when their birthday is (months, days, numbers to 31). * Express preference (favourite colour, favourite sport). * Tell a story in front of the class (Léa la Sportive) | * Have a short conversation with a partner about themselves (name, age, how they feel, where they live, favourite colour, favourite sport, birthday, pets and family). * Tell somebody what they look like. * Talk about the weather. | * Have a longer conversation with a partner about themselves. In addition, this could include what school subjects they like and what their personality is like. Some may do this with little or no support. * Describe what they are wearing, using correct agreement and positioning of adjectives. * Talk about their town, correctly using the phrases ‘il y a…/ il n’y a pas de…’. | * Have a sustained conversation with a partner about themselves with little or no support. * Confidently engage in a small group role play that takes place at a market stall. Ask for food and pay using the polite forms of address. * Perform role play in front of the class with understandable pronunciation. |  |
| Listening | Skill | * Show understanding by joining in with the actions in songs, stories and rhymes. * Pick out particular details from a spoken passage. | * Understand most of a simple spoken sentence or question. * Pick out relevant details from a more complex passage. | * Follow the main gist of a more complex sentence based on a passage which uses familiar language. * Use phonic knowledge to help with understanding of some unfamiliar spoken words. | * Follow and understand the relevant points of a story, song or conversation with more complex language. | Able to:   * pick out the main points from a spoken text/ story/ song. * understand and answer questions on a familiar topic. |
| Knowledge & Vocabulary | * Understand and answer simple questions about themselves (name, feelings, age, where they live, when their birthday is, what their favourite colour is, what their favourite sport is). | * Understand and answer simple questions about themselves. * Understand the main points of a song about pets. * Pick out the correct colour and style of hair and the correct eye colour from a spoken description. * Pick out the correct weather on a certain day from an adapted weather forecast. | * Understand questions about themselves in a longer conversation with a partner. * Pick out personality traits in a spoken description, using phonic knowledge and cognates to help decipher unfamiliar words. * Understand the main points in a sentence about places in town. | * Understand and respond to questions about themselves in a more sustained conversation with a partner. * Listen and respond to someone else in a market role play situation, showing understanding of a spoken request. |  |
| Grammar | Skill | * Recognise that in French, nouns can be masculine or feminine. | * Begin to use a bilingual dictionary to find nouns. * Recognise that colour adjectives come after the noun in French. | * Use a bilingual dictionary to find adjectives. * Understand that adjectives agree with the person or noun. * Know that most adjectives go after the noun, with a few exceptions. | * Use a bilingual dictionary accurately, taking care to use the correct gender of the noun. * Understand that the ending of a verb changes depending on the subject pronoun. * Recognise how to conjugate a regular ‘er’ verb. | Able to:   * explain what a masculine and feminine noun is. * use a bilingual dictionary correctly, heeding gender and word class. * position and agree adjectives with a fair degree of accuracy. * recognise regular verb endings. |
| Knowledge & Vocabulary | * Recognise that French nouns have different determiners, through learning the names for some sports; that the terms ‘masculine’ and ‘feminine’ do not refer to the person doing them, but to the noun itself. | * While writing a poem about the seasons, learn how to use a bilingual dictionary correctly, paying attention to whether the noun is masculine or feminine. * While learning to describe themselves, learn that colours always come after the noun, as do most other adjectives. | * While describing their personality, when looking for adjectives in a dictionary, they must pay attention to whether the person it refers to is masculine or feminine and use the correct form. * Through describing their clothes, recognise that the adjectival ending will change, depending on the determiner and on whether a noun is singular or plural. | * When looking up a verb in a dictionary, they must apply the correct ending, depending on the subject pronoun. They demonstrate their understanding by writing lyrics to a song explaining this. |  |
| Language Learning Strategies (LLS) and Knowledge About Language (KAL) | Skill | * Notice similarities with English or another home language (cognates) * Notice patterns in language. * Use actions to help with memorisation. | * Consider other memorisation techniques. * Begin to use phonic knowledge to help with pronunciation. | * Look out for cognates and near-cognates. * Look out for ‘false friends’. * Use phonics knowledge to help in aural understanding. | * Comfortably recognise cognates, near-cognates and ‘false friends’. * Recognise language patterns. * Re-cycle familiar language into new contexts. * Use context to help de-code unfamiliar language. | Able to:   * Use memorisation techniques, de-coding techniques and phonics knowledge confidently. |
| Knowledge & Vocabulary | Children may notice patterns in:   * The days of the week * The numbers (particularly in the teens and twenties)   Children may notice similarities with English, or another language in:   * The months of the year * The colours | Children learn to remember new words and phrases:   * By using actions. * By linking the word to another that it sounds like. * By noticing a similarity to English or another language.   Children learn better pronunciation:   * By referring to French phonic knowledge and letter strings. * By looking back on familiar French words and the sound-spelling link. | Children learn to de-code unfamiliar *written* language:   * By using cognates and near-cognates from English or another language. * By using context.   Children learn to de-code unfamiliar *spoken* language:   * By using phonics knowledge to help to visualise a word or phrase. | Children use:   * De-coding techniques (cognates, near-cognates, context) to understand an unfamiliar text. * Memorisation techniques and phonics knowledge to answer written and spoken questions without support. * Grammatical knowledge to write and speak with a reasonable degree of accuracy. |  |

**Key vocabulary:**

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| **Year 3** |
| Les salutations: Bonjour, salut, bonsoir, bonne nuit, ça va? Comment ça va? ça va mal, ça va bien, comme ci, comme ça,bof, J’ai, tu as, comment tu t’appelles? Comment t’appelles-tu?, au revoir.  Les couleurs: bleu, vert, rouge, noir, gris, rose, violet, marron  les mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, novembre, décembre.  Les jours de la semaine:lundi, mardi, mercredi, jeudi, samedi, dimanche  Age:quel âge as-tu? J’ai X ans,  J’habite, où j’habite  Les préfèrences: ma couleur préférée, Je préfère (+ la couleur)/ C’est  Numéros de 1 à 20: un à vingt. C’est quel numéro?  Numéros de 0 à 31  Les dates et les anniversaires: mon anniversaire c’est le….  Les Impératifs: Levez-vous, écoutez! Fermez vos cahiers, etc.  Vocabulaire de Noël: le papa Noël, les guirlandes, les chausettes, les cadeaux, les bougies  Les passe-temps et les sports: le tennis, le foot, la natation, le cyclisme, la boxe, le ping pong  J’aime, J’aime + un sport- ie J’aime le foot.  **KEY** **PHONICS**: letters that are the same in English as in French (b, d, f, k ,l ,m, n, p, s, t, v ,x ,z) and j, g, a, r, on, ou, ai, i, ch, ou, ui. |

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| **Year 4** |
| Les salutations  Ma trousse (my pencil case) and its contents: un crayon, un crayon de couleur, une gomme, des ciseaux, une règle.  Indefinite article: un/une/des  Possessive adjectives: ma, mon, mes frères et soeurs  Negation: ‘ne’ and ‘pas’  Phrases pour les lettres de corréspondants: mon jeu /mon sport préféré  Les animaux à la maison: un chat, un chien, un hamster, un cochon d’inde, un poisson, un oiseau, un serpent, etc.  Ma description- yeux: La couleur des yeux: bleus, marron, verts, noisette, J’ai les yeux bleus, etc. De quelle couleur sont tes yeux?  Ma description – cheveux: Comment sont tes cheveux? La couleur: bruns, noirs, châtains, châtains clairs, blonds, roux. J’ai les cheveux noirs, les cheveux blonds. De quelle couleur sont tes cheveux?J’ai les cheveux longs, courts, bouclés, frisés.  Other descriptions: J’ai une barbe, j’ai une moustache, Je porte des lunettes. Je suis grand(e)/petit(e)/sympa/intelligent(e).  Un poème sur les saisons: le printemps, l’été, l’automne, l’hiver  Le temps: il fait beau, il fait mauvais, il fait froid, il y a du soleil, il y a des nuages, il y a du vent  C’est, Je préfère, le/la, J’aime/ je n’aime pas, et/ mais  The verb ‘to have’ -J’ai/ il a/ elle a  The verb ‘to be’ -Je suis/ il est/ elle est  Le temps: Il fait beau, il fait mauvais, il y a du vent, il fait du soleil, Il y a du vent/il pleut/il neige/il y a du brouillard  Vocabulaire de Noël: le papa Noël, les guirlandes, les chausettes, les cadeaux, les bougies  Viking lesson: Les Vikings, le casque, le drakkar, un bouclier, le Danemark, le Norvège, la Suède, Guillaume le Conquérant  **KEY PHONICS**: on, oi, es/est, è (frère, règle) o/au/eau, en/an, silent letters: x, t, d, s, ill (brouillard) |

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| **Year 5** |
| Les salutations  Les numéros de 32 à 69. C’est quel numèro? C’est combien? Les dizaines: trente, quarante, cinquante, soixante  Les matières: les maths, la science, l’anglais, le francais, l’education physique, le dessin, la géographie, l’informatique  Les opinions: je préfère, j’aime, j’adore, je n’aime pas, je déteste. Les matières scolaires: Quelle est ta matière préférée? Tu aimes? Les conjonctions: Et/ mais/pourtant/cependant  Les parties du corps: la tête, la bouche, le nez, les épaules, les bras, les genoux, les pieds  La couleur des vêtements: un pull vert, une jupe verte, des gants verts. des chaussures vertes, marron, turquoise  Je porte un pull vert, une jupe verte, des gants verts, des chaussures vertes.  Fashion show vocabulary: un defile de mode, une collection d’automne/d’hiver/de printemps/d’été  Mon uniforme: un pull, une chemise, les chausettes, les chaussures, mon uniforme: ma jupe, mon pantalon, mon pull, mon manteau  Il/elle est/Il/elle n’est pas  Les numéros jusqu’à 100.  Une histoire sombre, très sombre: understanding a written story and creating their own.  Les prépositions: à , dans, près de, devant, derrière  Ma ville: Il y a /Il n’y a pas de, local places: un cinema, un parc, une banque, une église, une rivière, un supermarché  Typical French shops: un magasin, une patisserie, une boucherie/ une poissonerie, la boulangerie, l’épicerie  Vocabulaire de Noël: le papa Noël, les guirlandes, les chausettes, les cadeaux, les bougies  Les colonies (settlements)- un fort, un pont, un centre religieux, un site touristique  **KEY** **PHONICS**: silent letters (t, d: verte, grande) bei The importance of accents ng pronounced when feminine (adding ‘e’), é/ai/ais, erie, eux/euse, é, è (rivière) an, u, i+ que (physique, informatique, touristique) î (île Saint Louis). |

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| **Year 6** |
| Les salutations.  Résumé de moi, ma famille, les animaux à la maison, la couleur/la longeur/et les types de cheveux, les matières, etc.  Pronouns: Je, Tu, Il/Elle, Nous, Vous, Ils/Elles  Personality traits– 3rd person Harry Potter characters: courageux, énervant(e), tétu(e), intelligent(e).  Infinitive verbs: Aimer/adorer/detester/danser/chanter/manger/marcher  Verbs and Adverbs (How well I do things): Je danse mal, Je mange bien, Je marche vite/lentement  La conjugaison des verbes en –er  Au marché: les fruits et les legumes/comment commander de la nourriture, , les quantités,   * une banane/ une pomme/ une poire/ une cerise/ un orange/ un kiwi * un haricot/ un concombre/ le broccoli/ une tomate/ une salade/ une carotte   J’aime/ je n’aime pas/ j’adore/ je déteste  Qualifiers –parce que c’est  Conjunctions: et/mais/cependant/pourtant  Negatives: ne … pas  Valentine’s poem: Tu es le chocolat dans mon pain au chocolat … le jambon dans mon sandwhich.  Au café: les snacks, les boissons, comment commander de la nourriture, les parfums, les quantités  Langage poli: je voudrais, s’il vous-plaît/merci madame/monsieur/ bonne journée/ c’est combien? Etc.  Les euros et les prix: c’est (2 euros 50), Ce sera/ Ça fait  Prepositions: dans/sur/avec  Partitive articles: du, de la, de l’, des  Je ne mange pas de porc, Je suis végétarien(ne), Je suis allergique  Dans mon sandwich, il y a… du, de la, des, de  Music lesson: la musique classique, moderne, le rock, le juke-box, les instruments: la guitare, le violon, la flûte, la batterie etc.  **KEY** **PHONICS**: -tion, gn (champignon), é/et/ez/er/ai, accents review, silent letters, -enne (végéterienne, musicienne), ille |

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| **Where from, where now, where next?** |

**French Long Term Plan 2022-23 Red- New, Green- Review,** Blue**-** skills & cross-curricular, **Purple**- intercultural understanding

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | *About Me*  Greetings: Bonjour/Au revoir  Introduction language:  Name: Je m’appelle…  Comment tu t’appelles? Feelings: Ça va? Ça va bien?  Definite articles | *About Me*  Introduction language:  Age, where I live  J’habite à  Numbers to 20  Classroom instructions  Christmas  J’ai, tu as  Imperative | *Descriptions*  Colours  Expressing preference  Describing a picture  Dictionary skills  C’est  Je préfère  Masc/fem nouns | *Dates*  Numbers to 31  Months  Dates and birthdays  Mon anniversaire c’est  Alphabet | *The World Around Me*  Days of the week  *Storytelling*: *Léa la sportive* | *The World Around Me*  Sports  Expressing preference: J’aime  Definite articles: le/la/l’  Masc/fem nouns  Conjunctions – et |
| **Year 4** | *About Me*  Letter to a pen-pal  Family members  Indefinite articles  J’ai  Masc/ fem nouns  Possessive: Mon/ma  J’aime/J’adore | *About Me*  Pets  Christmas  Dictionary skills  J’ai/ je n’ai pas de  Indefinite articles: un/une  Masc/ fem nouns  Negatives | *Descriptions*  Using colours to describe hair, eyes  other features.  Adjectives for texture of hair.  J’ai, Je porte (lunettes)  Sing/plural nouns  Plural agreement | *Descriptions*  Colour adjectives  Describe myself in detail  J’ai/ Tu as  Je suis/ Tu es  Sing/plural nouns  Adjectival positioning  Masc/fem/pl agreement | *The World Around Me*  Seasons - poem  Dictionary skills  The Vikings (Hooke Court trip)  Definite article: le/la/les  Indefinite article  Masc/ fem nouns | *The World Around Me*  Reinforcing descriptions of colour and size  Numerous adjectives and their positioning: number and colour  Definite and Indefinite articles: un, une, des |
| **Year 5** | *About Me*  Higher numbers  School subjects  Body Parts  Expressing preference  le/la/l’  J’aime/ je n’aime pas/Je déteste/J’adore  Masc/fem nouns  Negatvies  Conjunctions: et/ mais/cependant/pourtant | *About Me*  Body Parts  Describing Monsters and their body parts  Story: Va-t’en Grand Monstre Vert  Reinforcing adjectives of number and colour.  Introducing adjectives of size.  Je suis/ je ne suis pas  Il est/ elle est (Monstre)  Il n’est pas/ elle n’est pas  Negatives  Masc/ fem agreement | *Descriptions*  Clothes  Describing clothes  un/une/des  **Fashion show**  Adjectival positioning  Masc/fem/plural agreement  Je porte | *Descriptions*  School uniform  Clothes concertina mini-book  Describe others  Dictionary skills  un/une/des  Adjectival positioning  Masc/fem/plural agreement | *The World Around Me*  Places in town in the U.K. **places** **in** **France**  Dictionary skills  Prepositions: dans  Masc/ fem nouns  Negatives: il y a/ il n’y a pas de | *The World Around Me*  Settlements lesson (IOW trip)  Creation of Poster to promote town  Adjectives to describe town  Prepositions  C’est  Le/la/l’  Definite/indefinite article |
| **Year 6** | *About Me& Others*  Previous years review of age, family, pets, personality, likes and dislikes  Review of J’ai and Je suisHow well I do things (ER verbs): Je danse, mange, chante, joue  Adverbs: Bien, mal, vite, lentement  Conjunctions: et, mais, pourtant, cependant  Opinions: J’aime/Je n’aime pas/J’adore/Je déteste  Qualifiers: parce que c’est  *Emphasis on verbs: J’ai*  *Je suis, Je voudrais Il y a,* | *Verbs Project*  ‘er’ verbs song project  All subject pronouns  Verb conjugation  prepositions: dans | *The World Around Me:* French Trip Preparation  Au marché: fruit and veg, ordering food, amounts, polite forms  un/ une/ des  partitives: du/ de la/de l’ /des  au/ à la/ à l’  Je voudrais  s’il-vous-plaît  merci | *The World Around Me:* French Trip Preparation  Au café: snacks and drinks, ordering food, flavours, amounts  un/ une/ des  du/ de la/ de l’  au/ à la/ à l’  Je voudrais | *The World Around Me:* French Trip Preparation  Flavours  Sandwich mini-book  Tasting day  Dictionary skills  du/ de la/ de l’  Il y a  Prepositions: dans, devant, derrière  Adjectival positioning: Story: Une histoire sombre and creation of own story. | *The World Around Me:* Poetry Project- Valentine’s Poem  **Music** **lesson: French singers & modern groups**  **plus instruments** |