



Skills & Knowledge Progression: Languages (French)

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p> <p>Aims The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. 	<p>We hope that learning a different language to our own will broaden our children's outlook on the world. It can help gain an understanding of what it would be like walking in the shoes of others, and to develop a more rounded view of our place within the world. It can help us all to understand the challenges that those in our community, for whom English is not the first language, face every day and to better appreciate those around us who are fluent in multiple languages.</p> <p>We have chosen French as our language to study in KS2 as this is a likely travel destination for many of our families, giving children better opportunities for practising and using their knowledge. French is also the language taught in many of the local secondary schools so we provide our children with a solid platform to build their future learning on.</p> <p>By the time they leave Bayford, we want our children to be able to take part in simple conversations, carry out simple tasks and to respond to texts in French. To support teaching staff with the teaching of French, we use Language Angels, an online scheme. This is engaging for the children as it is delivered using slides and animations and they are able to access online games to support their learning. As well as learning through different units of study such as Presenting Myself, My Family, My Home etc. children start each year by learning and re-capping French phonics and pronunciation to help prepare them for speaking.</p> <p>Each year in the summer term around Bastille Day, children in KS2 take part in a 'French Breakfast' where they have the opportunity to practice the language they have learnt through the role playing of customers and servers in our hall where we re-create a French café. In this fun environment, children can hone their conversational language skills which we hope they can then use on any future visits to France or French speaking countries.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Foreign languages are not introduced until Year 3. However, an understanding of other cultures - and the idea that not everyone speaks the same language - will have been met throughout EYFS & KS1. This includes:</p> <p>EYFS - Understanding the World Children... know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understand the importance of respecting others, even when they are very different from them... or have different preferences or beliefs.</p> <p>KS1 Geography – continents, capital cities</p>	<ul style="list-style-type: none"> • English - understanding of tense, person and verb conjugation; application of phonological knowledge (and identifying where French follows different rules); use of reading skills to tackle new vocabulary, summarise texts and infer meaning. • Geography - links to understanding cultures, languages and ways of life elsewhere in the world. • Art - exploring the life and work of artists such as Sonia Delaunay and Georges Seurat. • Drama - role play should form a significant part of language teaching, with children improvising and developing dialogue based around simple contexts. • Maths - counting and completing simple maths activities in French such as telling the time, dates and money. • Music - learning the names of musical instruments. 	<ul style="list-style-type: none"> • Learn about the other languages spoken in their class, with bilingual children given the opportunity to share their language with others • Take part in role-play and drama activities using a foreign language • Learn about life in France and its similarities and differences to the UK

Skills Progression: French – Years 3, 4, 5 & 6

Year	Listening	Speaking	Reading	Writing	Grammar
3 & 4	<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p> <p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>
5 & 6	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>

French: Curriculum covered at Bayford Primary School

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
French	<ul style="list-style-type: none"> • Phonics 1 & 2 • I Am Learning French • Animals 	<ul style="list-style-type: none"> • Ice Creams • I Am Able... 	<ul style="list-style-type: none"> • Presenting Myself • Habitats 	<ul style="list-style-type: none"> • Phonics 1 & 2 • Instruments • Seasons 	<ul style="list-style-type: none"> • Vegetables • Fruits 	<ul style="list-style-type: none"> • My Family • In The Classroom

Upper KS2 (Class 3 – Years 5 & 6) Rolling Programme

Subject	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
French	<ul style="list-style-type: none"> • Phonics 3 & 4 • Presenting Myself • Family 	<ul style="list-style-type: none"> • At The Tea Room • Olympics 	<ul style="list-style-type: none"> • Clothes • Healthy Lifestyles 	<ul style="list-style-type: none"> • Phonics 3 & 4 • The Date • Do You Have A Pet? 	<ul style="list-style-type: none"> • My Home • What Is The Weather? 	<ul style="list-style-type: none"> • Traditions & Celebrations • At School