



FRENCH PROGRESSION GRID

The aim of our French curriculum is to develop an interest in and a thirst for learning other languages. We aspire to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. This will embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning. At Leadgate Primary School, it is our intent that French is an inspiring, exciting, meaningful and memorable subject. Using spoken and written language from a variety of authentic sources, children will achieve their full potential in their foreign language learning. This will include: developing an appreciation of language, speaking with increasing confidence and fluency, and being able to write for different purposes. Ultimately, our pupils will feel willing and able to continue studying and using languages beyond Key Stage 2.

The national curriculum for languages aims to ensure that all pupils:

- 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

	Year 3	Year 4	Year 5	Year 6
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.
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 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 understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (eg: which subjects I like and do not like at school). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to
Phonics	Numbers, days of the week, animal nouns, questions and answers, fruits and vegetables	Numbers, colours, shop nouns, parts of the body, illnesses, ice-creams	School subjects, opinions, buying a gift, role play, structures, fruits, vegetables, class survey questions, clothes descriptions, personal info, special questions, beach language	Daily routine phrases, nouns and adjectives linked to the house, sports and hobbies, opinions. Consolidation and application of accurate sound spelling Understanding to practise accurate pronunciation in performance/reading aloud Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud.