



St Andrew's Church of England Junior School - Progression of Skills and Knowledge: [French](#)



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

This document aims to give guidance on the progression of French knowledge and skills across the year groups.

NC	Year 2	Year 3	Year 4	Year 5	Year 6
SPEAKING		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 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		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 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	
		• Respond briefly, with single words or short phrases, to what they see and hear. • Imitate pronunciation demonstrated • Answer simple questions about themselves • Begin to notice patterns and sounds and understand that they are different from English	• Give short, simple responses to what they see and hear. Name and describe people, places and objects, using set phrases. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Imitate pronunciation demonstrated • Ask a question (e.g. Quelle age at tu? Comment t'appelles tu?)	• Take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. Use short phrases to express personal responses, for example, likes dislikes and feelings • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Begin to develop accurate pronunciation using knowledge of sound and language • Seek clarification or help when needed	• Take part in simple structured conversation of at least three or four exchanges, supported by visual or other cues • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Use accurate pronunciation when using familiar vocabulary • Use knowledge of sounds and language to pronounce new vocabulary • Present information orally to an audience (about themselves)
		Use basic greetings, names of colours and numbers to 10.	Describe body parts using le, la and les Using verbs – saying what you can do	Not yet planned as y4,5,6 are learning y4 curriculum	Not yet planned as y4,5,6 are learning y4 curriculum

		I am + names of animals	Days of the week Describe ice-cream flavours and say I would like Use names of fruits and say I like, I don't like		
Key Vocabulary:		- Bonjour/Salut - Au revoir - À plus tard - Je m'appelle - ça va?, ça va bien, ça va mal, comme ci comme ça - Les couleurs (rouge, orange, jaune, vert, bleu, violet, noir, blanc, gris, marron, rose) - Les Nombres (un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix) - Je suis - Les Animaux (un lion, un cheval, un oiseau, un mouton, un lapin, un cochon, un singe, un canard, une vache, une souris)	- - Les jours (lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche) - Je peux + chanter, danser, cuisiner, regarder, sauter, manger, écouter, parler, écrire, boire, - Les Glaces (une glace, à la vanilla, à la fraise, à la banane, à la menthe, à la pistache, au chocolat, au café, au citron, au caramel, au cassis) - Je voudrais..... - Et (and) - Les Fruits - Une pomme, un kiwi, un orange, une cerise, un banana, une poire, une fraies, une prune, un abricot, une pêche + plural version using les - J'aime - Je n'aime pas - Est-ce que tu aimes....?		
LISTENING AND RESPONDING		• Understand simple commands, short statements and questions. • Join in with stories, songs, poems and rhymes in the language, show understanding using mime and gesture • Begin to notice patterns and sounds and understand that they are different from English •	• Understand a range of familiar statements and questions. • Join in orally, in a group, with stories, songs, poems and rhymes in the language • Show understanding of masculine and feminine nouns	• Show that they understand the main points and opinions of short spoken passages, made up of familiar language, that is spoken at near normal speed	• Understand longer passages, made up of familiar language in simple sentences, that are spoken at near normal speed. • Show understanding of basic grammar structures of language and that they are different from English (e.g. not trying to translate word for word)

Key Vocab		See above	See above		
At <i>Greater Depth</i> , children should: speak aloud with confidence, remember all/almost all taught vocabulary and be able to use it in new situation independently, use knowledge of French sounds to read aloud using good pronunciation					
READING		•		•	
		Show understanding of single/familiar words presented in clear script	Show understanding of short phrases presented in a familiar context.	- Show understanding of short texts and dialogues, made up of familiar language - Develop understanding of new vocabulary through using a bilingual dictionary	- Show understanding of the main points and opinions in short stories and factual texts, printed clearly - Develop understanding of language though use of bilingual dictionaries, understanding of basic grammar and use of cognates/near cognates
Key Vocabulary:		See above	See above		

WRITING					
		Write or copy single familiar words correctly.	- Write or copy familiar short phrases correctly.	- Write one or two short sentences on familiar topics, using aids such as text books, printed texts or their own written work - Use masculine and feminine forms of nouns - Write a phrase from memory	- Write three or four simple sentences, drawing largely on memorised language (that can be understood with little difficulty - Use knowledge of 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 - Use knowledge of grammar to build and adapt sentences
Key Vocabulary:		See above	See above		

CULTURE					
Objectives		- Identify countries where the language is spoken - Identify countries and demonstrate some knowledge and understanding of the customs and features of those countries.	Identify countries and demonstrate some knowledge and understanding of the customs and features of those countries.	Describe with some interesting detail some aspects of the countries where the language is spoken. Make comparisons between these countries and this country.	Give detailed accounts of the customs, history and culture of the countries where the language is spoken. Describe in detail some similarities and differences between countries where the language is spoken and this country.
Key Vocabulary		France Joyeux Noël La pâques	Le Noel Joyeux Noël La pâques Poisson d'avril Les Pays Francophone	Le Noel Joyeux Noël La pâques Poisson d'avril Le 14 Juillet La Bastille	Not yet planned