

**French Progression Document**

**Nursery- Year 6**

|                                |  |
|--------------------------------|--|
| <p>Early Learning Goals</p>    | <p>Pupils should be taught:<br/>At Chase Terrace we aim to expose children to different languages including French.</p>  |
| <p>KS1 National Curriculum</p> | <p>Pupils should be taught:<br/>At Chase Terrace we aim to introduce pupils to french greetings within context.</p>  |
| <p>KS2 National Curriculum</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-listen attentively to spoken language and show understanding by joining in and responding</li> <li>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>-engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>-speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>-develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>-present ideas and information orally to a range of audiences*</li> <li>-read carefully and show understanding of words, phrases and simple writing</li> <li>-appreciate stories, songs, poems and rhymes in the language</li> <li>-broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>-write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>-describe people, places, things and actions orally* and in writing</li> <li>-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> |



French Progression Map

| Listening   |  |  |   |
|---|--|--|---|
| EYFS  | KS1  | LKS2   | UKS2  |
| Can listen and begin to respond to simple French greetings. | <p>Understand simple French greetings and begin to respond appropriately.</p><br><p>Can recognise a French song/rhyme.</p> | <p>Understand verbal instructions in French.</p><br><p>Can use language detection skills to decode vocabulary.</p><br><p>Can listen to songs, joining in with songs and noticing sound patterns.</p><br><p>Can identify vowel sounds and combinations to predict key word patterns and spelling patterns. Summer 2</p> | <p>Can use prepositions to indicate the location of objects relative to something. Aut 1/2</p><br><p>Can listen and gist information from an extended text using language detective skills such as cognates.</p><br><p>Can recalling and performing an extended song or rhyme.</p><br><p>Recognising blends of sounds and selecting words to recognise common spelling patterns. SU 2 Cycle A</p> |

French Progression Map

| Reading and Writing |  |   |   |
|---------------------|--|---|---|
| EYFS                | KS1  | LKS2  | UKS2  |
|                     | <p>Can recognise common single word greetings and manners.</p> | <p>Can recognise some familiar words in written form and begin to discuss language detection strategies.</p> <p>Can read aloud some words from simple songs, stories and rhymes.</p> <p>An identifying and begin to use cognates and near cognates alongside other detective skills to understand information.</p> <p>Begin to develop dictionary skills to become familiar with format and layout of a bilingual dictionary.</p> <p>Can recall and write simple words from memory.</p> <p>Can make short phrases and sentences using word cards.</p> <p>Can use adjectives and some adapted phrases to describe an object or person.</p> | <p>Can make increasingly accurate attempts to read unfamiliar words and phrases.</p> <p>Can read short authentic texts for enjoyment.</p> <p>Can use contextual clues and cues to gist and make predictions about meanings.</p> <p>Can confidently use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. SU 2 Cycle A</p> <p>Can use existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Can construct a short text on a familiar topic.</p> <p>Can use a wide range of descriptive phrases.</p> |

French Progression Map

| Grammar |     |   |   |
|---------|-----|---|---|
| EYFS    | KS1 | LKS2  | UKS2  |
|         |     | <p>Know the genders (feminine/ masculine), definite and indefinite (un/une)articles that are used in the French language.</p> <p>Can recognise and begin to apply rules for placement and agreement of adjectives.</p> <p>Begin to understand that verbs have a pattern. Spring 2</p> <p>Can recognise and begin to use the negative form (ne and pas).</p> | <p>Can use the correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'.</p> <p>Understand how to apply the rules for adjectives and does so correctly when writing. Su 2 Cycle A</p> <p>Can recognise and apply verb endings for present regular 'er' verbs.<br/>Know some common irregular verbs, e.g. faire 'to make/do'.</p> <p>Can confidently use the negative form.</p> |

French Progression Map

**Intercultural Understanding**

| EYFS | KS1  | LKS2  | UKS2  |
|------|--|---|---|
|      | <p>Can show awareness of the capital and identifying some key cultural landmarks.</p> <p>Can recognise cultural similarities and differences between customs and traditions in France and England.</p> | <p>Can identify some French speaking countries and words used in Britain that are French.</p> <p>Understand there are formal and informal greetings in French and when each is appropriate.</p> | <p>Know different ways to travel to, from and around France. Aut1/2</p> <p>Can ask questions and make insightful commentary on cultural differences, including some understanding of stereotype. Su 2 Cycle A</p> |