

Progression of Knowledge and Skills in French
EYFS-Upper KS2

Subject	French Intent: To provide children with high-quality French language education which will further foster their curiosity of the world and deepen their understanding of French culture. Children will be equipped with the foundations needed for further language acquisition. National Curriculum In KS2 Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • 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.
	EYFS / Year 1/ Year 2
Knowledge objectives	French assembly covered throughout the year To know where France is located. To be able to greet others in French. To understand and respond to classroom commands. To know the French vocabulary for classroom objects. To be able to tell others their age. To tell others where they live.

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Skills objectives	<u>Listening</u> To listen attentively to spoken language. <u>Speaking</u> To show understanding of spoken language by responding and joining in. To ask and answer questions. To engage in basic conversations.			
	Year 3/4/5/6			
	3	4	5	6
Skills objectives	Listening To be able to listen attentively to spoken language. Speaking To show understanding of spoken language by responding and joining in. To ask and answer questions. To engage in basic conversations. Writing To write familiar vocabulary. To write simple sentences. Reading/Translating To explore patterns and sounds of language through songs and rhymes. To express opinions and respond to others. To show a basic grammar	Listening To listen attentively to spoken words and show understanding of meaning. Speaking To show understanding of spoken language by responding in full sentences and joining in. To develop accurate pronunciation and intonation. To present ideas and information orally to a range of audiences. Writing To write familiar vocabulary and phrases. Reading/Translating To read and translate familiar vocabulary and phrases. To show basic grammar understanding including feminine, masculine forms.	Listening To be able to appreciate stories, songs and poems. Speaking To carefully present orally to show an understanding of words, phrases and simple writing. To use pronunciation and intonation when speaking. Writing To use a broad range of vocabulary in writing. Reading/Translating To read and understand a broad range of vocabulary, To show basic grammar understanding including feminine, masculine and neuter forms.	Listening To have the ability to understand new words. Speaking To describe people, places and things orally and with intonation and pronunciation. To speak with increasing confidence and fluency. Writing To write French phrases from memory. To describe people, places and things in writing. Reading/Translating To understand the meaning of new words by using a dictionary. To show grammar understanding including feminine, masculine and

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	understanding.			neuter forms.
Knowledge objectives Autumn 1	LO: To greet people in different ways. LO: To exchange names in French. LO: To discuss how I am feeling. LO: To choose appropriate phrases for the situation. LO: To recognise and repeat sounds accurately. To use songs to support my learning. (numbers 0-10) LO: To apply my knowledge to make sentences. To listen and respond to someone's questions.	LO: To listen carefully and pronounce unfamiliar words with increasing accuracy. LO: To listen carefully, repeating and responding to key words and phrases. LO: To use familiar sounds and spellings to help me recognise and learn new language. LO: To apply my knowledge to help me predict, say and spell new language. LO: To select and present information to other people.	LO- I can use the simple future tense. I can respond appropriately to what someone says. LO- I can use appropriate pronunciation to help others understand me better. LO- I can select the appropriate form of a word for the context. I can use a dictionary to develop my sentences. LO-I can use the near future tense I can follow a simple story. LO-I can remember appropriate language to express my ideas. I can select key words for descriptions.	LO- I can show how verbs change depending on the subject. I can join in a song with familiar structures. LO- I can explain to someone why I do something. LO- I can locate new vocabulary in a bilingual dictionary. I can describe the position of places in French towns. LO- I can follow and respond to an audio presentation. LO- I can identify and apply spelling patterns.
Autumn 2	LO: To listen and respond to classroom instructions. LO: To read, listen and respond to vocabulary about the body. To demonstrate my	LO: To tell other people about types of transport. LO: To use the verb 'to go' in a simple sentence. LO: To recognise and pronounce a	LO- I can demonstrate my listening skills by showing I have understood spoken language. LO- I can order a sentence correctly.	LO- I can write a sentence using the correct form of 'de.' LO- I can use the correct form of positional language. LO- I can use the correct form of

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	understanding with actions. LO: To understand and respond to action words. LO: To listen to and copy pronunciation for colour words accurately. LO: To ask and answer what is 'there' (in the wardrobe) LO: To use simple conjunctions to link vocabulary for clothes and accessories.	familiar spelling pattern in different words. LO: To use my knowledge of actions and directions to give instructions. LO: To combine familiar language to create a new set of sentences. LO: To give a sentence subject-verb agreement.	LO- I can apply my sentence structure knowledge and vocabulary to hold short conversations. LO- I can apply my sentence structure knowledge and vocabulary to hold short conversations. LO- I can apply my sentence structure knowledge and vocabulary to hold short conversations. LO- I can alter an adjective to match gender. LO-I can pronounce the difference between two versions of the same adjective. LO- I can follow a simple story, using known language to help me understand unfamiliar parts.	adjectives to describe nouns. LO- I can ask and answer questions in French. LO- I can read and interpret lists written in French. LO- I can take part in role play, speaking in French.
Spring 1	LO: To use determiners for identifying quantities in making polite requests. LO: To use the definite article when generalising. To give a preference for or against things. LO: To describe the colours of an	LO: To express an opinion in French. To write sentence answers to a question, using quantifiers. LO: To change the French word for 'the' to the French word for 'some'. LO: To use adjectives to describe nouns. To answer questions in a complete sentence.	LO- I can ask and answer questions about drink choices. LO- I can interpret a chart written in French. LO- I can write a sentence to express my choices. LO- I can write sentences expressing my preferences. LO- I can use adjectives to	LO- I can take part in role play, speaking in French. LO -I can use a chart to ask and answer questions. LO- I can use the correct words for up to 8 compass points. LO- I can write in French about the landmarks of Paris. LO-I can use the correct form

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	object by modifying adjectives. LO: To begin to place adjectives appropriately before or after the noun they modify. To begin to understand that adjective spelling depends on number and gender. LO: To use a range of grammar structures to practise a set of vocabulary groups.	LO: To answer questions in a complete sentence. LO: To ask and answer a question in French. LO: To take part in role play, speaking in French.	describe nouns. LO- I can use the correct French form for 'some'.	of être – present or past imperfect tense. LO- I can use the correct form of adjectives.
Spring 2	LO: To present a picture of family member using possessive adjectives. LO: To develop strategies for remembering new language. To match subject and verb correctly when talking about pets. LO: To recognise and repeat sounds and words with increasing accuracy. To use songs or rhymes to help me remember new language. LO: To make links between known and new structures. To use a range of vocabulary to create different sentences. LO: To use French pronunciation of the	LO: To speak in a sentence to answer a question. To write a sentence to answer a question. LO: To distinguish masculine and feminine nouns. To use the correct masculine/feminine preposition. LO: To use an English/French dictionary to translate from English to French. LO: To understand that because a continent is always feminine the preposition 'en' is always used for 'in'. LO: To speak in complete sentences. To use the past tense in a sentence. LO: To write a sentence and adapt it to create a new sentence. To use pronouns.	LO- I can recognise and repeat rhyming words in a song; I can make sentences about belonging. LO- I can vary my sentences by changing the vocabulary. I can join in a French version of a familiar song. LO- I can add detail to a sentence with an adjective. LO- I can use a bilingual dictionary to translate unknown words. LO- I can select suitable adjectives to describe a subject. I can use a description to support my opinion. LO- I can select suitable adjectives to describe a subject. I can use a description to support my opinion.	

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	alphabet to spell words. LO: To make sentences about homes by substituting different vocabulary.			
Summer 1	LO: To read, listen and respond to vocabulary. ToI demonstrate my understanding with actions. To ask/answer questions (in short phrases) LO: To read, listen and respond to vocabulary. To demonstrate my understanding with actions. To ask/answer questions (in short phrases). To choose the appropriate indefinite article (un/une). LO: To read, listen and respond to vocabulary. To ask/answer questions (in short phrases). To express an opinion. LO: To listen to commands and follow instructions. LO: To know the French for familiar places. To ask and answer questions. LO: To know the French for familiar places. To ask and answer	LO- I can say and write a sentence to tell the time. LO- I can say and write at what time I do things. LO- I can answer and ask a question about a TV schedule. LO- I can say and write a sentence to tell the time. LO- I can say and write a sentence to tell the time. LO- I can take part in a Maths lesson on counting and time in French.	LO- I can use the pronouns il and elle. LO-I can show that I understand the meaning of a sentence by saying whether it is true or false. LO-I can say and write a sentence to answer a question. LO- I can use comparative adverbs. LO- I can ask and answer questions in French. LO- I can ask and answer questions in French about what I can do in school.	LO- I can say and write a sentence to tell the time. LO -I can tell the time using French phrases to describe a.m. and p.m. times. LO- I can follow a pattern to conjugate verbs. LO- I can say and write a sentence to tell the time. LO-I can say and write a sentence to tell the time. LO- I can read and interpret information charts written in French. LO- I can read and interpret a school's weekly timetable.

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	questions.			
Summer 2	LO: To recognise and repeat sounds and words with increasing accuracy. To make links between known and new vocabulary using sound and spelling. LO: To recognise, say and respond to a set of vocabulary. LO: To listen, read and respond to a set of vocabulary. LO: To speak in sentences using known vocabulary and grammar. LO: To use known language to present information about French festival dates. LO: To begin to conjugate the verb 'to be' for past and future tense.	LO- I can write answers to a question, in a sentence. I can use the third person plural in sentences. LO- I can speak a sentence describing the weather. I can present the weather forecast to a range of audiences. LO- I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a prepositions. LO-I can speak a sentence about going on holiday. I can answer a question about sports, orally and in writing. LO- I can answer a question about sports, orally and in writing. LO- I can answer a question about hobbies, orally and in writing.	LO- I can use known vocabulary to help me identify new language in a sentence. LO-I can build a sentence using a given range of vocabulary Choices. LO- I can recognise how verbs change according to the subject. LO- I can identify specific parts of a written sentence. LO- I can identify key information by listening for significant Vocabulary. LO- I can identify key information by listening for significant Vocabulary. LO-I can make a simple sentence in the past tense. LO-I can apply previous learning about the passé composé to make a new sentence.	
Trips/ visitors:	Lingotot visit	Lingotot visit	Lingotot visit French Cafe	Lingotot visit French Cafe

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Prior learning links or themes	EYFS will be given key phrases to use in class frequently so that when children arrive to assembly in reception they will have some prior learning of French key phrases.	Knowledge: Children will use knowledge of numbers to 40 to tell the time. They will use French assembly knowledge to deepen understanding of weather vocabulary. Skills: Listening: Listening attentively will help them build on skills to help them understand meaning. Speaking: Basic conversation from Year 3 will develop into children joining in with full sentences and be able to present to an audience. Reading: Children will use skills learned from songs and rhymes to be able to translate familiar vocabulary and phrases. Writing: Children will build upon writing by using not only familiar but a broad range of vocabulary in writing.	Knowledge: Children will use prior knowledge of daily routine songs to be able to speak and write about them. Skills: Listening: Children should have a good understanding of French vocabulary that will help them be able to appreciate stories, songs and poems. Speaking: Basic conversation from Year 3 will develop into children joining in with full sentences using intonation and good pronunciation. Reading: Children will use translation skills to be able to understand the meaning of new words by using a dictionary. Writing: Children will build upon their broad vocabulary to be able to write phrases from memory.	Knowledge: Children use knowledge from daily routines and food to be able to use adjectives to describe objects and express opinions on them. Skills: Listening: Children's understanding should help them with the ability to understand new words. Speaking: Intonation and pronunciation will develop to allow children to describe people, places and things. Their speaking skills will have developed so that they speak with confidence and fluency. Reading: Grammar understanding from dictionary use- including feminine, maculine and neuter forms. Writing: Broad vocabulary knowledge will help children to be able to write French phrases from memory.
Key questioning	Autumn 1: Comment t'appelles-tu? Comment ça va? Quel âge as-tu? Autumn 2: Quelle est ta couleur	Autumn 1: Où habites-tu? Quelle est ton adresse? Comment dit-on...en français? Autumn 2: Quels sont les transports ? Comment vas-tu à l'école? Pour... , s'il vous plaît ?	Autumn 1: Comment s'écrit ton nom ? Comment ça va ? Quel métier veux-tu avoir ? Autumn 2: Qu'est-ce que tu fais ? Qu'est-ce qu'il/elle porte ? Comment te sens-tu	Autumn 1: Où habites-tu? Où est le/la ____? Tu as quel nombre? Autumn 2: Ç'est quelle couleur? C'est combien ?

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	préférée? Qu'est-ce qu'il y a dans l'armoire? Qu'est-ce que tu portes? Spring 1: Qu'est-ce que tu aimes ? Quelle couleur est le/la.. ? Qu'est-ce qu'il a mangé ? Spring 2: As-tu...? Qu'est-ce qui manque? Comment dit-on 'What's He Called?' en français ? Summer 1: Où est...? Qu'est-ce qu'il y a dans ta trousse? Qu'est-ce que tu aimes faire? Summer 2:	Spring 1: Aimes-tu les oranges ? Où puis-je acheter? C'est combien ? Spring 2: Quelle est la capitale de la/du..... ? Combien y-a-t-il de continents? De quel continent viennent-ils ? Summer 1: Quelle heure est-il ? Qu'est-ce qui passe à la télévision ? Combien de minutes ? Summer 2: En quelle saison est..... ? Quel temps est prévu pour aujourd'hui ? Quel est ton sport préféré ?	aujourd'hui ? Spring 1: Qu'est-ce que vous désirez boire ? Qu'est-ce que vous désirez ? Qu'est-ce que vous désirez sur votre pizza ? Spring 2: Quels animaux sont à la ferme? Tu habites dans quelle sorte de maison ? Quelle est ton opinion ? Summer 1: Où est...? Quelle matière préfères-tu ? Excusez-moi, est-ce que je peux... s'il vous plaît ? Summer 2: Quel âge as-tu? Vous êtes né(e) où ? Vous êtes né(e) quand ?	Avez-vous...? Spring 1/2: Quelle est la distance entre...? Qu'est-ce qu'il y a à faire à Paris? Dans quel pays habites-tu? Summer 1/2: Quelle heure est-il? Quelle matière préfères-tu ? À quelle heure est-ce que l'avion de est arrivé ?
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	C'est quel jour ? Quelle est la date de ton anniversaire ? Quelle est la date aujourd'hui ?			
More Able Challenge & End Points Mastery	In assembly and in any extracurricular language experiences pupils can: Listening and Responding: Children show that they understand simple classroom commands, short statements and questions. Speaking: They can respond with single words or short phrases, to what they see and hear.	In the context of LKS2 Languages Curriculum or in any extracurricular language experiences pupils can: Listening and Responding: Children can show that they understand short passages made up of familiar language that is spoken at near normal speed without interference. These passages include instructions, messages and dialogues. Pupils identify and note main points and personal responses [for example, likes, dislikes and feelings], but may	In the context of UKS2 Languages Curriculum or in any extracurricular language experiences pupils can: Listening and Responding: Children can show that they understand longer passages, made up of familiar language in simple sentences, that are spoken at near normal speed with little interference. They identify and note main points and some details, but may need some items to be repeated. Speaking: Children can take part in simple structured conversations of at least three or four exchanges, supported by visual or other cues. They are beginning to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and	

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	Reading and Responding: Children can show that they understand single words presented in clear script in a familiar context. Writing: They label items and select appropriate words to complete short phrases or sentences. Pupils who excel in the languages curriculum objectives or are identified as having a specific talent or passion in languages will be supported and encouraged to reach their potential and access the best support possible. How to achieve this: • Targeted questions during whole school assemblies for PRE KS2 who show good potential in languages. • Invitations to extracurricular languages clubs. • Communicate with parents about skills and talents.	need short sections to be repeated. Speaking: Children can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. They use short phrases to express personal responses [for example, likes, dislikes and feelings]. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements. Reading and Responding: Children can show that they understand short texts and dialogues, made up of familiar language, printed in books or word-processed. They identify and note main points and personal responses [for example, likes, dislikes and feelings]. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words. Writing: Children can write two or three short sentences on familiar topics, using aids [for example, textbooks, wall charts and their own written work]. They express personal responses [for example, likes, dislikes and feelings]. They write short phrases from memory and their spelling is readily understandable.	they show some consistency in their intonation. Reading and Responding: They can show that they understand short stories and factual texts, printed or clearly handwritten. They identify and note main points and some details. When reading on their own, as well as using a bilingual dictionary or glossary, they are beginning to use context to work out what unfamiliar words mean. Writing: Children can write individual paragraphs of about three or four simple sentences, drawing largely on memorised language. They are beginning to use their knowledge of grammar to adapt and substitute individual words and set phrases. They are beginning to use dictionaries or glossaries to check words they have learnt. Pupils who excel in the languages curriculum objectives or are identified as having a specific talent or passion in languages will be supported and encouraged to reach their potential and access the best support possible. How to achieve this: • Promote engagement in extracurricular languages clubs • Communicate with parents about skills and talents • Encourage access to school based or externally provided language tuition • Provide additional opportunities to engage in languages through related trips and visits.
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		Pupils who excel in the languages curriculum objectives or are identified as having a specific talent or passion in languages will be supported and encouraged to reach their potential and access the best support possible. How to achieve this: • Promote engagement in extracurricular languages clubs • Communicate with parents about skills and talents • Encourage access to school based or externally provided language tuition • Provide additional opportunities to engage in languages through related trips and visits.	
End Points & Support for Least Able Children working below ARE	With specific support, pupils can: Listen with sustained interest. Sometimes respond with single words to what they see and hear using picture prompts. How to achieve this: • Use the passport within classrooms regularly to aid with understanding and knowledge of topics. • Least able to attend assembly to ensure the basic language is embedded before formal	With (or without) specific support, pupils can: Listening and Responding: show that they understand simple classroom commands, short statements and questions. They understand speech spoken clearly, face-to-face or from a good-quality recording, with no background noise or interference. They may need a lot of help, such as repetition and gesture. Speaking:	With (or without) specific support, pupils can: Listening and Responding: show that they understand a range of familiar statements and questions [for example, everyday classroom language and instructions for setting tasks]. They respond to a clear model of standard language, but may need items to be repeated. Speaking: give short, simple responses to what they see and hear. They name and describe people, places and objects. They use set phrases [for example, to ask for help and permission]. Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.

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	learning in KS2.	respond briefly, with single words or short phrases, to what they see and hear. Their pronunciation may be approximate, and they may need considerable support from a spoken model and from visual cues. Reading and Responding: show that they understand single words presented in clear script in a familiar context. They may need visual cues. Writing: Copy single familiar words correctly. They label items and select appropriate words to complete short phrases or sentences. It is important to recognise that children identified as having SEND may not always be least able in languages and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers. How to achieve this: • Use the passport regularly to aid with understanding and knowledge of topics. • Use visual prompts around school to help children.	Reading and Responding: show that they understand short phrases presented in a familiar context. They match sound to print by reading aloud single familiar words and phrases. They use books or glossaries to find out the meanings of new words. Writing: copy familiar short phrases correctly. They write or word-process items [for example, simple signs and instructions] and set phrases used regularly in class. When they write familiar words from memory their spelling may be approximate. It is important to recognise that children identified as having SEND may not always be least able in French and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers. How to achieve this: • Use the passport regularly to aid with understanding and knowledge of topics. • Use visual prompts around school to help children. • Incorporate learning experiences outside of the classroom. • Bigger focus on spoken language rather than written and translation. • Given songs, stories and poems prior to lesson to read and appreciate to give them more time and understanding. • Supported with tasks like dictionary work.
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		• Incorporate learning experiences outside of the classroom. • Bigger focus on spoken language rather than written and translation. • Basic sentence framework provided to help them articulate basic sentences.	
SEND: Engagement Model Children working below NC level	For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment. The five areas of engagement are: • Exploration • Realisation • Anticipation • Persistence • Initiation This model will be used alongside children's individual EHCP and Pupil Progress Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.		