

French Essential Knowledge: Progression Framework (KS2)



Listening- know how to listen and understand a spoken passage in French

From our **Vision:**

- We are not just a school - **we take learning to different places**
- We strive to deliver an **ambitious** curriculum
- We aim for our children to be safe, happy and **prepared for life in an ever-changing world.**

Our **Curriculum Drivers** enabling pupils to **flourish in French:**

- **Wellbeing**
 - Positive attitudes
 - Working together
 - Building our cultural capital
 - Respecting & valuing others and different cultures
- **Community**
 - Finding out about wider communities beyond our own
 - Using expertise outside the classroom
- **Adventure**
 - Curiosity about our world: asking questions & seeking answers
 - Taking learning outside the classroom & building

	Year 3 expected	Year 4 expected	Year 5 expected	Year 6 expected
	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- know how to speak French with appropriate phonetic pronunciation, responding to questions and engaging in conversation using familiar vocabulary and phrases			
	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- know how to read and understand words, phrases and simple sentences in French			
	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 & 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.

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<p>the knowledge & skills to do this</p> <ul style="list-style-type: none"> • Knowledge of the World/ Global Awareness - Building knowledge of the world through study of another language & country: French, France & other French-speaking countries - Understanding our place in the world. 	<p>Writing and Grammar– know how to write words and phrases from memory. Know how to spell some commonly used words.</p>			
<ul style="list-style-type: none"> • Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. • Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called... 	<ul style="list-style-type: none"> • 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. • Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'I have a brother' ...' or 'I do not have a brother' 	<ul style="list-style-type: none"> • 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. • Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. 	<ul style="list-style-type: none"> • 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 weekend activities, including, time and opinion. • Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: 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. EG: 'to go', 'to do', 'to have' and 'to be'. 	

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