

Languages Progression Document



Languages

Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

Resilient: Every child is resilient.

Emotionally Literate: Every child is aware of their feelings and those of others.

Aspirational: Every child aspires for more in their learning and in life.

Communicators: Every child is an effective communicator.

Happy: Every child has the right to be happy.

Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

Modern Foreign Languages are an important aspect of a child's primary education. They give a window to the world, providing cultural capital, but they also support children as they learn to communicate in a multi-cultural world. Modern Foreign Languages can help children in their knowledge and understanding of their own native language and can also enhance and support many other areas of the curriculum.

In MFL at BJS, children progress as they go through the school studying the same language from Year 3 to Year 6. As they go through the school they will continue to progress with their knowledge of phonics, vocabulary and grammatical structures. The topics studied have been chosen in a certain order so that knowledge learned in one topic can then be enhanced in the next and that all knowledge can be revisited in later topics to improve retention.

New ideas are always being investigated to make sure that all the skill areas of Listening, Speaking, Reading and Writing are being used by students and that lessons stay interesting and engaging.

At BJS we want children to develop a love of languages. We want them to feel comfortable and enthusiastic about communicating and expressing themselves in different ways whilst laying a solid foundation for life-long learning.

Our school follows the Primary Languages Network scheme of work, which is adapted to meet the needs of our own children. French is taught through topics, age and stage appropriate, linking to the school calendar and times of the year to enable cross curricular links. The Primary Languages Network is adapted to support confident French speakers to deliver creative lessons as well as enabling all class teachers to deliver exciting, focused lessons using sound clips and engaging resources. As we acknowledge children's different learning styles, our children learn through active participation in actions, rhymes, stories and songs; the children learn in creative ways to extend, embed and combine their language skills, alongside a grammar focus and an understanding of sentence structures within another language.

Our curriculum is carefully designed to ensure key knowledge and skills progress in a logical and sequenced way, thus enabling pupils to revisit previously taught content and to build upon it year on year. We use carefully structured progression documents to ensure that substantive and disciplinary knowledge and skills are clearly outlined and sequenced, which enables the children to know and remember more, as they move through school.

Our Christian Values

Our core Christian Values of: Respect, Care, Honesty, Forgiveness, Resilience and Co-operation, underpin everything we do at BJS and are woven across all subjects. These values may be taught explicitly within a subject or as a thread throughout everyday school life. Respect – we look at a variety of different cultures and show respect for different ways of doing things, celebrating events, what is important to them, different foods and cuisine. Resilience – we regularly discuss how we may not understand a grammar point this time, but if we have a go, then the next time we meet it, we may understand a little more and so on. We also take registers in the target lesson every week and it is never about giving a perfect answer, always about having a go. Co-operation – we cover topics about our lives and our preferences and we learn to listen to each other’s answers and show an interest.

What makes our curriculum unique?

We encourage all children to make connections between languages to further their understanding and provide hooks and ways in to language. This includes thinking about the wonderful variety of additional languages that many of our children speak at home and making connections to the language we are currently learning in school.

Every week, we have interesting information on the board in the target language. This varies hugely from a visitor or event in school to national events such as Empathy Day. We also cover the school values. This gives a great opportunity for discussion on what we are celebrating or commemorating.

Curriculum Overview

Term	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	A new start	Welcome to school	Me and my friends	This is me
Autumn 2	Calendar and celebrations	My town, your town	Time in the city	Homes and houses
Spring 1	Animals	Alien faces & family	At the market	Playing sport
Spring 2	Carnival & numbers	Moving our bodies	Clothes	My best day ever
Summer 1	The hungry giant	At the doctors & Jungle animals	Out of this world	Café culture
Summer 2	Going on a picnic in France	Summertime	Going to the seaside	Let's Celebrate

Primary
Languages
Network



Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning			
	Listening	Speaking	Reading
Stage 1	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and read out a few familiar words and phrases.
Stage 2	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can understand simple written phrases. Can match sounds to familiar written words.
Stage 3	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	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. CLICK FOR EXAMPLE STUDENT	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.
Stage 4	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	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.



Primary Languages Network

Scheme of Work

French KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach 2.0. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons.

Knowledge
Organiser

DfE AT
Unit Map

Core Skills
Progress

Phonics
Map

Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Me and my friends at school (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	This is me! (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)
Autumn 2	Calendar and celebrations (Bonfire colours, days and months, the date, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, castles and castle story and game, elf on shelf)
Spring 1	Animals (Animal nouns, singular and plural, opinions, story)	Alien family (Epiphany, family members, personal info, face parts and numbers)	At the market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Sports (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	Carnival (Carnival, numbers to 20, core language recap, age, commands, Easter)	Moving our bodies (Face and body parts nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	My best day ever (Time, activities during the day, favourite things)
Summer 1	The Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	At the doctors and jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster)	Café culture (Typical French café foods, opinions, ordering politely, menus, café conversation)
Summer 2	Going on a picnic in France (Picnic story, food items, polite request, explore France, ask and answer 'where do you live?', simple conversation)	Summertime (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay)	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)	Let's Celebrate! (Read/Hear all about it! Language recall, personal information, family, favourites) <i>Optional lessons: mocktail, scavenger hunt, language puzzle</i>
	Language Puzzle*	Language Puzzle*	Language Puzzle*	

FR S4 Sp1 L6
Lesson 6: Sport 6

Lesson objective
I can describe a sport using simple sentences.

Watch on YouTube

FR S4 Sp2 L5
Lesson 5: My best day ever (1)

Lesson objective
I can understand a description of a typical day at the funfair.

Watch on YouTube

Planning Tools

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Medium Term Plan

Stage 2 Out of this world



In this module:

This half term, pupils will become space travellers and astronauts, exploring personal info Q and A, understanding important personal information on ID cards and creating their own ID card. They will listen to and join in with a "Galaxy adventure story", practise adjectives and create their own imaginary planets, revisiting prior learning: colours, places in the city and weather phrases.

Through songs, games and independent tasks, they will explore the following content, topics and language:

Space travellers

- Fill out an ID card.
- Understand and create simple dialogues based on personal information.

Describing planets

- Revisit familiar adjectives in new contexts.
- Understand and use new adjectives to describe planets.

A planet is born

- Follow and understand a story.
- Revisit colours, places in the city and weather phrases.
- Write descriptive sentences and create your own imaginary planets.

Learning Objective for each lesson:

1. I can fill out an ID card.
2. I can ask and answer several questions about myself.
3. I can use adjectives to describe planets.
4. I can read and understand a story about planets.
5. I can recall and use familiar vocabulary.
6. I can create a poster about an imaginary planet.

Examples of other schools' work

Key Performance Indicators

Can understand words on an ID card. Can ask and answer questions about someone's identity. Can understand planets in French and use adjectives to describe them. Can read and understand simple information about planets. Can create an imaginary planet and make a poster with information about it.

Knowledge organiser: Out of this world



Travellers ID Nouns bank

Prénom- First name
Nom de famille - Surname
Âge- Age
Date de naissance- Date of birth
Ville – Town/City

Questions and Answers bank

Comment t'appelles-tu? – What's your name?
Je m'appelle... - I am called...
Où habites-tu?- Where do you live?
J'habite à...- I live in....
D'où viens tu? – Where do you come from?
Je viens de ... - I come from
Quel âge as-tu? – How old are you?
J'ai ans - I amyears old
Quelle est ta date de naissance? – When is your birthday?
Ma date de naissance est... - My date of birth is ...
Et toi? – And you?

Planets and Space Nouns Bank

Mercury- Mercury
Vénus- Venus
Pluton- Pluto
Jupiter- Jupiter
Mars- Mars
Saturne- Saturn
Neptune- Neptune
Uranus – Uranus
La Lune- the Moon
La Terre- the Earth
Le Soleil – the Sun

Les astronautes- the astronauts
La planète- the planet
Les étoiles- the stars
L'espace- Space
Le satellite – the satellite
proche du soleil – near the sun

Phonics

"om/on" (prénom, nom, Plu)
"é" (prénom, Vénus, étoiles)
"u" (tu, Jupiter, Uranus, Lune)

Grammar

Most planet names are **feminine**, so we use '**elle est...**' (it/she is...) for them, except for **le Soleil**, which is **masculine**, so we use '**il est...**' (it/he is...)

Masculine/feminine adjectives:

froid/ froide - cold
petit/ petite - small
grand/ grande - big
chaud/ chaude - hot
bleu/ bleue - blue
blanc/ blanche - white
orange - orange
rouge - red

Elle est froide. – She/It is cold.
Elle est rouge et chaude. – She/It is red and hot.
Il est proche du Soleil – She/it is near the Sun.
Il est orange et chaud. – He/It is orange and hot.



Video2Teach 2.0

KS2 French SoW



V2T 2.0 Overview

How to use Video2Teach 2.0

Word of the Week

Return to Video2Teach 1.0

Term	Stage 1 (Y3)	Stage 2 (Y4)	Stage 3 (Y5)	Stage 4 (Y6)
Autumn 1	A new start	Welcome to School	Me and my friends	This is me
Autumn 2	Calendar & Celebrations	My town, your town	Time in the city	Homes and houses
Spring 1	Animals	Alien faces & family	At the market	Playing sport
Spring 2	Carnival & numbers	Moving our bodies	Clothes	My best day ever
Summer 1	The Hungry Giant	At the doctors and jungle animals	Out of this world	Café culture
Summer 2	Going on a picnic in France	Summertime	Going to the seaside	Let's Celebrate

Progression of Knowledge and Skills Year 3

French Stage 1 LTP (V2T/C2T)					
Unit	Content Beginning to learn...	Phonics Beginning to recognise and practise...	Grammar Beginning to look at...	Language Learning Skills Beginning to	Skill Level
Autumn 1 <ul style="list-style-type: none"> A new start KPIs Can Say a greeting Respond to a question about name or feelings Attempt a question – name or feelings Remember some numbers between 0-10 Say at least 4 colours	Greetings /farewells Ask and answer question: name/ feelings. Explore numbers 0-10. Explore 6 colours.	Silent letters ç/é/h Sound spelling oi/ix/eu/ou	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words	Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker. Reading Can recognise and read out a few familiar words and phrases.
Autumn 2 <ul style="list-style-type: none"> Calendar and celebrations KPIs Can: Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year	Colours Commands in class Days of week Months of year Culture: Christmas	Silent letters e Pronunciation i Sound spelling ou/di/eux/ez	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.	Writing Can write a few simple words or phrases or symbols as emergent writers of target language. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 1	Animals (pets) nouns	Silent letters t/s	Identify a noun	Speak confidently (words and phrases)	

<ul style="list-style-type: none"> Animals I like and don't like. KPIs. Remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence	What is it? My favourite animal is ... Story: Animals I see when I walk to school.	Pronunciation é Sound spelling ou/in/oi/est/eau/q ui/ch	Aware of plural nouns Nouns using indefinite article "a" (un/une).	Imitate pronunciation Ask a question accurately Listen attentively Actions to aid memory Make links with English and home languages. Practise with a friend Write simple sentences using a model.	
Spring 2 <ul style="list-style-type: none"> Carnival and using numbers KPIs Can Recall numbers 0-11 Recall personal info questions from Autumn 1 Say age Recall some months of year Recall some days of week Attempt to say and write the date	Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in French. Participate in a simple dialogue (name, feelings, age). Culture: Carnival Culture :Easter	Silent letters t/s Sound spelling in/oi/ch/qu	Intonation when asking a question. Forming a question in French. Forming the date in French.	Speak confidently (words and phrases) Actions to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.	
Summer 1 <ul style="list-style-type: none"> Fruits, vegetables, hungry giant story KPIs Can: Understand and say fruit/veg nouns Recall numbers 0-15 Count fruits	Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ... Please Story: The hungry giant	Silent letters t/s Sound spelling omme/oi/ane/eux/ou/ais	Polite requests Singular and plural nouns.	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude	

Understand, enjoy, join in with story and board game Ask politely for an item Attempt to write a simple sentence using conjunction "and"	story, performance Board game: The hungry giant			Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	
Summer 2 <ul style="list-style-type: none"> Going on a picnic Aliens in France Language Puzzle KPIs Identify and understand familiar colours in a sentence Remember and say familiar colours Understand and join in with a story Ask the question "Where do you live/ Respond to the question with "I live in..."	Food and drink nouns for a picnic. Story: going on a picnic Culture: Map and places - in France Where do you live? I live in ... Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t/h Sound spelling ch/j'h/ais/où	Polite requests Singular and plural nouns. Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	

Progression of Knowledge and Skills Year 4

French Stage 2 LTP (V2T/C2T)					
Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
Autumn 1 <ul style="list-style-type: none"> Welcome to school KPIs Can: answer several questions about themselves ask several questions about a friend understand and respond to classroom instructions recall days of week recall months of year say and write some nouns for places in school say and write some nouns for classroom objects	Recall personal information questions and answers Recall 0-10 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns Culture: School in France	Silent letters t/p Pronunciation of letters x/é/h Sound spelling z/ngt/ze/ez/on	Masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words. Write familiar target language words from memory.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases.
Autumn 2 <ul style="list-style-type: none"> My town, your town KPIs Can: Listen and respond accurately to sequence of commands Communicate simple instructions Recognise and read places in town nouns	Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns Ask and answer question "Where is ...?" Poem: Bonfire Night	Silent letters t/e Pronunciation i Sound spelling ou/on/eu/oi/an/ch/ez	Classify masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.	Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand

Lesson 1	Lesson Plan	Fireworks	I can write my own Fireworks Poem.
Lesson 2	Lesson Plan	Classroom commands (1)	I can say and understand classroom commands.
Lesson 3	Lesson Plan	Classroom commands (2)	I can use classroom commands to program a robot.
Lesson 4	Lesson Plan	Places in town (1)	I can say and write some places in town.
Lesson 5	Lesson Plan	Places in town (2)	I can ask "where is...?" and answer with "here is + place".
Lesson 6	Lesson Plan	Christmas shopping	I can understand more nouns of shops in French.

Ask and respond appropriately to where something is	Culture: shops and a typical town in France Culture: Christmas				simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.
Spring 1 • Family tree and faces. KPIs Remember and say nouns for members of family Recognise, understand and say parts of face nouns Write a simple sentence with a part of face and a colour.	Culture: Epiphany in France. Family member nouns Recall personal information Parts of the face nouns Simple sentences to describe a face Create an alien face.	Silent letters t/s Pronunciation é/è/ç Sound spelling an/ille/oi/qui/suis/ai /eux /ez	Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in French Practise/use first person singular of verbs to have and to be. Practise asking a question.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Understand basic grammar Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.	Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term
Spring 2 • Face and body parts KPIs Recognise and use accurately body part nouns Understand simple descriptive sentence about body parts with	Revisit face part nouns Body parts nouns Movement commands Use of "I have" with physical descriptions in French. Generate simple sentence descriptions,	Silent letters t/s/x Pronunciation é Sound spelling ez/eux/eille/ge	Practise French verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in French	Speak confidently (words and phrases) Imitate the pronunciation of sounds Use a bilingual dictionary to check spellings or look up new words Make educated guesses of context Actions/games to aid memory Recall and use prior learning	In line with the Common European Framework of Reference (CEFR), A1 (CEFR)

colour adjectives and size adjectives Say and write simple sentence about for a physical description Follow a simple sequence of physical movement commands Communicate a simple sequence of physical movement commands	adjective and nouns, to describe an alien.			Positive attitude Take risks and learn from mistakes Imitate pronunciation	
Summer 1 • Feeling unwell • Jungle animals KPIs Recall body part nouns Explain what hurts and how feeling Take part in at the doctors' roleplay Identify jungle animal nouns Remember jungle animal nouns Identify and find meaning of unfamiliar adjectives Understand and join in with a story. Say/write a simple sentence – noun, adjective, conjunction about jungle animals.	Recall body parts nouns Explaining how something hurts Ask the question "What is wrong?" At the doctors' roleplay Jungle animal nouns Adjectives of colour and size to describe animal nouns Story: Walking through the jungle Poem :Jungle animal explorers	Silent letters t/s/h Pronunciation i Sound spelling en/in/erre/un/oi	Revisit intonation when asking a question Using adjectives to describe a noun in French	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.	



Summer 2 <ul style="list-style-type: none"> The weather Ice creams Language Puzzle KPIs <i>Can:</i> <i>Read and understand 3 simple sentences about the weather</i> <i>Say and write 3 simple sentences about the weather</i> <i>Understand some ice cream flavours</i> <i>Describe a favourite ice cream</i> <i>Participate in a buy an ice cream roleplay</i>	Weather statements Weather question. Ice cream flavours Buying an ice cream dialogues Ice creams- I love, like, dislike Culture: Map and places - in France and weather forecasts Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t/d Sound spelling ch/oi/au/ai/ille/at/ette/ace	Can ask for an item politely Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	
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Progression of Knowledge and Skills Year 5

French Stage 3 LTP (V2T/C2T)					
Unit	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...	Skill Level
Autumn 1 <ul style="list-style-type: none"> Me and my friends at school KPIs <i>Can:</i> <i>Say an extended sentence about how feeling with a reason</i> <i>Say a 3rd person singular sentence with details about someone else</i> <i>recognise and say at least 5 school subjects</i> <i>say and write an extended opinion about a school subject using a like/dislike verb</i>	Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings Opinions and reasons School subjects Likes and dislikes Culture: School in France and school timetable	Silent letters s/e/d/h/x Sound spelling us/gué/ai/ei/on/in	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Begin to explore 3 rd person singular	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.
Autumn 2 <ul style="list-style-type: none"> Time in the city KPIs <i>Can:</i>	Recall familiar places in town/shops nouns Places and nouns for places in a city Simple directions around town/city	Pronunciation é Sound spelling ou/is/an/en/oi/ch	Write simple present tense descriptive sentences using nouns and adjectives.	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses	

	Lesson Plan	In the city (1)	I can understand some facts about the capital city of France.
	Lesson Plan	In the city (2)	I can ask for an entrance ticket.
	Lesson Plan	In the city (3)	I can give and understand some simple directions around the city.
	Lesson Plan	In the city (4)	I can say and write a description of the city.
	Lesson Plan	Souvenir shopping	I can buy a souvenir and ask for the price.
	Lesson Plan	Festive jumpers	I can describe a festive jumper.

Medium Term Plan

Knowledge Organiser

Puzzle it out Assessment

Interactive Games


<p>Understand at least 5 places in the city/town nouns Say and write a simple sentence to describe what is in a town/city Can say and write the nouns for presents on a charity stall. Can ask and answer politely to purchase an item Can participate in a simple shopping dialogue Write a simple descriptive sentence about a festive jumper.</p>	<p>Buying an entrance ticket Buying an item and asking the price Numbers 0-100 and euros Shopping roleplay Festive jumper nouns Culture: visiting Paris and getting to know a city in France Culture: A charity stall Culture: a festive jumper competition (for Xmas)</p>			<p>Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings</p>	<p>Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
<p>Spring 1 • Healthy eating and going to the market. KPIs Can: Remember and say familiar fruit/veg nouns Identify cognates and semi cognates (fruit/veg nouns) Say some numbers between 0 and 100</p>	<p>Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables Culture: explore fruits and vegetables grown in France Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions</p>	<p>Silent letters s Sound Spellings gn/oi/gue/in/ai/as/ez /uit</p>	<p>Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in French.</p>	<p>Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language</p>	
<p>Participate in an at the market roleplay Follow simple instructions for a recipe Give simple instructions for a recipe</p>	<p>Culture: fruit salad</p>			<p>Take risks and learn from mistakes Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.</p>	
<p>Spring 2 • Clothes KPIs Can: Identify and understand clothes nouns Can say nouns for clothes accurately Can read and understand descriptive sentences about clothes Can use nouns and adjectives accurately to create descriptive sentences Can use parts of the verb to wear to write simple clothes descriptions</p>	<p>Clothes nouns Verb; to wear in French. Adjectives of size and colour A fancy dress outfit – nouns and adjectives Sports kit nouns</p>	<p>Silent letters t/s/e Pronunciation é Sound spelling ez/ch/ou/oi/ent/eau/ail</p>	<p>Consolidate understanding of masc/fem nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Present tense conjugation of the verb "to wear" in French</p>	<p>Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes</p>	
<p>Summer 1 • Out of this World KPIs</p>	<p>Personal identity nouns Questions and answers about ID</p>	<p>Silent letters t/s Pronunciation é</p>	<p>Consolidate understanding of masc/fem nouns in French</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory</p>	

Uganda: Let's find out more!



B:M2020

First let's meet our guide!



B:M2020

1. Where is Uganda?



B:M2020


<p>Can: Understand information on a simple ID card Ask and answer details about identity Recognise planets in target language Use adjectives accurately to describe planets Read and understand simple facts about the planets. Recall and use prior learning to create a simple imaginary planet description.</p>	<p>Planets in French Adjectives to describe the planets Recall familiar language from range of topics to create an imaginary planet Links between languages: etymology of planets</p>		<p>Consolidate position and agreement of familiar adjectives with nouns in French Question words Use of verb "to be" in present tense descriptions Conjunctions to extend sentences</p>	<p>Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.</p>	
<p>Summer 2</p> <ul style="list-style-type: none"> Going to the seaside Language Puzzle <p>KPIs Can: Understand and say nouns for beach bag items Use sentence starters to create a sequence of sentences Use "you can" + infinitive of a verb to</p>	<p>Beach bag item nouns Sentence starters You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reasons Culture: Map and places - in France to go on holiday Beach culture in France Language Puzzle: using our language</p>	<p>Silent letters e/s/t Sound spelling eau/ait/au/oi/gue</p>	<p>Consolidate position/agreement of adjectives with nouns in French Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.</p>	
<p>create a persuasive sentence Say/write extended sentences to describe a day at the seaside.</p>	<p>detective skills to explore another language.</p>				

Progression of Knowledge and Skills Year 6

French Stage 4 LTP (V2T/C2T)					
Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
<p>Autumn 1</p> <ul style="list-style-type: none"> This is me! <p>KPIs Can: Participate in brief conversations about themselves and others. Understand and use several adjectives about personality. Understand and write several sentences about their personality and physical appearance. Use strategies to decipher unknown words and phrases including using a bilingual dictionary.</p>	<p>Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings Adjectives to describe personality and physical appearance Jobs and professions nouns</p>	<p>Silent letters e/t/s Pronunciation of letters o/q/x/e Sound spelling ingt/ille/illes/eize/ce /ze/ qu</p>	<p>Conjunctions Extended sentences Adjectives to describe personality and physical appearance Adverbs</p>	<p>Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p>
<p>Autumn 2</p> <ul style="list-style-type: none"> Homes and houses <p>KPIs Can: Understand brief descriptions of items in a house Use a sequence of simple sentences with nouns and adjectives to describe a house</p>	<p>House and home nouns Adjectives to describe the house Prepositions of place Story: A spooky house Culture: Mondrian's house and furniture Culture: houses in France</p>	<p>Silent letters t/x/s/d Pronunciation é Sound spelling ch/on/eau/able/ile</p>	<p>Consolidate: adjectives of colour and size-agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place</p>	<p>Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory</p>	<p>Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written</p>

Ask and answer where something is, using prepositions of place.	Culture: castles in France Culture: a festive elf on the shelf lesson (for Xmas) Boardgame: escape from the castle			Use bilingual dictionaries to check spelling and meanings	words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.
Spring 1 <ul style="list-style-type: none"> Playing and enjoying sports KPIs Can: Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jouer Give an opinion Say and write a description of a sport.	Sports nouns Cognates and semi-cognates Likes, dislikes and preferences Opinions about sports Culture: handball in France	Silent letters t/s/h Sound Spellings ans/oo/all/ou/er/is me	Identify cognates and semi-cognates Use of jouer and faire with sports Regular present tense conjugation of verb: jouer Sentences to express likes, dislikes preference with conjunctions and opinions	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Make links between English/home languages and French Practise with a friend Write simple sentences using a model.	Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 2 <ul style="list-style-type: none"> Funfair and favourites KPIs Can: Understand information about a theme park	Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme park	Silent letters t/s/h Sound spelling ôme/ûche/gne/use /aut	Identifying cognates/semi-cognates Consolidate use of adjectives with nouns in French Conjunctions to extend sentences	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory	
Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using conjunctions and adjectival phrases. Say a simple statement about favourite things Write a simple statement about favourite things	Favourite things (with familiar language from previous topics) Culture: theme park in France Culture: April fool-poisson d'avril			Recall and use prior learning Take risks and learn from mistakes Positive attitude to language	
Summer 1 <ul style="list-style-type: none"> Café culture KPIs Can: Understand a target language menu. Ask for 3 drinks politely Ask for 3 snacks politely Ask politely for typical target language breakfast items Participate in short café roleplays	Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet Culture: Café culture in France Traditional French breakfast foods	Sound spelling ait/ou/ai	Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages.	
Summer 2 <ul style="list-style-type: none"> Performance Transition to KS3 (Read all about it!) Language Puzzle KPIs Can:	Revisit and extend roleplay language to create a café sketch and performance Nature nouns (nature trail/ scavenger hunt) Recall language from prior learning to generate individual read all about it		Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Recall and use prior learning Take risks	
Understand a simple short sketch Develop and adapt a simple short sketch and add new language Remember a short sketch Participate in a sketch Use a word reference tool and comprehension strategies to access unfamiliar language Compile over time and write a sequence of short texts to describe themselves and the things they like.	documents- personal info/sports/foods/hobbies/ likes and dislikes Language Puzzle: using our language detective skills to explore another language.		Opinions to express like/dislike Building sentences and short texts with present tense verbs/ nouns, adjectives and conjunctions	Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	

Assessment Example

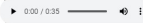


LISTEN

1. Listen carefully. Which sports does this person like? Which sports does this person not like? Write the sports in English in the correct list.


LIKES

DISLIKES



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Stage 4 – Sports






SPEAK

Tell your partner which sports you like and which sports you dislike from the sports we have learnt. Add a new sport (use a bilingual dictionary to find this sport.)

- 1.
- 2.
- 3.
- 4.

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READ

Read the descriptions of these two sports. Which sports are they? Select the correct sport. You can use a bilingual dictionary to help you.

1. Je joue à ça, avec une balle, dans une équipe, avec mes pieds et sur un terrain. Je porte un short, un tee-shirt et des baskets.

football

golf


2. Je fais ça avec un vélo. Je fais ça, tout seul, avec des copains ou dans une équipe. Je porte un casque.

cycling

tennis



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WRITE

Write four sentences in French as draft tweets using the verb "to play" and these sports: **football, rugby, tennis, volleyball**. Write the tweets about yourself and a friend. You need to use different parts of the verb to play. Use the verb box to help you. Don't forget you only have 220 characters per tweet!!

1. 
2.
3.
4. 

Verb Box

Je joue

Tu joues

Il joue

Elle joue

Nous jouons

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