

Curriculum Progression Frameworks



French

Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Overview	Intent		<p>At South Molton United Church of England Primary School, every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. Our children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. We prioritise the development of language, the golden thread of our pupils' learning. Children are supported to develop mastery of their learning through a spiral of planned progression throughout our ambitious and carefully designed curriculum. We have identified the big ideas and key learning essential for children to remember, encourage them to make links and build on this further. We adapt learning to meet the needs of all learners. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society. We ensure that our learners have a rich range of experiences on and off our school site to broaden their understanding of the world around them and the range of possibilities at their fingertips. We aim to expand aspiration and world view so that children leaving our school are ready for their next steps, know how to keep themselves and others safe and are respectful of all.</p>						
	Implementation	<p>French is taught in Key Stage Two. Learners experience three units of French in each year throughout their school experience, supported by a comprehensive language programme create by Language Angels. Our pupils are introduced to the 'Big Ideas' in French and revisit these when beginning a new unit. Our pupils learn about French in a range of ways including listening, talking, reading and writing. Our learners demonstrate their understanding through their oracy and recorded work. We document this on Tapestry. We highlight important vocabulary for our pupils to understand, define and use. We map the learning as it grows in a shared schema to help our learners make links in their understanding and remember key forever facts. We celebrate learning with a showcase at the end of each unit and add these to our 'Big Ideas' log on which to build future learning. Our schema supports our learners to remember key forever facts as we use it to spiral back to our prior learning between each French session. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. '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.' This statement promotes the 'cultural capital' that language learning has the power to influence in order to create global citizens of the future.</p>							
Disciplinary Knowledge	Listening				Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	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.	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.	
	Speaking				Communicate with others using simple words and short phrases covered in the units.	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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	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.	
	Reading				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.	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.	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'.	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.	
	Writing				Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	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.	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.	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.	
	Grammar				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...'	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...'	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'.	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'.	
					J-Apprends Le Francais' - I'm Learning French	J-Apprends Le Francais' - I'm Learning French	Je Me Présente' - Presenting Myself	Je Me Présente' - Presenting Myself	
	Key Knowledge				<ul style="list-style-type: none"> Use and identify the phonics learnt 	<ul style="list-style-type: none"> Use and identify the phonics learnt 	<ul style="list-style-type: none"> Count to 20 (seeing the pattern of counting beyond) 	<ul style="list-style-type: none"> Count to 20. 	



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AUTUMN					<ul style="list-style-type: none"> Pinpoint France on a map of the world Highlight other famous French cities Talk about other countries where French is spoken Say their name and how they are feeling Count to ten 	<ul style="list-style-type: none"> Pinpoint France on a map of the world Highlight other famous French cities Talk about other countries where French is spoken Have a simple conversation saying their name and how they are feeling Count to ten and beyond 	<ul style="list-style-type: none"> Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality. 	<ul style="list-style-type: none"> Hold a conversation asking somebody how they are feeling, their age, name and where they live. Hold a conversation asking how we are feeling, how old we are, what our name is and where we live Apply rules of adjectival agreement when saying our nationality.
	Big Ideas 				Phonics Vocabulary Grammar	Phonics Vocabulary Grammar	Phonics Vocabulary Grammar	Phonics Vocabulary Grammar
Assessment	State approach & expectations Assessment of Learning - summative				Showcase: Tapestry videos Using as part of daily register – recording this and uploading to Tapestry	Showcase: Tapestry videos Using as part of daily register – recording this and uploading to Tapestry	Showcase: Tapestry videos Using as part of daily register – recording this and uploading to Tapestry	Showcase: Tapestry videos Using as part of daily register – recording this and uploading to Tapestry
					'La Animaux' – Animals	Je Me Présente' - Presenting Myself	La Famille'- Family	As-tu un animal?' Do You Have A Pet?
SPRING 	Key Knowledge				<ul style="list-style-type: none"> Remember all the language from unit 1. Be introduced to ten animals. Match all the new words to the appropriate picture. Remember the words for at least five animals unaided. Attempt to spell at least three animals correctly. 	<ul style="list-style-type: none"> Count to 20. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality. 	<ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family. Continue to count, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes'. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	<ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.
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					Je Peux' I Can...	En Classe' – Classroom	Quelle Est La Date Aujourd'hui?	Chez Moi' - My Home
SUMMER 	Key Knowledge				<ul style="list-style-type: none"> Recognise some common verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux... 	<ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 	<ul style="list-style-type: none"> Recognise and recall the 12 months of the year. Ask what the date is and say the date. Ask somebody when their birthday is and say when their own birthday is. 	<ul style="list-style-type: none"> Say and write whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the connective/conjunction et to link two sentences together.

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	Big Ideas 				Phonics Vocabulary Grammar	Phonics Vocabulary Grammar	Phonics Vocabulary Grammar	Phonics Vocabulary Grammar
	State approach & expectations Assessment of Learning-summative				Showcase: Tapestry videos Using as part of daily register – recording this and uploading to Tapestry	Showcase: Tapestry videos Using as part of daily register – recording this and uploading to Tapestry	Showcase: Tapestry videos Using as part of daily register – recording this and uploading to Tapestry	Showcase: Tapestry videos Using as part of daily register – recording this and uploading to Tapestry
	Assessment for Learning – what is done? Assessment as Learning	We use partner talk along with our School Talk Expectations which enables the children to discuss, explain and present their ideas. We use careful questions to elicit children’s responses and encourage them to probe further to add to each other’s ideas. record learning using Tapestry, our digital learning record. Subject leads are invited to Showcase opportunities and learning organisers are used to prompt pupil voice conversations around this learning. We spiral back to prior learning recapping forever facts from sequences learned before and follow learning of our big ideas from Reception to Year Six. In Key Stage Two we introduce low stakes quizzes, finger voting.....						