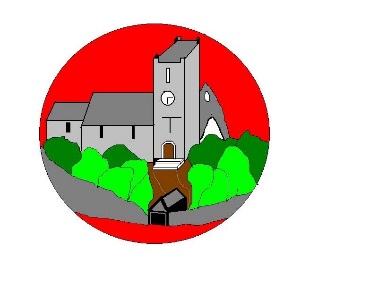
** Ebchester CE Primary School**

***Progression of Learning – French KS2***

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| **By the end of KS2** | | |  |
|  | **Breadth of Study** | **Knowledge and Skills – Lower KS2** | **Knowledge and Skills – Upper KS2** |
| **Speaking and Listening** | Listen attentively to spoken language and show understanding by joining in and responding.  Appreciate stories, songs, poems and rhymes in the language.  Explore the patterns and sounds of language through songs and rhymes.  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.  Describe people, places, things and actions orally. | **By the end of Year 4, pupils will be able to:**   * Listen and show understanding of single words through physical or spoken response. * Understand and respond to greetings. * Understand and respond to classroom instructions. * Identify Paris landmarks. * Join in with actions to familiar songs, stories and rhymes. * Listen and identify rhyming words and sounds in songs and rhymes. * Recognise a familiar question and respond with a simple, rehearsed response. * Ask a question using c’est. * Use rising intonation to create or recognise a spoken question. * Ask spoken questions using a range of question words and create simple spoken responses. * Create a compound spoken sentence using a conjunction to link. * Read aloud the text of familiar rhymes, stories or songs. * Read aloud simple sentences from a speaking frame. | **By the end of Year 6, pupils will be able to:**   * Tell and understand the time on the hour, the half hour, the quarter hour. * Understand and use the numbers 0-60. * Understand and use a range of questions, being able to use tone of voice and question words. * Use speaking frames to create simple, compound and complex sentences. * Know that there is a formal and informal register of speech in French and recognise examples of each. * Be able to recognise and ask spoken questions using a question tag. * Create compound spoken sentences using a relative pronoun. |
| **Reading and Writing** | Read carefully and show understanding of words, phrases and simple writing.  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  Describe people, places, things and actions in writing. | **By the end of Year 4, pupils will be able to:**   * Read and show understanding of familiar single words and phrases. * Write and say simple familiar words to describe people, places, things and actions using a model. * Use images or writing frames to ask and answer questions, and to create sentences. * Write single familiar words from memory with understandable accuracy. * Use question words and punctuation to create and recognise a question in written form. * Create simple written sentences. * Create a compound written sentence using a conjunction to link. | **By the end of Year 6, pupils will be able to:**   * Create complex written sentences using a subordinating conjunction. * Use writing frames to create simple, compound and complex sentences. * Be familiar with a simple letter format. * Create compound written sentences using a relative pronoun (qui). * Know how to write the date, including details of syntax, capital letters and punctuation. * Know a range of conventions for writing the date in numerical format. |
| **Grammar** | Understand basic language structures. | **By the end of Year 4, pupils will be able to:**   * Give a definition and example of:   + A noun.   + A verb.   + An adverb.   + A conjunction.   + An adjective.   + A cognate. * Use a fronted adverbial to open a sentence. * Know the 4 definite articles: le, la, l’, les. * Know that no. is used as a number label in French and in English. * Know how to form the plural of a noun and its determiner. * Know some plural verb forms. * Use a numeral as a determiner. * Know that in French, nouns have a grammatical gender, masculine and feminine. * Understand how the adjective is placed in French and in English. * Know that the adjective must agree with the noun it qualifies and how to modify them for a feminine noun. | **By the end of Year 6, pupils will be able to:**   * Give a definition and example of:   + An adverb of time.   + An adverb of place.   + A coordinating conjunction.   + A subordinating conjunction.   + A preposition.   + A pronoun. * Know that some adjectives precede the noun, and that others follow it. * Understand and use the terms:   + Main clause/subordinate clause.   + Simple/compound/complex sentence.   + Cognate.   + False Friend.   + Compound word.   + Ordinal number.   + Definite/indefinite article.   + Infinitive. * Recognise some possessive adjectives. * Know how nouns and adjectives agree by gender and number. * Know that the relative pronoun ‘qui’ can join 2 clauses to make a compound sentence. * Use the future proche: aller + infinitive. |
| **Pronunciation and Spelling** | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **By the end of Year 4, pupils will be able to:**   * Say some alphabet letters. * Know that personal names and place names begin with a capital letter. * Spell ‘Paris’ and ‘Nounours’. * Know that the *acute accent* appears only over the letter e (é). * Know that the *acute accent* (é) changes the sound of the letter. * Pronounce the phoneme ‘œ’ as in un. * Pronounce the ‘y’ as ee. * Know that the final consonant in a word is almost always silent e.g. Paris. * Understand the concept of liaison. * Understand the concept of elision. * Know that an apostrophe is used in writing when elision occurs. * Apply knowledge of liaison and elision when reading aloud. * Notice the *grave accent* in some words (où). * Pronounce the phoneme represented by the grapheme ‘oi’ as in poisson, bois, trois. | **By the end of Year 6, pupils will be able to:**   * Know how to pronounce the phoneme represented by the diagraph ‘qu’ in both French and English. * Show deeper understanding of the concepts of liaison and elision in speaking and writing. * Notice the *circumflex accent* in words (^). * Know how the pronunciation and spelling of adjective can change when it agrees with a feminine noun. * Know that a capital letter is not given to days of the week in French. * Notice the *cedilla* (*ç)* in words and know how to write it and pronounce it. * Know that the *circumflex accent* can be used over any vowel. * Recognise the œ ligature and be able to write it correctly. * Know that a capital letter is not given to months of the year in French. |
| **Dictionary Skills** | Broaden their vocabulary and develop their ability to understand new words through using a dictionary. | **By the end of Year 4, pupils will be able to:**   * Know what a bilingual dictionary is. * Know what a headword is. * Know that headwords appear in alphabetical order. * Locate headwords. | **By the end of Year 6, pupils will be able to:**   * Apply key terminology when using a dictionary: bilingual, headword, entry, type of word translation. * Use a bilingual dictionary efficiently and effectively. * Know that the French and English alphabets are identical in appearance and have 26 letters. |
| **Language Learning Skills** |  | **By the end of Year 4, pupils will be able to:**   * Listen carefully and try to copy pronunciation. * Identify and use strategies for memorising new vocabulary\* * Use a speaking frame to create spoken sentences with accurate syntax. * Use a writing frame to create written sentences with accurate spelling, syntax and punctuation. | **By the end of Year 6, pupils will be able to:**   * Use strategies for memorising and recalling vocabulary. * Use vocabulary lists to learn and memorise new vocabulary. |

\*e.g. say ten times under breath, practice with a partner, gradually cover a sentence till you can read it from memory, link words with similar English words etc.