Progression document

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| Recurring Key Themes | Year 3 | Year 4 | Year 5  | Year 6 |
| The world around me | Comment faire une connaissanceLearn how to greet someone with the correct verb. Asking for and giving a name Vous désirez?Learn how to order fruit at the market | Quel temps fait-il?Learn how to describe the weatherComment vas-tu en France?Learn how to describe the different types of transportOù vas-tu en vacances et comment?Describe where and how you can go on holiday | Qu’est-ce qu’il y a dans ta ville?Learn how to describe the different places in a town & how you might get thereOù est la banque?Learn how to ask for & follow a set of directionsQui est dans ta famille?Learn how to describe the members of your family, their name & age | La nourriture française, c’est comment?Learn about French food culture and using their knowledge work out the meaning of some popular French foods. Describe their food preferences.Quel film aimes-tu?Learn about the different types of films and complete a French film quiz. State their preference about films and say why |
| Myself in the world | Comment faire une connaissance?Learn how to greet someone with the correct verbQuel âge as-tu? Quelle est la date de ton anniversaire?Learn how to count to 39. Learn the months and use both together to describe the date. | As-tu un animal?Learn the names for different animals & describe which ones you have or would likeOù vas-tu en vacances et comment?Describe where and when you can go on holiday | Comment es-tu?Learn how to describe your physical appearance- look at adjectival agreementQuel sport fais-tu?Learn the names for jouer & faire sports and describe what day you do them at school |  Qu’est-ce que tu aimes?Discuss your likes and dislikes and why with regards to school and TV / Films |
| School life | Qu’est-ce qu’il y a dans ta trousse?Learn the names for items in a pencil case, including plurals | Saviez-vous les instructions dans la salle de classe?Learn and use some basic instructions during French lessons  | Quel sports fais-tu?Learn the names for jouer & faire sports and describe what day you do them at school | Les vacances en classe, que fais-tu?Learn the names for some more adventurous sports that you might do on a residential |
| Preferences | Quel fruit aimes-tu?Learn the names of some fruit and then describe which ones you likeC’est quelle couleur?Learn the names for the different colours and describe which one/s you like | Quel animal préfères-tu?Learn the names for some domestic animals and say which ones you like /dislike | Quel sport préfères-tu?Learn the names for some jouer / faire sports and state your preference about them using connectives | Quel film aimes-tu?Pourquoi?Learn about the different types of films and complete a French film quiz. State their preference about films and say whyQuelle matière aimes-tu? Pourqoui?Learn the different names for school subjects & state their preference about them and say why |
| Intercultural understanding & diversity | Comment faire une connaissance?Learn how to greet someone with the correct verbNoël en FranceFind out about the differences in Christmas traditions in FranceC’est quoi l’Euro?Learn about the countries that use the Euro and the different notes & coins. | L’école en France, c’est different?Learn about life in a French school and discuss the similarities and differences | Comment es-tu?Learn how to describe your physical appearance- look at adjectival agreement- Examples to be culturally diverse. | La nourriture française, c’est comment?Learn about French food culture and using their knowledge work out the meaning of some popular French foods. Describe their food preferences. |
| Numeracy | Quel age as-tu?Quelle est la date de ton anniversaire?Learn how to count to 39. Learn the months and use both together to describe the date. | Quelle est la date?Learn how to form the date in French with correct grammatical rules | Les nombres ordinalsLearn how number words are linked to describing ordinal numbers | Partative articleLearn how the gender of a noun can impact the word that is used for ‘some’ |
| Grammar | Les noms masculins et fémininsLearn the difference between masculine & feminine nounsLes verbes impératifsUnderstand some imperative forms of cognate verbs | Comment faire l’accord?Understand how the gender of a noun can alter the spelling of an adjective. Use colours to teach the agreements | Comment faire une phrase négative?Learn how to turn a verb from the positive form to the negative form by describing what sports you don’t do. Comment faire l’accord?Understand how the gender of a noun can alter the spelling of an adjective. Look at plural examples with hair & eyes | Comment conjuguer les verbes avoir et être?Quels sont les pronoms?Learn about different pronouns in French and how the verbs avoir & être can change accordingly |
| Phonology | Key phonic soundsun um ou oùonchê é aien an em am ç s ssé et eroiquin im ain | Key phonic soundsun um o eauou oùgnienê é aien an em am gi ge jé et eroiqua â àein im ain | Key phonic soundsun um ou oùichê é aien an em am ç s ssgi ge jé et eroiillequa â àeu oeein im ain | Key phonic soundsou oùgnonienchê é aien an em am ç s ssgi ge jé et eroiillequa â àeu oeein im ain |

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| Diagram  Description automatically generated | **Progression of Procedural Knowledge Document**This document contains the progression of language learning skills which enable the key recurring knowledge themes to be retained. |
| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening** | 1. Explore the patterns and sounds of language through songs and rhymes.
2. Link to spelling, sound and meaning of specific words.
3. Join in with actions to accompany familiar songs, stories and rhymes
4. Repeat words modelled by teacher, show understanding with an action
 | 1. Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)
2. Say a simple rhyme from memory; join in with words of a song or storytelling
3. Pick out known words in an ‘authentic’ conversation
 | 1. Listen to and appreciate songs and rhymes in the language.
2. Follow text in the songs, identifying words and answering questions.
3. Listen to ‘authentic’ conversation, picking out familiar phrases and sentences
4. Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary
 | 1. Listen to and show understanding of more complex sentences containing familiar and unfamiliar words.
2. Listen to and appreciate stories,poems and songs in the language.
3. Engage in a short conversation using familiar questions, seek and express opinions.
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| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Speaking** | 1. Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers
2. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation
3. Recognise a familiar question and respond with a simple rehearsed response
4. Name objects and actions and link words with a simple connective
 | 1. Ask and answer questions with a rehearsed response using appropriate intonation
2. Ask and answer several simple and familiar questions with a rehearsed response
3. Use familiar vocabulary to say simple sentences to give information using a language scaffold
4. Join in with the words of a rhymes, song or story sometimes from memory
5. Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules
6. Write and say a simple phrase to describe people, places, things and actions using a language scaffold
 | 1. Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help
2. Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
3. Follow the simple text of a familiar song or story and sing or read aloud
4. Read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules
5. Write and say a more complex sentence to describe people, places, things and actions using a language scaffold
 | 1. Read aloud the text of familiar rhymes and songs
2. Manipulate familiar language to present own ideas and information in more complex sentences
3. Understand the gist of an unfamiliar text using some familiar language
4. Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
5. Say a complex sentence manipulating familiar language, using a dictionary for new language
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| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing** | 1. Write and say simple familiar words to describe people, places, things and actions using a model
2. Write single familiar words from memory with understandable accuracy
 | 1. Write and say a simple phrase to describe people, places, things and actions using a language scaffold
2. Write simple familiar short phrases from memory with understandable accuracy
 | 1. Write and say a more complex sentence to describe people, places, things and actions using a language scaffold
2. Write familiar complex sentences from memory with understandable accuracy
 | 1. Present ideas and information in writing to an audience
2. Adapt taught phrases to create new sentences
3. To write a series of extended sentences
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| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Reading** | 1. Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words
2. Read and show understanding of familiar single words
3. Identify and use strategies for memorising new vocabulary
 | 1. Read and show understanding of simple familiar phrases and short sentences
2. Use a bi-lingual dictionary to find the meaning of a word or its translation
 | 1. Read and show understanding of a complex sentence using familiar language
2. Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs
 | 1. Understand the gist of an unfamiliar text using some familiar language
2. Read and show understanding of a series of complex sentences using familiar language
3. Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary
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| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Basic Grammar** | 1. Understand some basic grammar: gender – masculine, feminine nouns (singular)
2. Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.
3. Notice (where relevant) that the definite/indefinite article changes according to gender of noun.
 | 1. Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural
2. Demonstrate understanding of the position of the majority of adjectives
3. • Apply the rules of the agreement of adjectives in the singular and plural with some accuracy
 | 1. Produce positive and negative sentences with high frequency verbs and pronouns
2. Use the correct form of the definite article in singular and plural sentences
 | 1. Use the correct form of the definite article in singular and plural sentences
2. Apply all grammatical knowledge learnt to build complex sentences
3. Use high frequency adjectives with reasonable accuracy ie word order and endings
4. Apply understanding of conjugation to two or three familiar verbs in the present tense
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| **Intercultural Understanding** | Foster pupil’s curiosity and deepen their understanding of the world. | Learn new ways of thinking and read literature in the foreign language. | Understand and respond to spoken and written language from a variety of authentic sources. | Discover and develop an appreciation of the countries where the language is spoken. |
| **Phonology** | Explore the patterns and sounds of language and link the spelling, sound and meaning of words. | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Understand and communicate using knowledge of phonology. |  |