



## Progression of Curriculum and Skills Map

Subject area: French

Curriculum Leader: Gill Taylor

*The four key language learning skills; listening, speaking, reading and writing will be taught in an age-appropriate way across the primary phase. The Early Start French scheme of work will be used as a main resource. We also study the French culture and key festivals and events. We utilise further learning opportunities which match the children's interests and experience. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. In addition, the children will be taught how to look up and research language they are unsure of and they will have accessible reference materials to help them with their spoken and written tasks. The intent is that all pupils will develop a genuine interest, enjoyment and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore and develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners. There will be a focus on learning through practical, creative and explorative activities which are designed to develop confidence and enjoyment of learning a new language. Learning will take place outside as much as possible and will incorporate songs, games, role play, art and crafts, as well as reading and writing activities and the use of technology.*

### **National curriculum aims:**

*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*

Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<p>Exposure to simple words and phrases integrated into daily routines</p> <p>Speak aloud familiar words in chorus</p>	<p>Exposure to simple words and phrases integrated into daily routines</p> <p>Build familiarity with frequently used words and phrases</p> <p>Speak aloud familiar words or short phrases in chorus</p>	<p>Begin developing confidence speaking with others using simple words and phrases e.g. greetings / basic information about myself</p> <p>Speak aloud familiar words and phrases in chorus</p>	<p>Speak with others using simple words, phrases and short sentences</p> <p>Confidently speak aloud familiar words, phrases and simple sentences in chorus and individually</p> <p>Use correct pronunciation when speaking</p>	<p>Communicate by asking and answering questions, using longer phrases and sentences</p> <p>Present short pieces of information to another person</p> <p>Focus on correct pronunciation of new</p>	<p>Take part in short conversations using sentences and familiar vocabulary</p> <p>Present to another person or group using sentences and authentic pronunciation</p> <p>Understand and express simple opinions using</p>	<p>Present to an audience about familiar topics (e.g. role-play, presentations, read / repeat from a text)</p> <p>Use spoken language to initiate and sustain simple conversations on familiar topics</p>

		<p>Begin to develop confidence speaking familiar words and simple phrases individually</p>	<p>Develop further confidence speaking familiar words and phrases individually</p> <p>Develop an awareness of correct pronunciation for familiar words</p>	<p>Start to see links between pronunciation and spelling</p>	<p>vocabulary, using previously established links between sounds and pronunciation</p>	<p>familiar topics and vocabulary</p>	
<b>Listening</b>	<p>Listen and respond to familiar words and short phrases or instructions</p>	<p>Listen and begin to develop confidence responding to familiar spoken words and short phrases (simple instructions, rhymes, songs)</p> <p>Introduction to the sounds of individual</p>	<p>Listen and respond to familiar spoken words and phrases in chorus</p> <p>Begin to develop awareness of the sounds of individual letters and groups of letters</p>	<p>Listen and respond to familiar spoken words and phrases in chorus and individually</p> <p>Begin to use understanding of the sounds of letters to support accurate pronunciation</p>	<p>Listen for and identify specific words and phrases in stories, songs and simple sentences</p> <p>Begin to follow a text whilst listening to it being read</p>	<p>Undertake longer listening exercises and be able to identify key words or phrases</p> <p>Follow a text accurately as it is being read</p>	<p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions)</p> <p>Answer questions related to specific</p>

		<p>letters and groups of letters (through unit related vocabulary)</p> <p>Introduction to accurate pronunciation of familiar words and phrases</p>	(through unit related vocabulary)				words, phrases and ideas within a text
<b>Writing</b>	Recognise familiar written words in evidence in the learning environment	<p>Recognise and understand familiar written words linked to units</p> <p>Write familiar words, using resources to support</p>	<p>Write a wider range of familiar words, linked to units, using resources to support</p> <p>Recognise and understand familiar written words and phrases, linked to units</p>	<p>Write some familiar words from memory or using resources e.g. word mat</p> <p>Begin to recognise patterns in written words, identify links between spelling and sounds</p>	<p>Write a wider range of words and phrases from memory or using resources</p> <p>Recognise and understand patterns in written words, identify links between</p>	<p>Check spellings with a dictionary</p> <p>Research new vocabulary independently</p> <p>Write a wider range of words, phrases and simple sentences from memory or using resources</p>	<p>Research and apply new written vocabulary</p> <p>Write longer words, phrases, sentences and short paragraphs from memory or using resources</p>

					spelling and sounds Research new vocabulary with support		
<b>Reading</b>	Recognise and sound out simple words specific to the learning environment and classroom routines	Begin to read aloud familiar, simple words in chorus (focus on repetition) linked to units	Recognise and understand familiar written words (e.g. on a word mat)  Read aloud familiar words or simple phrases in chorus (e.g. from flashcards)	Use resources with support (e.g. dictionary, word lists) to develop vocabulary knowledge  Read aloud familiar words and simple phrases independently	Increase independence using resources (e.g. on-line French dictionary, simple phrase sheets)  Accurately read aloud a wider range of familiar words, phrases and simple sentences independently	Accurately read and identify words, phrases and sentences from specific texts  Accurately read a wider range of familiar material to another person  Read familiar words and phrases with accurate pronunciation	Read and understand the meaning and more specific details from a variety of simple texts  Read aloud with expression and accurate pronunciation

<b>Units may include:</b>	<p>Greetings and simple commands linked to every day classroom activities or specific topics as determined by Reception teachers (e.g. responding to the register with bonjour, commands for sit down, listen etc.)</p>	<p>Greetings</p> <p>Numbers 1-12</p> <p>Animals / at the zoo</p> <p>Un Chat Charmant (text)</p> <p>My name is...</p>	<p>Consolidate previous units</p> <p>Days of the week</p> <p>My name is...</p> <p>Alphabet</p> <p>Hungry Caterpillar (text)</p> <p>Fruits</p> <p>Colours</p> <p>Under the sea</p>	<p>Consolidate previous units</p> <p>The Gruffalo/ Owl Babies (texts)</p> <p>Months of the Year</p> <p>When is your birthday?</p> <p>Numbers to 20</p> <p>Brothers and sisters</p>	<p>Consolidate previous units</p> <p>Weather</p> <p>Clothing/ what are you wearing?</p> <p>Numbers to 30</p> <p>Ice cream</p> <p>Big Green Monster (text)</p>	<p>Consolidate previous units</p> <p>Numbers from 30 onwards</p> <p>Shopping</p> <p>Euros</p> <p>Food</p> <p>What's your favourite lesson?</p> <p>Fantastic Island (text)</p>	<p>Consolidate previous units</p> <p>Where do you live?</p> <p>Directions</p> <p>Prepositions</p> <p>In town (including exploration of French towns / cities)</p> <p>Mystery Castle (text)</p> <p>Leisure activities</p>
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