

St. Mary's French Skills Progression document

At St Mary's,

Our School follows the Language Angles Scheme throughout Key-stage 2 and teaches French as the Modern Foreign Language element of the GSM curriculum.

Each lesson is supported by a fully interactive session that also provides pronunciation guidance so that even the non-confident speakers are fully supported. Differentiated desk based activities are suggested, alongside a plethora of songs, rhymes and drama opportunities that mean that the children can access this curriculum in many different ways.

We aim to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The four key language learning skills; listening, speaking, reading and writing are taught and all necessary grammar is covered in an age-appropriate way. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.

Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

	Yr 3	Yr 4	Yr 5	Yr 6
Listening	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	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	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 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.

Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	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.	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	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 a typical school day including subjects, time and opinions.
Grammar overview	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...	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: 'In my pencil case I have...' or 'In my pencil case I do not have...'	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'.	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'.
Revised Grammar		<ul style="list-style-type: none"> • Understand better the concept of gender. • Have better knowledge and recall of 1st person singular of high frequency verbs. 	<ul style="list-style-type: none"> • Understand better the concept of gender. • Have better knowledge and recall of 1st person singular of high frequency verbs. • Understand better the use of the possessive. • Understand better the concept of adjectives. • Understand better the use of the negative form. 	<ul style="list-style-type: none"> • Understand better the concept of gender. • Have better knowledge and recall of 1st person singular of high frequency verbs. • Understand better the use of the possessive. • Understand better the concept of adjectives. • Understand better the use of the negative form. • Conjunctions / Connectives. • Introduce the concept of whole regular verb conjugation.
New Grammar	Understand better the concept of gender.	• Understand better the use of the possessive.	• Conjunctions / Connectives.	• Opinions

	<ul style="list-style-type: none">• Have better knowledge and recall of 1st person singular of high frequency verbs.	<ul style="list-style-type: none">• Understand better the concept of adjectives.• Understand better the use of the negative form.	<ul style="list-style-type: none">• Introduce the concept of whole regular verb conjugation.	<ul style="list-style-type: none">• Introduce the concept of whole irregular verb conjugation.
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