



Languages Curriculum (French)

SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION

National Curriculum Requirements of Language at Key Stage 2 only

- Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
- The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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*
- 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
- 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.

The starred (*) content above will not be applicable to ancient languages.

Year 3 & 4	Listening and responding	Speaking	Reading and responding	Writing
	<p>Do they understand simple classroom commands, statements and questions?</p> <p>Do they understand short passages made up of familiar language?</p> <p>Do they understand instructions, messages and dialogues within short passages?</p> <ul style="list-style-type: none"> ❖ Can they identify and note the main points and give a personal response on a passage? 	<p>Can they answer with a single word or phrase?</p> <p>Can they give short and simple responses to what they see and hear?</p> <p>Can they name and describe people, places, and objects?</p> <p>Can they have a short conversation where they are saying 2-3 things?</p> <ul style="list-style-type: none"> ❖ Can they use short phrases to give a personal response? 	<p>Can they read and understand short texts using familiar language?</p> <p>Can they identify and note the main points and give a personal response?</p> <ul style="list-style-type: none"> ❖ Can they read independently? ❖ Can they use a bilingual dictionary or glossary to look up new words? 	<p>Can they label items?</p> <p>Can they choose the right words to complete a phrase?</p> <p>Can they choose the right words to complete short sentences? (on a familiar topic)</p> <ul style="list-style-type: none"> ❖ Can they say what they like and dislike? (about a familiar topic)
	<i>Spoken at near normal speed with no interference. May need short sections repeated.</i>	<i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions.</i>	<i>Describe some details and aspects of countries or communities where the language is spoken.</i>	<i>They write short phrases from memory and their spelling is readily understandable.</i>
Year 5 & 6	Listening and responding	Speaking	Reading and responding	Writing
	<p>Do they understand longer passages made up of familiar language in simple sentences?</p> <ul style="list-style-type: none"> ❖ Can they identify the main points and some details? 	<p>Can they hold a simple conversation with at least 3-4 exchanges?</p> <ul style="list-style-type: none"> ❖ Can they use their knowledge of grammar to adapt and substitute single words and phrases? ❖ Can the children be understood with little or no difficulty? ❖ Can the children give a short prepared talk? 	<p>Can they understand a short story or factual text and note some of the main points?</p> <ul style="list-style-type: none"> ❖ Can they use context to work out unfamiliar words? ❖ Can they read texts from various contexts, including present, past or future events? 	<p>Can they write a paragraph of about 3-4 simple sentences?</p> <p>Can they adapt and substitute individual words and set phrases?</p> <ul style="list-style-type: none"> ❖ Can they use a dictionary or glossary to check words they have learnt?
	<i>Spoken at near normal speed with no interference. May need some items to be repeated.</i>	<i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i>	<i>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</i>	<i>They will draw largely on memorised language.</i>

❖ Challenge objectives