

Progression of skills in Modern Foreign Language (French) KS2

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Speaking | <p>Pupils start to speak in the foreign language and work on building up their memory skills. They repeat and then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term.</p> <p>Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. We begin to move from single words to short, simple phrases.</p> <p>Pupils are exposed to key spoken everyday useful and relevant language. Key salutations along with basic phrases and replies.</p> <p>Pupils engage in short, simple</p> | <p>Pupils build up a larger bank of spoken vocabulary (approx. 8 to 10 per lesson) Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles.</p> <p>We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. They will also create longer spoken sentences using first person verb conjugations.</p> <p>Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language.</p> | <p>Pupils' memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p> <p>Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else).</p> <p>Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons.</p> | <p>Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated.</p> <p>Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning.</p> <p>Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the new language taught.</p> |

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| | <p>spoken tasks using supported short conversation scaffolds and role play activities.</p> <p>They learn to both ask and answer a variety of simple key questions in the target language.</p> <p>Pupils explore, understand and mimic the patterns of sound and language by repeating a variety of songs and raps.</p> | <p>Pupils engage in longer conversations asking and answering questions using accurate pronunciation within the framework of a topic; this can be in role play activities or carrying out class surveys.</p> <p>Pupils start to be able to give a simple positive and/or negative opinion in spoken form.</p> <p>Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and recalling from memory songs and raps.</p> | <p>Pupils learn to keep a conversation going for longer by asking more probing questions requiring longer and/or different answers. They present information orally to an audience.</p> <p>Pupils are able to express their opinion in a variety of topics.</p> <p>Pupils use intonation and specific pronunciation rules such as liaison to produce authentic and accurate pronunciation.</p> | <p>Pupils engage in longer conversations on a much wider range of topics. They are able to accurately and easily use transferable language along with the new vocabulary they learn. They are able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately.</p> <p>Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion.</p> <p>They attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.</p> |
| Listening | <p>Pupils listen attentively to spoken language. They show understanding by responding orally or by selecting the correct object or image. They are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with.</p> <p>Pupils listen to short, familiar stories and songs in the foreign language. They will be completing story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.</p> | <p>They begin to understand very short passages of spoken language, based on taught language with more new language weaved in.</p> <p>Pupils are taught to appreciate familiar stories and songs in the foreign language. They complete listening tasks which include previously taught language as well as the target vocabulary.</p> | <p>Pupils now learn to listen for longer periods of time. They are expected to use and understand better what they hear to complete the tasks set.</p> <p>Pupils are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language.</p> | <p>Pupils are taught to understand longer, more complex passages of spoken language that are based on taught language with much more new and unfamiliar language weaved in. They are expected to use their skills to "gist" when listening to unknown language to complete the tasks set.</p> <p>Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete more complex listening tasks which include some unfamiliar vocabulary.</p> |

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| <p>Reading</p> | <p>Pupils learn to gist read by looking at images, “hunting” for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches.</p> <p>Pupils learn to identify cognates (words that are similar in English or in their home language and the foreign language) and start to learn how to decode written text they are presented with by identifying common letter strings and sounds.</p> | <p>Pupils move on to reading short passages of text using accurate pronunciation and intonation and complete reading comprehension tasks based on the topics they are studying.</p> <p>They can apply phonic knowledge to support reading.</p> <p>Pupils learn how to decode passages of text they are presented with by finding the language they are familiar with. They develop and progress their reading ability and skills through well known stories.</p> | <p>Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language, including non-fiction and cross-curricular topics. They are exposed to a wider range of language and more challenging reading exercises.</p> <p>Pupils apply their knowledge to decode and understand language they are less familiar with and learn to use a dictionary to understand language that is new to them.</p> | <p>Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and cover a wider range of themes.</p> <p>Pupils are becoming more confident in their ability to decode text they read and using a dictionary for language they are less familiar with if necessary. They are able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning. Learning and progression in reading is evidenced by pupils being able to complete reading tasks containing more complicated and, at times, unknown/unseen language from other themes and topics.</p> |
| <p>Writing</p> | <p>Pupils start to develop their writing skills by filling in missing letters with relative accuracy. They may attempt to spell and write some simple words and vocabulary from memory.</p> <p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity - using a model and a word bank.</p> | <p>Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p> <p>Pupils learn to write about themselves in more detail using full sentences. They also learn how to write positive and negative statements.</p> <p>With support, pupils create written sentences using 1st and 3rd person singular form.</p> | <p>Pupils are now able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary previously taught. Sentences will include the correct use of nouns, articles, adjectives of colour and verbs.</p> <p>Pupils recycle previous knowledge and build on this using new vocabulary. They are expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate</p> | <p>Pupils will now be able to write longer passages of foreign language text including nouns, articles, verbs, adjectives and conjunctions. They create and write their sentences with the aid of word banks and are expected to spell some words from memory.</p> <p>Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person</p> |

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| | <p>Pupils learn to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.</p> | <p>Pupils translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language.</p> | <p>adjectival agreement.</p> <p>Pupils are taught how to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. They are also encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.</p> | <p>format) incorporating a greater variety of verbs (both regular and irregular). They are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy.</p> <p>Pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.</p> |
| <p>Grammar</p> | <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly.</p> <p>Recall 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p> | <p>Say how to make the plural form of nouns.</p> <p>Recognise and use the first person possessive adjectives</p> <p>Use a simple negative form.</p> <p>Improve sentence structure and length by learning to use simple conjunctions like “and” and “but”.</p> <p>Learn how to change a statement from the positive into the negative.</p> | <p>Understand that adjectives change depending on the gender and plurality of the noun and that their position in a sentence can differ from that in English.</p> <p>Introduce the concept of whole regular verb conjugation.</p> <p>Demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement.</p> | <p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>Name and use a range of conjunctions to create compound sentences.</p> <p>Use some adverbs.</p> <p>Explain and use elision.</p> <p>Recognise and use a range of prepositions.</p> <p>Use the third person plural of a few high frequency verbs in the present tense.</p> <p>Name all subject pronouns and follow a pattern to conjugate a regular verb and some high frequency irregular verbs in the present tense.</p> |