

Margaret Wix Progression Ladder - French

Purpose of study (National Curriculum 2014)

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

	Year 3	Year 4	Year 5	Year 6
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. EG: '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. EG: 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. EG: 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. EG: A presentation or description of a typical school day including subjects, time and opinions
Phonics	The sounds CH, OU, ON and OI	The sounds IN, I, ILLE and IQUE as well as an introduction to	The sounds EAU, EUX, E, è and é .	The sounds QU, Ç, GNE, AN and EN .

Grammar	<p>To understand the concept of gender.</p> <p>To start to understand the concept of nouns and articles.</p> <p>To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p>	<p>To understand better the use of the possessives, first person and possibly other forms too.</p> <p>To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but".</p> <p>To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.</p>	<p>Consolidate the use of conjunctions / Connectives. Improving sentence structure and length by using conjunctions like "and" and "but".</p> <p>Consolidate the use of the negative form. How to change something from the positive into the negative.</p> <p>To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>	<p>To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY. Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.</p>
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Vocabulary

- Understand numbers 1-10
- Be familiar with the days of the week.
- Use simple greetings (e.g. saying hello and goodbye, saying how they are).
- Ask and answer simple questions about name and age.
- Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).
- Use simple adjectives (e.g. colours).
- Use some simple verbs in the first person "I" form (e.g. I am and I play).

- Understand numbers 1-100 (in multiples of 10)
 - Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)
- Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).
- Understand and use adjectives to describe people, places, things and themselves (e.g. family members, their age, nationality, where they live).
- Understand and use verbs in the first person "I" form

- Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).
- Be able to say the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31.
- Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).
- Understand and communicate simple descriptions (e.g. a person, a place, the weather).
- Be able to read/listen to longer passages of text and answer questions about the passage they have read.
 - Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they").

- Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).
 - Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.
 - Understand, express and be able to justify (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)
 - Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).
 - Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)
 - Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive.
 - Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)
 - Be able to read or listen to longer passages of text and answer more detailed questions.
 - Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode

				meaning and gist from more complex passages.
Intercultural understanding	<ul style="list-style-type: none"> • Recognising that different languages are spoken in the community/world. • To know that there are French speaking countries around the world • Showing awareness of the capital and identifying some key cultural landmarks. • Recognising cultural similarities and differences between customs and traditions in France and England • To know that in French there are formal and informal greetings and when it is appropriate to use each one. • To know some French playground games 	<ul style="list-style-type: none"> • Identifying and locating other countries in the world where French is spoken • Comparing geographical features and climates of different French-speaking countries • To know some similarities and differences between French and English schools • To know that the currency used in France is Euros and to recognise some of the notes and coins 	<ul style="list-style-type: none"> • To know that there are many countries where French is spoken in the world and be able to name some of these • To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system • To know some French festivals that happen throughout the year • To know some similarities and differences between French and English birthday celebrations 	<ul style="list-style-type: none"> • Learning about France's sporting culture and events • To know that the Tour de France is a world famous cycling race that takes place in France each year. <ul style="list-style-type: none"> • To know that pétanque is a popular French game sometimes known as boules • Asking question and making insightful commentary on cultural differences, including some understanding of stereotype