

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

French Skills Progression							
Date		Review date				Subject Leader	
June 2021		September 2022				Dani Read	
<p>This document aims to give guidance on the progression of French skills and knowledge across the year groups. It is used to support planning and adapt learning. As children progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the five strands of MFL , some of which (eg grammar and speaking confidence) may be demonstrated across the curriculum.</p> <p>In French, like all other subjects, we recognize the importance of other methods and and pracles of teaching (pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.</p> <p>In French, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the French learning opportunities are as effective as possible and that pupils progress throughout the year and across the year groups during their French experiences in school.</p>							
Teaching Sequence in French		<ol style="list-style-type: none"> 1. Revisit and recap prior learning 2. Introduce new vocabulary/grammatical concepts through fun and interactive means 3. Opportunities to practice using new vocabulary/grammatical concepts through planned activities, group work, paired work etc 4. Complete written, oral, aural or reading activity 5. Summarise and share learning 					
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> Show understanding of a basic greeting/word such as 'bonjour' or 'merci' and begin to attempt a verbal or non-verbal response. Listen to and begin to attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases. 	<ul style="list-style-type: none"> Show understanding of a familiar spoken phrase, such as a simple classroom instruction and/or basic greeting, and begin to respond to them appropriately. Listen to and begin to attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases. 	<ul style="list-style-type: none"> Show understanding of a couple of familiar spoken phrases, such as simple classroom instructions or greetings, and respond to them appropriately. Listen to and attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases. 	<ul style="list-style-type: none"> Show understanding of a range of familiar spoken phrases, such as simple classroom instructions or greetings, and respond to them appropriately. Listen to and attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases. 	<ul style="list-style-type: none"> Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar situation or scenario. Listen to and accurately repeat particular phonemes such as in songs, rhymes or repetitive phrases and begin to make links to spellings Notice that French can contain different phonemes and that some similar sounds may be spelt differently to English. 	<ul style="list-style-type: none"> Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarizing in English the key points of what he/she has heard in French. Recognise and begin to identify different ways to spell key sounds, and select the correct spelling of a familiar spoken word. 	<ul style="list-style-type: none"> Gain an understanding of longer and more challenging texts on a range of topic areas, recognizing some details and opinions heard. Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.
Speaking	<ul style="list-style-type: none"> Be able to repeat a single word heard. Begin to attempt pronunciation that is recognisable as a French word. 	<ul style="list-style-type: none"> Be able to answer a simple question, for example about personal information. Be able to repeat a word/phrase heard. Begin to attempt accurate pronunciation when speaking. 	<ul style="list-style-type: none"> Ask and answer a simple question, for example about personal information. Be able to repeat sentences heard. Begin to attempt accurate pronunciation when speaking, particularly with more 'tricky' French sounds. 	<ul style="list-style-type: none"> Ask and answer simple questions, for example about personal information. Repeat sentences heard and make simple adaptations to them. Use mostly accurate pronunciation and speak clearly when addressing an audience. 	<ul style="list-style-type: none"> Ask and answer a range of questions on different topic areas. Use familiar sentences as models and make varied adaptations to create new sentences. 	<ul style="list-style-type: none"> Take part in conversations consisting of simple sentences and express simple opinions giving reasons. Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence types. 	<ul style="list-style-type: none"> Engage in longer conversations, consisting of more complex sentences (eg including subordinate clauses, negative structures etc) Create his/her own sentences using knowledge of basic sentence structure. Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

Reading		<ul style="list-style-type: none"> • Begin to recognise one or two familiar words in written form.. 	<ul style="list-style-type: none"> • Begin to recognise some familiar words and phrases in written form. • Begin to read some familiar words aloud using a reasonable attempt at accurate pronunciation. 	<ul style="list-style-type: none"> • Recognise some familiar words and phrases in written form. • Read some familiar words aloud using mostly accurate pronunciation. • Learn and remember new words encountered in reading. 	<ul style="list-style-type: none"> • Read a range of familiar written phrases and sentences, recognizing their meaning and reading them accurately. • Follow the written version of a text he/she is listening to • Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. 	<ul style="list-style-type: none"> • Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. • Use dictionaries/glossaries/word banks to extend vocabulary (nouns specifically) on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • Read aloud a short text containing unfamiliar words using accurate pronunciation. • Attempt to read a range of texts independently, using different strategies to make meaning. • Use vocabulary from reading different contexts and use dictionaries to find and understand a wide range of written words.
Writing			<ul style="list-style-type: none"> • Remember the initial sounds of single familiar words when writing. • Create a sentence using a word bank and a modelled example sentence. 	<ul style="list-style-type: none"> • Write some single words from memory. • Use simple adjectives (such as colours and sizes) to describe things in writing. • Create descriptive sentences using a word bank. 	<ul style="list-style-type: none"> • Write words and short phrases from memory. • Use a range of adjectives to describe things in more detail (such as describing someone's appearance). • Write descriptive sentences using a model but supplying some words from memory. 	<ul style="list-style-type: none"> • Write phrases and some simple sentences from memory and write a short text (such as an email) with support from a word/phrase bank. • Use a wide range of adjectives to describe people and things (nouns), and use different verbs to describe actions. • Write descriptive sentences using a model but supplying some words and phrases from memory. 	<ul style="list-style-type: none"> • Write a range of learned phrases and sentences from memory and be able to adapt them to write his/her own sentences on a similar topic. • Select appropriate adjectives to describe a range of things, people and places (nouns) and appropriate verbs to describe actions. • Begin to use some adverbs (from a word bank if needed) when writing descriptive sentences from memory.
Grammar			<ul style="list-style-type: none"> • Begin to recognise nouns • Begin to understand that French nouns have genders called 'masculine' and 'feminine'. 	<ul style="list-style-type: none"> • Recognise the main word classes (eg nouns, adjectives and verbs) • Understand that nouns will have different genders and can recognize clues to identify this, such as the difference in simple determiners (eg 'a' and 'the') • Have a basic understanding of the usual order of words in sentences in French. • Begin to recognize when conjunctions are used. 	<ul style="list-style-type: none"> • Recognise a wider range of word classes including pronouns and simple determiners, and use them appropriately. • Understand that adjectives may change form according to the noun they relate to, and select the appropriate form (including plural forms) • Recognise questions and negative sentences. • Recognise with confidence when conjunctions are used. 	<ul style="list-style-type: none"> • Know how to conjugate some high frequency verbs. • Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun (including plural forms). • Begin to adapt sentences to form negative sentences and begin to form questions • Use some basic conjunctions such as et/mais/parce que in his/her work. 	<ul style="list-style-type: none"> • Know how to conjugate a range of high frequency verbs, including a few irregular verbs such as être, avoir, faire, aller. • Understand how to use some adverbs in sentences (including 'intensifiers' such as un peu/assez/très/beaucoup de etc) • Use questions and negative sentences with relative confidence. • Use a range of conjunctions in his/her work to extend sentences and add complexity.