

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 Language Angels 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 Language Angels scheme 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



	Year 3	Year 4	Year 5	Year 6
Slot 1	Phonetics 1 & I am Learning French	Phonetics 2 & Presenting Myself	Phonetics 3 & The Date	Phonetics 4 & Around Town
Slot 2	Animals	My Family	Do you have a Pet?	Planets
Slot 3	Instruments	At the Tea Room	My Home	At School
Slot 4	I am Able...	In the Classroom	The Olympics	At the Weekend
Slot 5	Ice-Creams	What is the Weather?	Clothes	The Vikings

Key	Key Stage 2 -> Early Language Teaching	Key Stage 2 -> Progressive Teaching
	Key Stage 2 -> Intermediate Teaching	Key Stage 2 -> Supplementary Resources



	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	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.	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.
Speaking	Communicate with others using simple words and short phrases covered in the units.	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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	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 and justifications where appropriate.
Reading	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.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode 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'.	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.
Writing	Write familiar words & short phrases using a model or vocabulary list. EQ: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EQ: My name, where I live and my age.	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. EQ: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	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. EQ: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EQ: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EQ: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EQ: adjectival agreement when describing nationality), the negative form and possessive adjectives. EQ: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EQ: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EQ: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EQ: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EQ: 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. EQ: 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.

Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
I Am Learning...	Presenting Myself	Do you have a pet?	At School
Instruments / Animals	My Family	The Date	The Weekend
Fruits / Vegetables / Ice-Creams	My Home / In the classroom	Clothes	Me in the World / Vikings
I Am Able...(F) - I Know How...(S & I)	At The Tea Room / Café / Restaurant		

Scheme of Work

French Key Stage 2 Scheme of Work Overview

	Year 3	Year 4	Year 5	Year 6
Slot 1	<i>J'apprends le français</i> (use key greetings, ask and answer 'How are you?' and 'What is your name?'; numbers 1-10, colours)	<i>Je me présente</i> (use greetings, ask and answer 'What is your name?'; numbers 1-20, ask and answer 'How old are you?' and 'Where do you live?'; basic gender agreement)	<i>La date</i> (days of the week, months of the year, numbers 1-31, ask and answer 'What is the date today?' and 'When is your birthday?')	<i>En Ville</i> (10 key places in a town, 5 different directional instructions, relative distance, describe a location based on another place)
Slot 2	<i>Les animaux</i> (learn 10 animals and their determiners, understand articles and determiners, how to use 'je suis/I am')	<i>Ma famille</i> (family members and their determiners, my, ask and answer 'Do you have any brothers and sisters?'; introduce family members)	<i>As-tu un animal?</i> (revise 8 common pets, learn to say I have/do not have a pet and what the pet is called, recap 'et' and 'mais')	<i>Les planètes</i> (10 elements of the solar system, adjectival agreement, use of conjunctions and intensifiers, describe my personality)
Slot 3	<i>Les instruments</i> (learn 10 instruments and their determiners, understand articles and determiners, how to use 'je joue/I play')	<i>Au salon de thé</i> (20 food and drinks, order at a tea room, french currency, recap articles and determiners)	<i>Chez moi</i> (2 types of home, 5 different locations, 10 rooms in the home, recap 'et' and 'mais', negative verb forms, tell someone where I live)	<i>À l'école</i> (10 school subjects, express when I study different subjects, apply days of week to a timetable, express my opinions on subjects and why)
Slot 4	<i>Je peux...</i> (learn 10 high frequency infinitive verbs, learn how to use 'je peux/je ne peux pas', use conjunctions 'et' and 'mais')	<i>En Classe</i> (12 classroom objects, ask and answer 'What do you have in your pencil case?'; recap my, learn negative responses)	<i>Les Jeux olympiques</i> (develop reading and listening to longer passages, 10 Olympic sports, how to say 'I do' and 'I do not' do a sport, gendered spelling changes)	<i>Le week-end</i> (how to tell the time, 10 activities, tell others what I did at the weekend and when)
Slot 5	<i>Les glaces</i> (learn 10 ice cream flavours, learn how to use 'je voudrais', how to order ice cream, numbers 1-10)	<i>Quel temps fait-il?</i> (ask and answer 'What is the weather like?'; recap 'et' and 'mais', recognise and recall the compass points, days of the week and time, numbers 1-31)	<i>Les vêtements</i> (15 items of clothing, recap colours, describe what I am wearing using 'je porte', adjectival agreement, use knowledge to describe what I wear in different scenarios)	<i>Les Vikings</i> (how to decode unfamiliar language, describe the height, hair colour and eye colour of myself and others, describe a typical Viking day)



En classe
In the Classroom
 Intermediate Teaching

PoS Attainment Targets met by this unit:
 1 2 3 4 5 6 7 8 9 10 11 12

Lessons ([Lesson Details](#))

Lesson 1 >

Lesson 2 >

Lesson 3 >

Lesson 4 >

Lesson 5 >

Lesson 6 >

Unit Documents

Download All

Knowledge Organiser

Pupil Knowledge Organiser

Class Display Materials

Pupil Picture Vocabulary Sheet

Unit Background

Pupil Unit Glossary

Unit Summary

Pupil Learning Intention Sheet

Lesson Plans & Support Notes

Pupil Language Builder

Unit Description

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.

Unit Suitability



Unit Objective:

To describe where I live in French.

By the end of this unit, we will be able to:

- Recognise, recall and remember in French 2 types of homes in 5 different locations, using the verb **J'habite dans...** (I live in...).
- Recognise, recall and remember up to 10 different rooms/places in the home in French.
- Describe the rooms/places that there are/are not in our home in French using **'Chez moi il y a ...'** and/or **'Chez moi il n'y a pas de...'**

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from key Early Language and Intermediate units, in particular 'Je me présente', 'Ma famille' and 'As-tu un animal ?'
- The concept of gender and the impact it has on words in the sentence, such as nouns and adjectives.

Skills we will develop:

- Memory, recall and retention skills using images to help.
- Sentence building using the verb **'J'habite...'** and the key vocabulary.
- Giving a presentation of where we live in front of the class or in small groups.

Activities offered:

- Listening/Reading matching tasks
- Grammar-sorting tasks
- Extended listening and reading tasks to reinforce the key expressions **'Chez moi il y a ...'** and/or **'Chez moi il n'y a pas de...'**
- Tasks to reinforce answers to the key question **'C'est comment chez toi ?'** in preparation for the presentation describing your home
- Differentiated desk-based written tasks

Grammar we will learn & revisit:

- Indefinite articles/determiners in the masculine and feminine singular
- Verbs – **habiter** conjugated in the 1st person singular form **'j'habite'** (I live)
- Plurality of nouns
- The negative phrase **'Chez moi il n'y a pas de...'** to express when there isn't a certain room/place in our home

Phonics & pronunciation we will see:

Recommended phonics focus: **EAU E**

- **eau** sound in **'bureau'**
- **e** sound in **'appartement'**



Silent Letters

There are many final consonant silent letters in French:

- the final letter 't' is silent in **'appartement'**
- the final 's' is silent in the word **'salle de bains'** and in the plural word **'chambres'**

Vocabulary in French we will learn & revisit:

- The nouns and definite articles/determiners for 10 rooms/places in the home.
- The vocabulary and phrases for 2 types of home and 5 different locations.
- The conjunctions **'et'** (and) & **'mais'** (but).
- The expressions: **'Chez moi il y a ...'** and **'Chez moi il n'y a pas de...'** to fully describe the rooms/places there are/aren't in our homes.
- The key questions **'Où habites-tu ?'** and **'C'est comment chez toi ?'** to elicit answers about where we live.

Chez moi

phonics

sound in:

eau • bureau



sound in:

e • appartement



&

silent letters

There are many final consonant silent letters in French. The final letter 's' is silent in the words **'chambres'** and **'salle de bains'**.

vocabulary

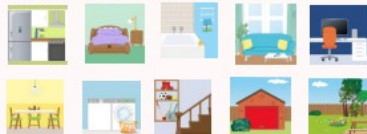
2 types of home:



5 different locations:



10 rooms/places in the home:



grammar

To understand better the role of gender in the choice of indefinite articles/determiners.

un

Singular determiner
'a/an' for masculine nouns

une

Singular determiner
'a/an' for feminine nouns

To recognise plurality in nouns:

une chambre → deux chambres
une salle de bains → deux salles de bains

To learn to use the negative form in French to express **there isn't.../there aren't...**:

Chez moi il n'y a pas de...

What I will learn:

- ☐ Objective 1: I will learn to recognise and recall 2 types of home and 5 different locations in French.
- ☐ Objective 2: I will learn to recognise and recall 5 rooms in the home in French.
- ☐ Objective 3: I will learn to recognise and recall 5 more rooms/places in the home and use the conjunction **'et'** (and) in French.
- ☐ Objective 4: I will learn to use the negative form in French and the conjunction **'mais'** (but).
- ☐ Objective 5: I will use all my new knowledge to give a presentation about where I live in French.

Pupil Self Assessment

Interactive Games and Other Resources

Three cartoon icons are displayed on a blue background. The first icon, labeled 'KARAOKE', shows a girl with a graduation cap singing into a microphone. The second icon, labeled 'GAMES', shows the same girl on a video game screen. The third icon, labeled 'PRONUNCIATION PAL', shows the girl next to a large dictionary book with a question mark icon above it.

Progression of Knowledge and Skills Year 3

Unit	Content	Phonics	Grammar	Language learning skills	Skills
Slot 1: J'apprends le français KPIs: Find France on a map Introduce myself with support Recall some of the numbers to 10 Recall some of the 10 learned colours	Greetings/Farewells Ask and answer qs: personal details Explore numbers to 10 Explore 10 colours	Silent letters: 'S' and 't' on ends of words Sounds: Oi / on / ou	N/A	Speak confidently Identify key sounds Ask qs with intonation Improve cultural awareness Read and understand some target words Write/copywrite some target words	Sound Spelling: Identify key sounds/phonemes Listening: Understand some spoken words and phrases Speaking: Say/repeat some words/phrases that would be understood by a native speaker Reading: Recognise and read some key words and phrases
Slot 2: Les animaux KPIs: Name up to 10 animals with correct article/determiner with some support Understand difference between articles/determiners in French and English	Animals Articles and determiners First person conjugated verb 'Je suis' (I am)	Silent letters: 'D' on the end of a word Sound and spelling: Ch / ou / on / oi	Nouns and their gender Articles/determiners Verbs and irregular verbs (être)	Speak confidently Identify key sounds Ask qs with intonation Positive attitude Active listening	Writing: Write some key words and phrases with emerging accuracy Assessment: EVA assessment sheet or Pupil Self assessment sheet (when applicable) covering 4 of the above skills.

Say/write a short phrase using 'Je suis' and an animal					
Slot 3: Les instruments KPIs: Name/spell at least 5 instruments Understand article/determiner differences for each instrument Say/write at least 5 short phrases on 5 different instruments with support	Instruments Articles and determiners 'Je joue' Plurals	Silent letters: 'S' on the end of 'les' and 'des' Sound and spelling: Ch / ou / on / oi	Nouns Definite articles/determiners Gendered articles/determiners High frequency verbs (jouer)	Speak with increasing confidence (words and phrases) Recall using images to scaffold Make links with previous knowledge Practise with peers Write simple sentences	
Slot 4: Je peux... KPIs: Name 10 verbs mostly accurately with some support Match most verbs to their pictures from memory	Activities 'Je peux' Conjunctions 'et' (and) and 'mais' (but) Positive and negative structures	Silent letters: 'X' on the end of 'peux' Sound and spelling: Ch / ou / on / oi	Modal and infinitive verbs Negative sentence structure	Speak confidently Identify key sounds Positive attitude Active listening Make links with previous knowledge Make links with primary language Practise with peers	

Say/write a short phrase using 'je peux' and 'je ne peux pas' with a verb				Write simple sentences	
Slot 5: Les glaces KPIs: Repeat and recognise most of the 10 flavours Attempt to spell 5 flavours unaided Say what flavour of ice-cream I would like with support Specify cone or cup with some support Specify number of scoops	Ice-cream and its flavours Transactional language 'Je voudrais' (I would like) Numbers 1-10	Silent letters: 'T' on the end of words Sound and spelling: On / ch / r	Nouns and gender Indefinite articles High frequency verb conjugation 'Je voudrais'	Speak confidently Make links with previous knowledge Active listening Practise with peers Write simple sentences Engage in simple role play scenarios	

Progression of Knowledge and Skills Year 4

Unit	Content	Phonics	Grammar	Language learning skills	Skills
Slot 1: Je me présente KPIs: Understand and use phrases to talk about myself Ask others for simple information Understand numbers 1-20 and use them out of sequence Tell others my nationality Have awareness of gender differences in French	Basic greeting Asking 'How are you?', 'What is your name?', 'How old are you?' and 'Where do you live?' Numbers 1-20 Nationalities Gender agreement	Silent letters: 'S' at the end of words Elision: Je + habite becomes j'habite Sound and spelling: l / in / ique / ille	Adjectival agreement to show feminine	Speak confidently (words, phrases, sentences) Identify key sounds and silent letters Identify patterns Read some familiar and unfamiliar words Write familiar target words from memory Practice with peers	Sound spelling Match sounds to familiar words. Can pronounce familiar words and some unfamiliar words accurately. Listening Can understand some unfamiliar words and phrases. Can understand a range of familiar spoken phrases and listen for some specific words. Speaking Can say some familiar and a few unfamiliar phrases, including when answering questions, with preparation. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words/phrases mostly accurately.
Slot 2: Ma famille KPIs: Remember most of the key vocabulary but may need prompting	Family members Articles/determiners Describing name, age and relationship	Silent letters: 'S' at the end of words Elision: 'M'appelle' / 's'appelle' / 'jai'	Nouns articles/determiners Possessive adjectives Variants of 'my'	Speak confidently (words, phrases, sentences) Memory to aid comprehension Identify patterns Take risks/positive attitude Active listening	

<p>Give words for family members in French</p> <p>Use correct possessive adjectives with support</p> <p>Understand most numbers from 1-10 (including sequence of multiples of ten)</p> <p>Changing 'I am called' to 'he/she is called' with some support</p>	<p>Numbers 1-10</p> <p>Possessive adjectives</p>	<p>Sound and spelling: / in / ique / ille</p>		<p>Make educated guesses</p> <p>Identify key sounds and silent letters</p>	<p>Can write simple sentences with limited mistakes so the message is understood.</p> <p>Assessment</p> <p>EUA assessment sheet or Pupil Self assessment sheet (when applicable) covering 4 of the above skills.</p>
<p>Slot 3: Au salon de thé</p> <p>KPIs:</p> <p>Repeat, remember and attempt to spell most of the key words with the correct article/determiner</p> <p>Attempt changing a singular noun to a plural</p> <p>Ask for items I would like to eat and drink with some support</p>	<p>Common foods, snacks and drinks</p> <p>Expand cultural knowledge of France</p> <p>Singular and plural</p> <p>French currency</p> <p>Ordering food/drinks/snacks</p>	<p>Silent letters: 'S' and 't' and the end of words</p> <p>Sound and spelling: / in / ique / ille</p>	<p>Nouns</p> <p>Indefinite articles</p> <p>Determiners</p> <p>Plurality</p>	<p>Speak confidently (words, phrases, sentences)</p> <p>Memory to aid comprehension</p> <p>Identify patterns</p> <p>Take risks/positive attitude</p> <p>Active listening</p> <p>Make educated guesses with context clues</p> <p>Identify key sounds and silent letters</p> <p>Use mistakes as learning points</p> <p>Practice through role play with peers</p> <p>Understand basic grammar</p> <p>Write simple sentences using a</p>	

				model	
<p>Slot 4: En classe</p> <p>KPIs:</p> <p>Repeat, remember and spell most of the 12 classroom objects</p> <p>Change the word for 'a' to correct form of 'my' with some support</p> <p>Say and write what I have and do not have in my pencil case</p>	<p>Common classroom objects</p> <p>Use the negative verb form</p> <p>Describe contents of pencil case</p> <p>Classroom commands</p>	<p>Silent letters: 'X' and 'z' at the end of words</p> <p>Elision: J'ai (from avoir)</p> <p>Sound and spelling: / in / ique / ille</p>	<p>Nouns</p> <p>Gender</p> <p>Articles/determiners</p> <p>Negative verb form</p>	<p>Speak confidently (words, phrases, sentences)</p> <p>Memory to aid comprehension</p> <p>Identify patterns</p> <p>Take risks/positive attitude</p> <p>Active listening</p> <p>Make educated guesses with context clues</p> <p>Identify key sounds and silent letters</p> <p>Use mistakes as learning points</p>	
<p>Slot 5: Quel temps fait-il?</p> <p>KPIs:</p> <p>Say key vocabulary accurately most of the time.</p> <p>Spell some key phrases accurately</p> <p>Ask what the weather is in French and attempt to respond in French</p>	<p>Weather</p> <p>Compass points</p> <p>Numbers 1-31</p> <p>Days of the week</p> <p>Time</p>	<p>Silent letters: 'D' and 't' on the end of words</p> <p>Sound and spelling: Ch / ou / oi</p>	<p>Present tense verbs</p> <p>Capital letters/lack of capital letters where they are expected</p> <p>Conjunctions</p>	<p>Speak confidently (words, phrases, sentences)</p> <p>Memory to aid comprehension</p> <p>Identify patterns</p> <p>Take risks/positive attitude</p> <p>Active listening</p> <p>Make educated guesses with context clues</p> <p>Identify key sounds and silent letters</p> <p>Use mistakes as learning points</p> <p>Practice through role play with</p>	

Read a French weather map with some support

peers
Understand basic grammar
Write simple sentences using a model
Make links with home language

Progression of Knowledge and Skills Year 5

Unit	Content	Phonics	Grammar	Language learning skills	Skills
Slot 1: La date KPIs: Remember, say and attempt to spell the days of the week, months of the year and numbers 1-31 mostly accurately Say the date in French after looking at examples Say the day of my birthday	Days of the week Months of the year Numbers 1-31 Birthday	Silent letters: 'T' at the end of words Sound and spelling: É / E / È / EAU / EUX	Ordinal and cardinal numbers Lack of capitalisation	Speak confidently (words, phrases, sentences) Identify key sounds & silent letters Retrieval to aid comprehension Identify patterns Identify root words Make cross language links Develop reading and comprehension skills and strategies Explore sentence structure and unusual grammar conventions Write sentences, including extended sentences, using a model	Sound spelling Match learned sounds to familiar words and some new words. Pronounce familiar words and some new words accurately. Listening Understand some familiar spoken words and phrases. Listen for and pick out specific words and phrases. Speaking Use and understand a range of familiar spoken phrases.
Slot 2: As-tu un animal? KPIs: Understand and say most of the 8 pets in the unit - including their spelling and gender	Common pets We have/ we do not have Simple conjunctions	Silent letters: 'S' on the end of words 'H' aspiré Elision Sound and spelling: É / E / È / EAU / EUX	Indefinite articles 1st person conjugation of verbs Negatives	Speak confidently (words, phrases, sentences) Active listening Positive mindset Recall prior learning Practice/role play with peers Games and songs to aid memory Use tools to check work	Reading Understand simple written phrases. Match sounds to familiar written words. Writing Spell some written words and phrases accurately. Write simple sentences with limited mistakes in a way that is

As-tu un animal ?

phonics

é sound in: Cécile

eau sound in: oiseau

&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'souris'. The 't' is silent in the word 'chat'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so je becomes j' as in j'ai.

vocabulary

8 common pets & their determiners.

Key questions:

As-tu un animal ?
Do you have a pet?

A wider range of conjunctions:

mais
but

grammar

To understand the role of gender in the choice of determiners.

un une

Singular determiner 'a' for masculine nouns Singular determiner 'a' for feminine nouns

1st person conjugation of high frequency verbs.

j'ai I have

How to use the negative form in French.

Je n'ai pas de...
I do not have...

	French	English
	un chien	a dog
	un chat	a cat
	un lapin	a rabbit
	un hamster	a hamster
	un poisson rouge	a goldfish
	un oiseau	a bird
	une souris	a mouse
	une tortue	a tortoise

What I will learn:

- ☐ Objective 1: I will revise 8 common pet nouns in French with their determiners.
- ☐ Objective 2: I will learn how to say I have a pet in French.
- ☐ Objective 3: I will also learn how to say what my pet is called in French.
- ☐ Objective 4: I will learn how to say what pet I do not have in French.
- ☐ Objective 5: I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.

Ask if someone has any pets and respond with time to prepare (including use of negative) Tell someone the name of my pet in French Attempt to improve my spoken and written french with conjunctions					understood. Assessment EUA assessment sheet or Pupil Self assessment sheet (when applicable) covering 4 of the above skills.
Slot 3: Chez moi KPIs: Say most of the vocabulary with good pronunciation List the rooms/places in my home using 'et' to extend sentences with some support List the rooms/places that are not in my home using 'mais' to contrast with what I do have with support	Types of homes Different locations Rooms/places in the home Describing where you live and what your house is like	Silent letters: 'S' and 't' on the end of words Sound and spelling: E / and EAU	Indefinite articles/determiners Verbs (habiter) Plurality Negative verb forms	Speak confidently (words, phrases, sentences) Active listening Positive mindset Recall prior learning Take risks and learn from mistakes Made educated guess using context and prior knowledge Write sentences, including extended sentences, using a model Identify key sounds & silent letters	

Slot 4: Les Jeux Olympiques KPIs: Give some facts about ancient and modern Olympic Games in French Remember most of the nouns for the Olympic sports, including spelling and gender Conjugate faire with 'je', 'il' and 'elle' Use the negative verb form correctly with some support	Ancient and modern olympics Common olympic sports	Silent letters: 'S' and 't' on the end of words Sound and spelling: QU / Ç / GNE / EN / AN	Gendered nouns Verb 'faire' Gender agreement	Speak confidently (words, phrases, sentences) Made educated guess using context and prior knowledge Write sentences, including extended sentences, using a model Identify key sounds & silent letters Games/songs to aid consolidation	
Slot 5: Les vêtements KPIs: Say most of the key vocabulary with good pronunciation Use indefinite articles/determiners	Items of clothing Colours 'I wear'	Silent letters: 'S' on the end of words Sound and spelling: É / E / Ê / EAU / EUX Guttural 'r'	Indefinite articles/determiners Masc/fem/plural Conjunctions Adjectival agreement	Speak confidently (words, phrases, sentences) Identify key sounds & silent letters Retrieval to aid comprehension Identify patterns Identify root words Make cross language links Develop reading and comprehension skills and	



confidently
Say what I am wearing
with time to prepare
Describe clothing by
colour
Begin to understand
adjectival agreement
Tell others what I would
wear in some of the
different scenarios

strategies
Explore sentence structure and
unusual grammar conventions
Write sentences, including
extended sentences, using a model
Positive mindset
Active listening



Progression of Knowledge and Skills Year 6

Unit	Content	Phonics	Grammar	Language learning skills	Skills
Slot 1: En Ville KPIs: Name at least 5 places around town with correct article/determiner Label locations on a map Follow and give directional instructions with some support Give the location of some places in town in relation to others Take part in dialogue regarding the above with support/a scaffold	Places in a town Directional instructions Relative distances Prepositions	Silent letters: 'S' and 't' on the end of words Guttural 'r' Sound and spelling: Ê / È / EAU	Definite articles/determiners Masc and fem forms Prepositions	Speak confidently (words, phrases sentences) Identify key sounds (incl. Silent letters) Retrieval skills Identify patterns Word reference tools skills Practicing with peers Ask and answer Qs accurately with correct pronunciation Write simple extended sentences using a model	Sound spelling Match sounds to familiar words. Pronounce familiar words and new words. Listening Understand a few familiar spoken words and phrases. Able to listen for specific words and phrases. Speaking Understand and use a range of familiar spoken phrases. Reading Understand simple written phrases. Match sounds to familiar phrases.
Slot 2: Les planètes KPIs: Name at least 5 elements of the solar system and label them on a map	Solar system Conjunctions Intensifiers How to conduct an interview Answer questions	Silent letters: 'S' and 't' on the end of words Guttural 'r' Sound and spelling: QU / Ç / GNE / EN	Adjectival agreement (masc. fem.)	Speak confidently (words, phrases sentences) Active listening Make educated guesses Retrieval skills Practicing with peers	Writing Write simple sentences with limited mistakes so the message is understood. Spell many written words and phrases accurately.

<p>Apply adjectival agreement to planets with support</p> <p>Accurately say some key questions</p> <p>Describe myself as an astronaut in French with some support</p>	in French	/AN		<p>Using tools to check spelling and meaning</p> <p>Ask and answer Qs accurately with correct pronunciation</p> <p>Write simple extended sentences using a model</p>	<p>Assessment</p> <p>EUA assessment sheet or Pupil Self assessment sheet (when applicable) covering 4 of the above skills.</p>
<p>Slot 3: À l'école</p> <p>KPIs:</p> <p>Name at least 5 subjects with correct article/determiner</p> <p>Tell the time confidently and say at what time I have different lessons</p> <p>Recall some days of the week and use them in a school timetable</p> <p>Express some likes/dislikes regarding school and sometimes justify my opinion</p>	<p>School subjects</p> <p>Tell the time</p> <p>Timetables</p> <p>Days of the week</p> <p>Opinions and why</p>	<p>Silent letters: 'S' and 't' on the end of words</p> <p>Sound and spelling: IQUE / AN / EN / ç</p> <p>Elision ('jetudie')</p>	<p>Nouns</p> <p>Articles/determiners</p> <p>Verb changes</p> <p>Adjectival agreement</p> <p>Conjunctions</p>	<p>Speak confidently (words, phrases sentences)</p> <p>Active listening</p> <p>Make educated guesses</p> <p>Experiment with bilingual dictionaries</p> <p>Actions, games and songs to aid consolidation</p> <p>Retrieval skills</p> <p>Take risks and learn from mistakes</p> <p>Make links with home language</p> <p>Practicing with peers</p> <p>Ask and answer Qs accurately with correct pronunciation</p> <p>Write simple extended sentences using a model</p>	
<p>Slot 4: Le week-end</p> <p>KPIs:</p> <p>Ask what time it is and attempt to tell the time accurately</p> <p>Remember at least half of the activities I do at the weekend by heart and talk about them</p> <p>Point out which word in the sentence is a verb</p> <p>Give an account of what I do at the weekend, using conjunctions, with time to prepare</p>	<p>Tell the time</p> <p>Weekend activities</p> <p>Extended sentences</p>	<p>Silent letters: 'S' and 't' on the end of words</p> <p>Sound and spelling: QU / AN / EN</p> <p>Elision ('jecoute')</p>	<p>High frequency verbs</p> <p>Reflexive verbs</p> <p>Conjunctions</p>	<p>Speak confidently (words, phrases sentences)</p> <p>Active listening</p> <p>Make educated guesses</p> <p>Experiment with bilingual dictionaries</p> <p>Actions, games and songs to aid consolidation</p> <p>Retrieval skills</p> <p>Take risks and learn from mistakes</p> <p>Make links with home language</p> <p>Practicing with peers</p> <p>Positive mindset</p>	
<p>Slot 5: Les Viking</p> <p>KPIs:</p> <p>Describe my physical appearance and that of others with correct adjectival agreement and verb conjugation with some scaffolding</p> <p>Describe my daily routine</p>	<p>Ancient Britain</p> <p>Height, hair, eye colour</p> <p>Typical Viking day</p>	<p>Silent letters: Changes to 'd' and 't' on ends of words with introduction of 'e'</p> <p>Sound and spelling: EN / AN / GNE / Ç</p>	<p>Adjectival agreement</p> <p>High frequency regular and irregular verbs</p> <p>Conjunctions</p> <p>Possessive and reflexive verbs</p>	<p>Speak confidently (words, phrases sentences)</p> <p>Active listening</p> <p>Make educated guesses</p> <p>Experiment with bilingual dictionaries</p> <p>Actions, games and songs to aid consolidation</p> <p>Retrieval skills</p> <p>Take risks and learn from</p>	
<p>as a typical Viking man or woman with help of a word bank (including: conjunction, reflexive verb and correct pronouns)</p> <p>Start to decode more complex texts in French with some scaffolding</p>				<p>mistakes</p> <p>Make links with home language</p> <p>Practicing with peers</p> <p>Ask and answer Qs accurately with correct pronunciation</p> <p>Write simple extended sentences using a model</p> <p>Positive mindset</p>	

Assessment Example

Listening Exercise

Write the numbers that correspond to the 5 Olympic sports that Marc DOES.

(NB: Listen carefully as some sports are mentioned as sports Marc does NOT do!)



Speaking Exercise

Can you say any of the following in French?

rowing

diving

triathlon

I do archery.

I do not do fencing.

Reading Exercise

Can you read the passage in French below and then answer any of the questions in English?

Les Jeux antiques comprenaient la course à pied, le saut en longueur, le lancer du poids, le lancer du javelot, la boxe, le pancrace et l'équitation.

What is the French for 'ancient Olympic games'?

What is the French for 'boxing'?

What is the French for 'long jump'?

What is the French for 'throwing the javelin'?

What is the French for 'horse riding'?

Writing Exercise

Can you write any of the following 5 phrases in French?

athletics

cycling

swimming

I do horse riding.

I do not do boxing.



