

## Modern Foreign Languages (French) Curriculum Progression Map

The national curriculum for languages aims to ensure that all pupils:			
<ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of authentic sources</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>discover and develop an appreciation of a range of writing in the language studied.</li> </ul>	
KS1	Pupils should be taught to	Lower KS2	Upper KS2
<p>By the end of Year 2, the children will be able to introduce themselves, follow simple instructions and recognize and repeat vocabulary from the main topics covered. They will be able to ask for items of food politely using phrases such as “I would like/please/thank you”. They will be able to join in with games and songs, showing enjoyment and understanding.</p> <ul style="list-style-type: none"> <li>Children listen attentively to classroom instructions and can show understanding through games such as “Jacques a dit” (Simon Says).</li> <li>Children can identify familiar words from short spoken phrases and respond appropriately</li> <li>Children are able to repeat new vocabulary with increasing confidence and can recall most of the vocabulary from memory</li> <li>Children can join in circle games with appropriate oral responses.</li> <li>Children are able to respond to familiar personal questions with a short phrase.</li> </ul> <p>They now understand some aspects of French culture, such as how Christmas, Epiphany, Mardi Gras and Easter are celebrated in France.</p> <p>They will also have a tasting session where they can ask for their food and drink in French.</p>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to</li> </ul>	<p>By the end of Year 4, we expect children to have developed an awareness of simple grammar points that are vital for learning a new language. The skills they will have learnt include being able to recognize that nouns have a different gender and can be masculine or feminine. They will be able to use different pronouns when speaking and are able to form a simple question. Knowledge they now have includes understanding that adjectives may have a different position in a French sentence, and that adjectives have to agree with the noun they are describing.</p> <ul style="list-style-type: none"> <li>Children can listen attentively and determine the gender of new vocabulary by noticing the different article used for masculine nouns (le, un) and feminine nouns (la, une).</li> <li>Children can identify various adjectives in a spoken sentence.</li> <li>Children recognize polite forms of address.</li> <li>Children listen to stories and songs, and join in</li> </ul>	<p>By the end of Year 6, the children will have improved their oral skills and we expect them to be able to present information to the class orally from memory or from a pre-prepared script. They will be confident in asking and answering questions and will be able to discuss their life at school, describing the building and saying what subjects they study and enjoy. They will describe their houses and talk about the sports they like or dislike. They will become aware of other French speaking countries. Cross-curricular links will include looking at some Geographical features of France such as naming the mountain ranges.</p> <ul style="list-style-type: none"> <li>Children can understand the main points and most of the detail from a spoken passage made up of familiar language, for example a passage describing animals.</li> <li>Children listen attentively to stories, interviews, songs and rhymes and join in with understanding.</li> <li>Children show a good understanding of word order and can correctly incorporate adjectives into their speaking.</li> <li>Children use correct intonation and</li> </ul>

	<p>understand new words that are introduced into familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> <li>♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 3</li> <li>♣ understand 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages.</p>	<p>various songs from memory.</p> <ul style="list-style-type: none"> <li>• Children can take part in a short prepared conversation of 2 or 3 exchanges, discussing their likes and dislikes.</li> <li>• Children are able to perform a short prepared role-play in front of the class, pretending to buy items of food or drink from a shop, and taking the part of either the customer or the shop-keeper.</li> <li>• Children can discuss their feelings in more detail to say whether they are happy, sad, tired, ill, sad, cross, hungry, thirsty, hot or cold.</li> <li>• Children can form a simple question.</li> <li>• Children can accurately read aloud words which they have previously learnt.</li> <li>• Children are able to write short phrases from a model, using familiar vocabulary.</li> </ul>	<p>good pronunciation when using familiar words and phrases.</p> <ul style="list-style-type: none"> <li>• Children can understand the main points and most of the detail from a written passage made up of mainly familiar language but incorporating some new vocabulary.</li> <li>• Children can use a bilingual dictionary to find out the meanings of unfamiliar words.</li> <li>• Children are able to write short phrases from memory, and can adapt these sentences, substituting vocabulary to create new sentences.</li> </ul> <p>Trip to Northern France very two years.</p>
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