

Foreign Languages Progression at Grappenhall Heys



Languages Element	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	To explore how to listen to be able to hear new sounds and words To explore how to learn and remember language through song and rhyme	To educate the ear to new sounds and meaning	To engage with how to listen to be able to hear new sounds and words	Can understand a few familiar spoken words and phrases	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases	Can understand the main points from a series of spoken sentences (including questions – this may require some repetition)	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language
Speaking	To begin to understand that sounds in a different language have different meaning To explore replicating mouth shapes and repeating/imitating sounds	To repeat and imitate and begin to form utterances independently To explore and begin to memorise language through song and rhyme To use actions and gesture to aid memorisation	To engage in turn-taking as a precursor to conversation	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker	Can ask and answer simple questions and give basic information Can pronounce familiar words and some new words accurately	Can ask and answer simple questions on several topics and can express opinions Can take part in brief pre-prepared tasks such as short presentations and role plays	Can take part in a simple conversation and can express simple opinions Generally accurate pronunciation (to a sympathetic native speaker)
Reading			To attempt to read single words in French	Can recognise and read out a few familiar words and phrases	Can understand simple written phrases. Can match sounds to familiar written words	Can understand the main point(s) from a short, written passage in clear printed script Can use bilingual dictionaries independently Can apply phonic knowledge to find, understand and/or produce spoken and written words	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) Can use a bilingual dictionary to access unfamiliar language

Writing		To attempt to copy / write single words in French	Can write or copy a few simple words or symbols as an emergent writer of French	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood	Can write two or three short sentences as a personal response, using reference materials / with support Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary
Being a Global Citizen	To begin to develop as a global citizen, exploring similarities and differences between own and other cultures	To begin to develop cultural understanding and empathy as a global citizen	To develop as global citizens through broadening the understanding of French and culture		To develop as global citizens through broadening the understanding of French and culture and understanding traditions Explore and appreciate the origins of another country's culture	

Progression in knowledge

Substantive Knowledge comprises of the content or 'substance' that we aim for the children to build up and acquire. This includes:

- Language content
- Transactional language
- Personal Information
- Elements of culture and celebration
- Grammar
- Key sounds
- Language learning skills including the four core skills (listening / speaking / reading / writing)

Substantive Knowledge Timeline

KS1 Language Explorers

EYFS
Listening
skills, joining
in with songs
and
celebrations.

KS1 – Year 1
Talking
about me;
nouns and
phrases.

KS1 – Year 2
Listen and
respond,
songs, stories
and
celebrations.

KS2 Language Detectives

Stage 1
Core
language
content,
retrieval.
Nouns,
stories.

Stage 2
Core
language
retrieval.
Nouns +
adjectives,
simple
sentences.
Commands,
opinions.

Stage 3
Core
language
retrieval.
Verbs.
Conjunctions
to extend
sentences,
role-play,
descriptions.

Stage 4
Core
language
retrieval.
Complex
sentences,
verbs.
Manipulating
language
structures.

Transition

KS3
Core
language
retrieval.
Transferable
skills to
another
language.

Disciplinary Knowledge refers to *how* the children acquire the substantive knowledge, and the elements which are unique to learning languages.

At primary level, Substantive Knowledge outweighs Disciplinary Knowledge. This is because we are exposing the children to the disciplines of language learning as 'language detectives' i.e. allowing the children to explore, rather than explicitly teaching the disciplines. This is developed further at KS3 and beyond. At Grappenhall Heys Primary School, we ensure that our children develop a love of language learning in a supportive, exploratory environment through vocabulary-rich lessons and responsive teaching.

Disciplinary Knowledge Timeline

KS1 Language Explorers

EYFS
Education of
the ear.
Learn to
listen and
join in.

KS1 – Year 1
Education
of the ear:
Listen and
repeat.

KS1 – Year 2
Begin to
memorise,
learn through
song. Use
actions.

KS2 Language Detectives

Stage 1
Introduction
to
'cognate'.
Use memory
hooks.
Simple,
effective
communication.

Stage 2
Simple,
effective
communication
with
more detail.
Use of
bilingual
dictionary.

Stage 3
Simple,
structured,
effective
communication.
Manipulating
language
structures.

Stage 4
Simple,
structured,
effective and
descriptive
communication.
Independent
manipulation
of language.

Transition

KS3
Transferable
skills to
another
language

Languages Element	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge Summary	Begin to develop an awareness of listening to and replicating the sounds of a new language Join in with songs and games Begin to investigate and appreciate similarities and differences of other cultures and their celebrations	Begin to talk about themselves using words and simple sentences Listen to, join in with and appreciate rhymes, songs and games Begin to explore nouns and phrases	Begin to understand questions and respond with confidence Explore celebrations and start to make comparisons Follow and join in with stories, songs and games	Explore core language, personal information and basic conversation (introduce 1st and 2nd person singular questions and answers) Recognise and use nouns in singular and plural forms Understand noun gender Know there is more than one word for 'a' Express simple opinions Retrieval of familiar core language content Appreciate, follow and understand simple stories, linked to language learnt Introduction to the geography and culture of French country Hear and identify phonemes and	Retrieval of core language content Develop how to use singular and plural nouns with adjectives to describe Understand noun gender Know there is more than one word for 'a' and 'the' Read, understand, follow, and use commands Express simple opinions Produce simple descriptive sentences Participate in simple dialogues Practise 1st and 2nd person singular questions and answers Hear and identify phonemes and recognise and read aloud graphemes	Continue to develop and extend skills in language retrieval Produce familiar personal information sentences in 1st and 3rd person singular Begin to explore the conjugation of a regular present tense verb (to wear) Create spoken and written extended sentences including conjunctions and giving an opinion Engage in extended role play dialogues Say and write detailed description including a verb, nouns and a variety of adjectives Begin to consolidate understanding of how to use nouns	Retrieval of core language content Create complex sentences including conjunctions Explore and use common present tense verbs (to be, to have, to play) Write descriptions including verb, nouns and variety of adjectives Secure understanding of how to use nouns in a simple sentence with adjectives Use language structures they know to create their own adapted sentences Use knowledge of language to create performances Explore and appreciate the origins of another country's culture

				recognise graphemes		in a simple sentence with adjectives Use modal verb (to be able to) plus infinitive to create persuasive sentences, including a variety of sentence starters Recognise, use and apply familiar phonemes and graphemes confidently	Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently
Key Stage 3 Progression	Retrieval and development of core language content acquired at KS2 as a platform upon which to build and apply transferable skills to learn another language or continue in the same language						

French Phonics Map

[French phonics map KS2](#)

French Knowledge Organisers

[French Language Mats EYFS and KS1](#)

[French Knowledge Organisers KS2](#)

Reception Substantive Knowledge Endpoints by Unit of Work

Begin to develop an awareness of listening to and replicating the sounds of a new language. Join in with songs and games. Begin to investigate and appreciate similarities and differences of other cultures and their celebrations.

Autumn 1 - Let's Sing	• To listen and join in with songs introducing a range of French • To experience listening and responding to greetings, numbers, colours in French
Autumn 2 – Listen & Join In	• To listen to greetings, feelings, numbers, colours, commands and name • To join in with saying greetings, feelings, numbers, colours, commands and name • To join in with hello and goodbye as a circle game
Spring 1 – Goldilocks	• To join in with hello and goodbye as a circle game • To listen and join in with family members and face parts • To join in with games to practise key vocabulary • To attempt to say 'hot', 'cold', 'big' and 'small' in French • To attempt to say colours and numbers to 3 in French
Spring 2 - Teddy Bears' Picnic	• To join in with greetings as a circle game • To attempt to say colours, numbers and feelings • To listen and respond to commands and name phrase in French • To listen to a story and respond to colours, numbers to 4 and name phrase
Summer 1 – Jack & The Beanstalk	• To join in with greetings as a circle game • To attempt to say 'big', 'small' and the name phrase 'My name is..' in French • To identify and name domestic animals • To listen and identify the steps to grow a plant • To listen and respond to numbers to 5 and commands
Summer 2 – Holiday Time	• To listen and join in with 'hello' and 'goodbye' • To identify and say colours and numbers • To attempt to say 'mountain', 'beach', 'plane', 'boat', 'bike' and 'car' in French • To attempt to say the phrases 'it's hot' and 'it's cold' in French

EYFS Disciplinary Knowledge Endpoints

- To begin to understand that sounds in a different language have different meaning
- To explore how to listen to be able to hear new sounds and words
- To explore how to learn and remember language through song and rhyme
- To explore replicating mouth shapes and repeating/imitating sounds
- To begin to develop as a global citizen, exploring similarities and differences between own and other cultures

Year 1 Substantive Knowledge Endpoints by Unit of Work

Begin to talk about themselves using words and simple sentences. Listen to, join in with and appreciate rhymes, songs and games. Begin to explore nouns and phrases.

Greetings & Numbers	• To listen and respond to specific greetings such as: 'good morning, good afternoon and good night' • To listen, respond and answer the question 'What are you called?' • To listen, respond and answer about feelings • To listen and join in with a series numbers 1 to 5, 6 to 10
Playground Games	• To listen and join in with a series of playground games covering key language such as: - numbers - days of the week - sea creatures
Minibeasts	• To listen and respond to minibeast nouns • To identify and remember numbers to 10 and colours • To enjoy and join in with a story • To understand and respond to the butterfly cycle
Dinosaurs	• To listen and respond to the names of dinosaurs • To identify and understand the names of habitats • To remember colours, numbers to 10 and name phrase • To enjoy and join in with a story
Plant Pot Story	• To listen and understand a simple story • To listen and respond to commands • To listen and join in with a simple rhyme, then perform it • To create own action rhyme
Mr Biscuit	• To listen and respond to body parts • To listen and respond to commands and actions • To recognise and respond to colours and numbers to 10

Year 1 Disciplinary Knowledge Endpoints

- To educate the ear to new sounds and meaning
- To repeat and imitate and begin to form utterances independently
- **To explore and begin to memorise language through song and rhyme**
- To use actions and gesture to aid memorisation
- To begin to develop cultural understanding and empathy as a global citizen

Year 2 Substantive Knowledge Endpoints by Unit of Work

Begin to understand questions and respond with confidence. Explore celebrations and start to make comparisons. Follow and join in with stories, songs and games.

At The Farm	• To listen and respond to nouns for farm animals, including plural nouns • To listen and join in with a series of numbers to 10 • To join in with a rhyme and a song in French
Autumn Walk & Harvest	• To identify and name colours • To listen to and join in with a story in French • To listen and join in with a series of numbers to 10
Birthday Party	• To listen to and join in with a story in French • To recall numbers and say the age sentence • To listen and respond to commands
Me And My puppy	• To listen to and understand likes and favourite things • To listen and respond to commands • To listen to and understand numbers to 10
Over The Rainbow	• To listen and respond to colours and weather phrases • To listen and join in with songs in French
Pirate Personalities	• To listen and join in with a song and a story in French • To identify and read vocabulary associated with pirates • To use new vocabulary to play a board game

Year 2 Disciplinary Knowledge Endpoints

- To engage with how to listen to be able to hear new sounds and words
- To engage in turn-taking as a precursor to conversation
- To attempt to copy / write single words in French
- To use actions and gesture to aid memorisation
- To begin to develop cultural understanding and empathy as a global citizen

Year 3 Substantive Knowledge Endpoints by Unit of Work

LKS2 - Explore core language, personal information and basic conversation (introduce 1st and 2nd person singular questions and answers). Recognise and use nouns in singular and plural forms. Understand noun gender. Know there is more than one word for 'a'. Express simple opinions. Retrieval of familiar core language content. Appreciate, follow and understand simple stories, linked to language learnt. Introduction to the geography and culture of the target language country. Hear and identify phonemes and recognise graphemes.

Autumn 1 - A New Start	• To say greetings in French • To ask and answer about feelings in French • To ask someone their name, and give their name in French • To say, recall, identify numbers between 1 and 10 in French • To write some colours in French
Autumn 2 - Calendar & Celebrations	• To revisit colours in relation to fireworks • To understand and say days of the week in the target language • To form the date using numbers, days and months • To understand, say and try to write some months of the year in the target language • To recall some facts about Christmas traditions in French country
Spring 1 – Animals	• To say and read the name of some animals in French • To begin to recognise some plural nouns for animals in French • To begin to understand a simple story in French • To begin to copy some names of animals in French • To say a simple sentence to say their favourite animal • To begin to write simple sentences about animals
Spring 2 - Carnival & Numbers	• To know some facts about Carnival in French country • To say and begin to write numbers to 20 • To say simple sentences about themselves • To begin to read and write dates in French
Summer 1 - The Hungry Giant	• To understand and participate in games involving fruit and vegetable nouns in French • To ask politely for some fruit or vegetable item in French • To listen, understand and enjoy a story in French • To write, with support, a simple sentence or several sentences in 1st person singular
Summer 2 - Going On A Picnic / Where I Live	• To recall nouns for picnic items in French • To write a simple phrase, using verb, noun and adjective • To complete some simple sentences to say where they live • To ask a simple question and understand the answer

Year 3 Disciplinary Knowledge Endpoints

- To begin to form educated guesses based on the context of the language
- To begin to use memory hooks to help remember
- To begin to understand what helps make me a better language learner
- To develop confidence to 'have a go' and learn from any mistakes
- To write single words and set phrases with support
- To begin to improve independent pronunciation through an understanding of phonemes and graphemes in French
- To begin to practise bilingual dictionary skills
- To develop as global citizens through broadening the understanding of French and culture

Year 4 Substantive Knowledge Endpoints by Unit of Work

Retrieval of core language content. Develop how to use singular and plural nouns with adjectives to describe. Understand noun gender. Know there is more than one word for 'a' and 'the'. Read, understand, follow, and use commands. Express simple opinions. Produce simple descriptive sentences. Participate in simple dialogues. Practise 1st and 2nd person singular questions and answers. Hear and identify phonemes and recognise and read aloud graphemes.

Autumn 1 - Welcome To School	- To ask and answer questions about self in French - To listen, recall and respond to classroom instructions in French - To say and write the name of rooms in school in French - To say and write nouns for some classroom objects in French
Autumn 2 – My Town / Your Town	- To say and recognise some places in a town in French - To give simple directions to places in a town in French - To read and understand some useful directions in French - To copy some names of places in a town: Church, shop, park, pharmacy in French - To write a sentence using nouns of shops in a town
Spring 1 – Alien Faces & Family	- To know some important facts about Epiphany in French country - To say some family nouns in French - To write personal information sentences in 1st person singular about a family member in French - To understand the nouns for face parts in French - To write a simple sentence using numbers and face part nouns
Spring 2 – Moving Our Bodies	- To understand and respond to body part nouns and commands in French - To understand and participate in yoga sequences including commands and body part nouns - To identify singular and plural body parts in French - To write some body parts in French - To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective
Summer 1 - At The Doctors / Jungle Animals	- To understand and say phrases to describe feeling unwell, aches and pains - To remember some jungle animal nouns in French - To understand adjectives to describe jungle animals in French - To write a simple sentence or sequence of sentences to describe a jungle animal in French
Summer 2 - Summertime	- To say different types of weather phrases in French - To write a simple sentence to describe the weather in French - To say ice cream flavours and spot sounds in the flavours in French - To say an ice cream order in French

Year 4 Disciplinary Knowledge Endpoints

- To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language
- To begin to use memory hooks to help remember
- To begin to understand what helps make me a better language learner
- To develop confidence to 'have a go' and learn from any mistakes
- To write single words and simple phrases with support
- To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in French
- To practise bilingual dictionary skills
- To develop as global citizens through broadening the understanding of French and culture

Year 5 Substantive Knowledge Endpoints by Unit of Work

Continue to develop and extend skills in language retrieval. Produce familiar personal information sentences in 1st and 3rd person singular. Begin to explore the conjugation of a regular present tense verb (to wear). Create spoken and written extended sentences including conjunctions and giving an opinion. Engage in extended role play dialogues. Say and write detailed description including a verb, nouns and a variety of adjectives. Begin to consolidate understanding of how to use nouns in a simple sentence with adjectives. Use modal verb (to be able to) plus infinitive to create persuasive sentences, including a variety of sentence starters. Recognise, use and apply familiar phonemes and graphemes confidently.

Autumn 1 – Me & My Friends At School	• To know how to introduce themselves using extended sentences about how they are feeling and a reason why they are feeling this way • To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live • To say a third person singular sentence with details about someone else • To know at least five nouns for school subjects and can use this language in a spoken sentence • To say an extended opinion of a school subject including a reason for liking/disliking a subject
Autumn 2 – Time In The City	• To recall some facts about a city in French country • To say and understand nouns for places in a city • To ask for and give simple directions • To participate in a dialogue for buying a ticket • To write simple descriptive sentences to describe their town/city • To participate in a role play at the gift shop including nouns and prices • To use festive-themed nouns and colours as adjectives in a festive jumper description
Spring 1 – At The Market	• To say some fruit and vegetables in French and use these in simple dialogues. • To read and understand some fruit and vegetables in written texts in French. • To understand plural nouns and how to write them • To know to say 'I have' in French and that we use part of the verb to have . • To understand how to say I haven't in French (negating) • To write some fruits and vegetables • To read and understand a recipe • To write a recipe including ingredients and instructions
Spring 2 – Clothes	• To say nouns for some items of clothing in French • To read and write descriptive sentences with nouns and colour adjectives in French • To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives in French • To explore and use the verb 'to wear'
Summer 1 - Out of This World	• To ask and answer questions about someone's identity in French • To read and recognise names of planets in French • To read some simple information about planets in French • To read and write simple sentences about an imaginary planet in French
Summer 2 - Going to the Seaside	• To read aloud and understand sentences about the seaside in French • To creative simple persuasive extended sentences in French • To read and understand facts about going to the beach in French • To explore beach culture in French country

Year 5 Disciplinary Knowledge Endpoints

- To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language
- To use reading comprehension strategies such as skim and scan to understand unfamiliar language
- To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in French
- To use a model effectively to aid writing grammatically accurate and extended sentences
- To develop the ability to use and create memory hooks to remember more
- To know how to use opportunities to practise to improve long-term memory and recall
- To use a bilingual dictionary independently to look up unfamiliar words
- To develop as global citizens through broadening the understanding of French and culture

Year 6 Substantive Knowledge Endpoints by Unit of Work

Retrieval of core language content. Create complex sentences including conjunctions. Explore and use common present tense verbs (to be, to have, to play). Write descriptions including verb, nouns and variety of adjectives. Secure understanding of how to use nouns in a simple sentence with adjectives. Use language structures they know to create their own adapted sentences. Use knowledge of language to create performances. Explore and appreciate the origins of another country's culture. Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently.

Autumn 1 – This Is Me!	·To recall phrases to describe feelings in the target language ·To understand and use adjectives to describe personality and physical appearance ·To understand and write several sentences about personality and physical appearance
Autumn 2 – Homes and Houses	• To understand the nouns for rooms in a house in French • To understand the nouns for some items of furniture • To read and understand some simple descriptions of rooms in a house in French. • To follow and understand a descriptive story • To write descriptive sentences using adjectives of colour and size • To recognise and understand some familiar and unfamiliar nouns in French • To understand some prepositions
Spring 1 – Sports	• To create opinions about a sport in French • To look at and use the verb 'to play' • To understand and write simple information about a sport in French • To express a like or dislike of a sport in French
Spring 2 – My Best Day Ever	• ·To know some nouns for fun fair rides in French • ·To write simple sentences about a funfair in French • ·To understand and use o'clock and half past time phrases • To relate numbers to time • ·To use opinions, time phrases and daily routine phrases to describe their 'best day ever' at the funfair
Summer 1 - Café Culture	• To know some facts about café culture • To ask politely for snacks and drinks in French • To understand information about food and meals • To explore breakfast foods and different types of breakfast
Summer 2 - Transition	• To recall familiar core language in French • To consider transition to secondary school

Year 6 Disciplinary Knowledge Endpoints

- To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them
- To use reading comprehension strategies such as skim and scan to understand unfamiliar language in unfamiliar contexts
- To use context to form educated guesses and use this and prior learning to aid translation
- To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in French
- To develop the ability to speak fluently (without conscious thought)
- To use a model effectively to aid writing grammatically accurate and extended sentences and begin to write simple sentences without a model, applying previously learnt vocabulary
- To develop metacognitive strategies to learn and remember more language
- To know how to use opportunities to practise to improve long-term memory and recall
- To use a bilingual dictionary independently to look up unfamiliar words both in English and in French
- To develop as global citizens through broadening the understanding of French and culture

This document refers to the DfE Attainment Targets. The grids below demonstrate the depth of coverage throughout each stage, topic, and lesson within our Scheme of Work for KS2.

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: A new start	L1 ✓	L6 ✓	L2 ✓	L3 ✓	L4 ✓			L1 ✓	L6 ✓	L5 ✓	L2 ✓	L3 ✓
Autumn 2: Calendar and celebrations	L3 ✓	L1 ✓		L5 ✓	L2 ✓		L4 ✓	L6 ✓	L5 ✓	L5 ✓		L2 ✓
Spring 1: Animals	L2 ✓	L1 ✓	L4 ✓	L3 ✓	L1 ✓	L4 ✓	L5 ✓	L5 ✓	L1 ✓	L6 ✓	L6 ✓	L2 ✓
Spring 2: Carnival and numbers	L1 ✓	L2 ✓	L5 ✓	L4 ✓	L3 ✓	L4 ✓	L6 ✓	L1 ✓	L6 ✓	L2 ✓	L6 ✓	L5 ✓
Summer 1: Hungry Giant	L1 ✓	L1 ✓	L3 ✓	L4 ✓	L4 ✓	L4 ✓	L1 ✓	L3 ✓	L4 ✓	L5 ✓	L6 ✓	L2 ✓
Summer 2: Going on a picnic and where I live	L2 ✓	L1 ✓	L5 ✓	L4 ✓	L1 ✓	L5 ✓	L2 ✓	L2 ✓	L3 ✓	L6 ✓	L3 ✓	L4 ✓