

FRENCH : CURRICULUM OVERVIEW & SKILLS PROGRESSION 2021-2022



CURRICULUM OVERVIEW

National Curriculum Focus

Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Opportunities to count to ten say hello/ goodbye/ Hi/ Mr/ Mrs/ Miss how are you? and other useful phrases 	<ul style="list-style-type: none"> Numbers to 20, greetings, classroom instructions, basic phrases for self, colours sing songs listen to stories with known vocab Family, asking and answering questions in sentences about family members and their names. Numbers to 30, months, days. Answer qu. When is your birthday? Sing Songs listen to stories with known vocab Common Animals names Use colours to describe Ask and answer simple questions about animals in sentences. 	<ul style="list-style-type: none"> Counting in tens, numbers to 100 months, days, Parts of the body Describing people Sing songs Listen to stories with known vocab Food/ drink vocabulary Healthy eating questions Food and café conversations- role play Expressing opinions Sing song Listen to stories with known vocab Clothing, vocabulary Recap colours and increase vocab using adjectives. Fashion show Songs Listen to stories with known vocab 	<ul style="list-style-type: none"> Seasons Weather vocabulary Asking and answering questions in sentences Weather reports writing/ recording script Time School, classroom and lessons vocabulary Ask and answer questions in sentences. Giving opinions Use verbs, to have Create booklets for visit to France Questions to ask friends in French school Vocab when shopping in France Send introduction postcard to French school 	<ul style="list-style-type: none"> Writing letters/ emails/ postcards Send thank you Preston post card Send Christmas card Hobbies/ leisure time vocabulary Giving opinions Use verbs, to do, to play Send Easter card/letter Travel vocabulary, writing travel brochures, using adjectives and giving scaled opinions Writing letters /emails
National Curriculum Links	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 			

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| | <ul style="list-style-type: none"> • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing |
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Cultural Capital/Wider Experiences: During Year 5, children will make contact with new penfriends from France partner school through postcards and letters. At the beginning of Year 6, children will take part in a week-long residential visit to France. During the trip, we visit a French school; visit a range of French WW1 Battlefields and cemeteries; we also visit Belgium and participate in a ceremony at Ypres where we lay a wreath in respect.

Links to EYFS Educational Program for Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

SKILLS PROGRESSION

Year 3 and Year 4				
Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> ▪ Listen attentively and understand instructions. ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. ▪ Listen attentively and show understanding by joining in and responding. ▪ Listen for specific words and phrases. ▪ Listen for sounds rhyme and rhythm. ▪ Follow a short familiar text listening and reading at the same time. 	<ul style="list-style-type: none"> ▪ Speak with increasing confidence. ▪ Perform simple communicative tasks using single words, phrases and short sentences. ▪ Make links between some phonemes, rhymes and spellings, and read aloud familiar words. ▪ Recognise questions and negatives and politeness conventions. ▪ Ask and answer questions on several topics. ▪ Imitate pronunciation and intonation so that others can understand. ▪ Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> ▪ Respond to written language from a range of sources. ▪ Appreciate stories, songs and poems in the language. ▪ Recognise some familiar words in written form. ▪ Read and understand a range of familiar written phrases. ▪ Follow a short familiar text listening and reading at the same time. ▪ Make links between some phonemes, rhymes and spellings. ▪ Apply phonic knowledge of the foreign language in order to decode text. ▪ Read some familiar words and phrases aloud and pronounce them accurately. ▪ Begin to use a dictionary to look words up and find meaning. ▪ Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> ▪ Experiment with the writing of simple words. ▪ Write simple words and phrases using a model. ▪ Write some phrases from memory. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<ul style="list-style-type: none"> ▪ Nouns. ▪ Gender. ▪ Singular and plural forms. ▪ Definite and indefinite article. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy. ▪ Recognise different word classes e.g. nouns, verbs, adjectives. ▪ Personal pronouns I, you, it, they. ▪ Recognise and use high frequency verbs. ▪ Question words. ▪ Develop an awareness of the place of the adjective in the sentence. ▪ Develop an awareness of adjectival agreements. ▪ Simple adverbs of time (time phrases including O'clock) ▪ Develop an awareness of word order. ▪ Apply knowledge of language rules and conventions when building short sentences.

Year 5 and Year 6				
Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding. Listen for gist. Understand longer and more complex phrases / sentences. Pick out main details from a story, poem, song, conversation or passage. 	<ul style="list-style-type: none"> Speak with increasing fluency. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Prepare a short presentation on a familiar topic. Understand and express simple opinions. Initiate and sustain conversations and tell stories. Speak in sentences using familiar vocabulary, phrases and basic language structures. Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. Speak with increasing spontaneity. Use repair strategies to keep a conversation going. 	<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs. Broaden vocabulary. Develop strategies for understanding new words in familiar material including using a dictionary. Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> Write phrases from memory and adapt these to make new sentences. Express ideas clearly. to write words, short phrases and short sentences, using a reference. Be able to write at varying length, for different purposes and audiences. Write sentences on a range of topics using a model. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. 	<p>All above and:</p> <ul style="list-style-type: none"> Personal pronouns. I , you, he, she, it, we, they. Develop an awareness of verb patterns. Conjugate regular high frequency verbs. Conjugate some basic high frequency irregular verbs. Begin to use adjectival agreements with accuracy. Use of prepositions. À + definite article. De + definite article. Prepositions. Use a range of adverbs to make messages more interesting. Apply correct verb endings to write accurately. Verbal phrases – talk about yesterday or tomorrow in a simple way eg il y avait, había, eg gab.