

Progression of Skills and Knowledge: Modern Foreign Languages (French)

1. These are the four skill strands that will each be developed through various units that are taught in the curriculum.



Alveley's French Curriculum

2. Next, we have our units of learning in our curriculum.

Each of these units contains the four skill strands, as explained above. This means that every unit of art gives pupils the chance to practise their **Speaking and pronunciation, Listening, Reading and Writing, and Grammar** skills.

French greetings with puppets
French adjectives for colour, size and shape
Playground games, numbers and age
In a French classroom
Food and drink
This is me
Pets, animals, colour and size
School days
Music – instruments and opinions
Shopping
Portraits – describing in French
Meet my French family
Clothes – getting dressed in France
French weather
French speaking world
Planning a French holiday
Birthday celebrations
In my French house
French sport and the Olympics
French verbs in a week
French transport
Visiting a town in France

Speaking and Pronunciation

National Curriculum Objective	Years 3 and 4	Years 5 and 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> -Asking and/or answering simple questions -Forming simple statements with information including the negative -Practising speaking with a partner -Recognising and answering simple questions which involve giving personal information -Beginning to form opinion phrases -Beginning to use conversational phrases for purposeful dialogue 	<ul style="list-style-type: none"> -Forming a question in order to ask for Information -Presenting factual information in extended sentences including justification -Developing extended sentences to justify a fact or opinion -Planning, asking and answering extended questions -Engaging in conversation and transactional language
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	<ul style="list-style-type: none"> -Using short phrases to give information -Beginning to adapt phrases from a rhyme/song -Using a model to form a spoken sentence -Speaking in full sentences using known vocabulary 	<ul style="list-style-type: none"> -Rehearsing and recycling extended sentences orally -Planning and presenting a short descriptive text -Planning and presenting a short text -Modifying, expressing and comparing opinions
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> -Repeating short phrases accurately, including liaison of final consonant before vowel -Listening and repeating key phonemes with care -Comparing sounds and spelling patterns with English -Listening and repeating further key phonemes with care 	<ul style="list-style-type: none"> -Using intonation and gesture to differentiate between statements and questions -Making realistic attempts at pronunciation of new, vocabulary -Listening and repeating key phonemes with care applying - pronunciation rules -Discussing strategies for remembering and applying pronunciation rules -Speaking and reading aloud with increasing confidence and fluency -Comparing and applying pronunciation rules or patterns from known vocabulary
Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> -Introducing self to a partner with simple phrases -Rehearsing and performing a short presentation 	<ul style="list-style-type: none"> -Adapting a story and retelling to the class -Giving a presentation drawing upon learning from a number of previous topics
Describe people, places and things and actions orally	<ul style="list-style-type: none"> -Recognising and using adjectives -Choosing appropriate adjectives from a wider range of adjectives 	<ul style="list-style-type: none"> -Using adjectives with correct placement and agreement -Recognising and using a wide range of descriptive phrases

Listening

National Curriculum Objective	Years 3 and 4	Years 5 and 6
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<ul style="list-style-type: none"> -Listening and responding to single words and short phrases -Following verbal instructions in French -Responding to objects or images with a phrase or other verbal response -Identifying items by colour and other adjectives -Listening and selecting information -Using language detective skills to decode vocabulary 	<ul style="list-style-type: none"> -Listening and gisting information from an extended text using language detective skills such as cognates -Listening and following the sequence of a story, song or text including some unfamiliar language -Using prepositions to indicate the location of objects relative to something -Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school -Recognising present and near future tense sentences (using aller + infinitive)
<p>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</p>	<ul style="list-style-type: none"> -Listening and identifying key words in rhymes and songs and joining in -Beginning to identify vowel sounds and combinations -Listening and noticing rhyming words -Listening to songs, joining in with songs and noticing sound patterns -Noticing and beginning to predict key word patterns and spelling patterns 	<ul style="list-style-type: none"> -Matching unknown written words to new spoken words -Recognising blends of sounds and selecting words to recognise common spelling patterns -Recalling and performing an extended song or rhyme -Listening to stories, songs or texts in French

Reading and Writing

National Curriculum Objective	Years 3 and 4	Years 5 and 6
Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> -Recognising some familiar words in written form -Noticing and discussing cognates and beginning to identify language detective strategies 	<ul style="list-style-type: none"> -Recognising features of different text types -Using a range of language detective strategies to decode new vocabulary including context and text type -Making increasingly accurate attempts to read unfamiliar words and phrases -Reading and using language detective skills to assess meaning including sentence structure
Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> -Reading aloud some words from simple songs, stories and rhymes -Following a short text or rhyme, listening and reading at the same time 	<ul style="list-style-type: none"> -Reading and adapting a range of different format short texts -Reading and responding to an extract from a story, an e-mail message or song -Reading short authentic texts for enjoyment or information
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> -Beginning to develop dictionary skills -Identifying cognates and near cognates -Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words -Using cognates and near cognates along with other detective skills to gist information 	<ul style="list-style-type: none"> -Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words -Using contextual clues and cues to gist and make predictions about meanings -Gisting information from an extended text -Using a bilingual dictionary to select alternative vocabulary for sentence building
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	<ul style="list-style-type: none"> -Recalling and writing simple words from memory -Selecting and writing short words and phrases 	<ul style="list-style-type: none"> -Using existing knowledge of vocabulary and phrases to create new sentences -Completing a gapped text with key words/phrases -Choosing words, phrases and sentences and writing as a text or captions
Use familiar vocabulary in phrases and simple writing.	<ul style="list-style-type: none"> -Experimenting with simple writing, copying with accuracy -Making short phrases or sentences using word cards 	<ul style="list-style-type: none"> -Writing a short text using word and phrase cards to model or scaffold -Constructing a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	<ul style="list-style-type: none"> -Recognising and using adjectives of colour and size -Using adapted phrases to describe an object or person 	<ul style="list-style-type: none"> -Using different adjectives, with correct positioning and agreement -Using language of metaphor and comparison -Using a wide range of descriptive phrases -Recognising and using verbs in different tenses

Grammar

National Curriculum Objective	Years 3 and 4	Years 5 and 6
<p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neutral forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these to build sentences and how these differ from or are similar to English.</p>	<ul style="list-style-type: none"> - Beginning to recognise gender of nouns, definite and indefinite article - Identifying plurals of nouns - Recognising adjectives and placement relative to the noun - Beginning to understand that verbs have patterns - Noticing the negative form - Beginning to use prepositions - Using indefinite article in the plural form - Recognising and using possessive adjective 'my' and pronouns he/she/it - Recognising and beginning to apply rules for placement and agreement of adjectives - Recognising and using the negative form - Using prepositions - Making comparisons of word order in French and English 	<ul style="list-style-type: none"> - Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' - Applying placement and agreement rules for adjectives - Recognising and applying verb endings for present regular 'er' verbs - Exploring verbs in infinitive form - Learning and using some high frequency irregular verbs e.g. to have, to be, to go - Using comparative language - Accurately applying placement and agreement rules for adjectives - Recognising and beginning to form some verbs in near future tense using aller - Recognising and applying verb endings for present regular 'er' verbs - Learning and using some common irregular verbs, e.g. faire 'to make/do' - Understanding how word order differs between French and English - Identifying word classes within a sentence