

Brough Primary School – Progression in Languages Skills KS2



Information given is for each of the two phases that teach French and the different aspects of learning a language (speaking, listening, reading, writing and grammar).

<u>Language and topic areas</u>	Years 3 and 4	Years 5 and 6
	<ul style="list-style-type: none">● Introduce phonics sounds/phonemes in French - ch, ou, on, oi, i, in, ique and ille.● Pinpoint France and other French speaking countries on a map of the world.● ask and answer the question 'How are you?' in French.● say 'Hello' and 'Goodbye' in French.● ask and answer the question 'What is your name?' in French.● count to 10 in French.● say 10 colours in French. ● Recognise, recall and spell 10 action verbs in French.● Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).● Attempt to combine positive and negative sentence structures to form longer and more	<ul style="list-style-type: none">● Introduce phonics sounds/phonemes in French - É, E, È, EAU, EUX, QU, GNE, Ç, EN and AN● Repeat and recognise the vocabulary for weather in French.● Ask and say what the weather is like today.● Create a French weather map.● Describe the weather in different regions of France using a weather map with symbols. ● Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.● Tell somebody in French if they have or do not have a pet.● Ask somebody else in French if they have a pet.● Tell somebody in French the name of their pet.● Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").

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	<p>complex sentences using the conjunctions 'et' (and / 'mais' (but).</p> <ul style="list-style-type: none">● Count to 20.● Say their name and age.● Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.● Tell you where they live.● Tell you their nationality and understand basic gender agreement rules. <ul style="list-style-type: none">● Name and recognise up to 10 shapes in French.● Attempt to spell some of these nouns.● Recognise that nouns have an article in French and in this case, the indefinite 'un' or 'une'.● Have an opportunity to learn and/or revise numbers 1-5. <ul style="list-style-type: none">● Name and recognise up to 10 vegetables in French.● Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.	<ul style="list-style-type: none">● Repeat and recognise the vocabulary for school subjects.● Say what subjects they like and dislike at school.● Say why they like/ dislike certain school subjects.● Tell the time (on the hour) in French.● Say what time they study certain subjects at school. <ul style="list-style-type: none">● Repeat and recognise the months of the year in French.● Ask when somebody has a birthday and say when they have their birthday.● Say the date in French.● Create a French calendar.● Recognise key dates in the French calendar. <ul style="list-style-type: none">● Repeat and recognise the vocabulary for a variety of clothes in French.● Use the appropriate genders and articles for these clothes.● Use the verb porter in French with increasing confidence.● Say what they wear in different weather/situations.
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	<ul style="list-style-type: none"> ● Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. ● Remember and recall 12 classroom objects with their indefinite article/determiner. ● Replace an indefinite article/determiner with a possessive adjective. ● Say and write what they have and do not have in their pencil case. 	<ul style="list-style-type: none"> ● Describe clothes in terms of their colour and apply adjectival agreement. ● Use the possessives with increased accuracy. ● Ask what the time is in French. ● Tell the time accurately in French. ● Learn how to say what they do at the weekend in French. ● Learn to integrate connectives into their work. ● Present an account of what they do and at what time at the weekend.
Speaking	<p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions a</p>

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Listening	<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
Reading	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>

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Writing	<p>Write familiar words & short phrases using a model or vocabulary list.</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.</p>
Grammar	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p> <p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation and also be able to describe clothes in terms of colour. Revision of gender and nouns and learn to use and recognise the terminology of</p>

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	<p>describing nationality), the negative form and possessive adjectives.</p>	<p>articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour.</p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>
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