

St Columb Minor Academy Disciplinary knowledge progression EYFS/KS1/KS2

French

Overarching Concept: Language Detective Skills

(the language learning skills used in every lesson to develop the other concepts)

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
Concept 1: Speaking and Pronunciation							
<p>To show understanding of spoken language by responding and joining in</p> <p>To ask and answer questions.</p> <p>To engage in basic conversations.</p>	<p>Asking and/or answering simple questions</p> <p>Forming simple statements with information including the negative</p> <p>Practising speaking with a partner</p> <p>Using short phrases to give information</p> <p>Beginning to adapt phrases from a rhyme/song</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p>Listening and repeating key phonemes with care</p> <p>Introducing self to a partner with simple phrases</p> <p>Recognising and using adjectives</p>		<p>Recognising and answering simple questions which involve giving personal information</p> <p>Beginning to form opinion phrases</p> <p>Beginning to use conversational phrases for purposeful dialogue</p> <p>Using a model to form a spoken sentence</p> <p>Speaking in full sentences using known vocabulary</p> <p>Comparing sounds and spelling patterns with English</p> <p>Listening and repeating further key phonemes with care</p> <p>Rehearsing and performing a</p>		<p>Forming a question in order to ask for information</p> <p>Presenting factual information in extended sentences including justification</p> <p>Rehearsing and recycling extended sentences orally</p> <p>Planning and presenting a short descriptive text</p> <p>Using intonation and gesture to differentiate between statements and questions</p> <p>Making realistic attempts at pronunciation of new, vocabulary</p> <p>Listening and repeating key phonemes with care applying</p>		<p>Developing extended sentences to justify a fact or opinion</p> <p>Planning, asking and answering extended questions</p> <p>Engaging in conversation and transactional language</p> <p>Planning and presenting a short text</p> <p>Modifying, expressing and comparing opinions</p> <p>Discussing strategies for remembering and applying pronunciation rules</p> <p>Speaking and reading aloud with increasing confidence and fluency</p> <p>Comparing and applying pronunciation rules or</p>

		<p>short presentation</p> <p>Choosing appropriate adjectives from a wider range of adjectives</p>	<p>pronunciation rules</p> <p>Adapting a story and retelling to the class</p> <p>Using adjectives with correct placement and agreement</p>	<p>patterns from known vocabulary</p> <p>Conducting a survey with a partner, giving information and justifying opinions</p> <p>Recognising and using a wide range of descriptive phrases</p>
Concept 2: Listening				
<p>To listen attentively to spoken language</p>	<p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p> <p>Responding to objects or images with a phrase or other verbal response</p> <p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>	<p>Identifying items by colour and other adjectives</p> <p>Listening and selecting information</p> <p>Using language detective skills to decode vocabulary</p> <p>Listening to songs, joining in with songs and noticing sound patterns</p> <p>Noticing and beginning to predict key word patterns and spelling patterns</p>	<p>Listening and gist information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p> <p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>	<p>Using prepositions to indicate the location of objects relative to something</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</p> <p>Recognising present and near future tense sentences (using aller + infinitive)</p> <p>Recalling and performing an extended song or rhyme</p> <p>Listening to stories, songs or texts in French</p>

Concept 3: Reading and Writing				
	<p>Recognising some familiar words in written form</p> <p>Reading aloud some words from simple songs, stories and rhymes</p> <p>Beginning to develop dictionary skills</p> <p>Identifying cognates and near cognates</p> <p>Recalling and writing simple words from memory</p> <p>Experimenting with simple writing, copying with accuracy</p> <p>Recognising and using adjectives of colour and size</p>	<p>Noticing and discussing cognates and beginning to identify language detective strategies</p> <p>Following a short text or rhyme, listening and reading at the same time</p> <p>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</p> <p>Using cognates and near cognates along with other detective skills to gist information</p> <p>Selecting and writing short words and phrases</p> <p>Making short phrases or sentences using word cards</p> <p>Using adapted phrases to describe an</p>	<p>Recognising features of different text types</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type</p> <p>Reading and adapting a range of different format short texts</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Using contextual clues and cues to gist and make predictions about meanings</p> <p>Gisting information from an extended text</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences</p>	<p>Making increasingly accurate attempts to read unfamiliar words and phrases</p> <p>Reading and using language detective skills to assess meaning including sentence structure</p> <p>Reading and responding to an extract from a story, an e-mail message or song</p> <p>Reading short authentic texts for enjoyment or information</p> <p>Using a bilingual dictionary to select alternative vocabulary for sentence building</p> <p>Choosing words, phrases and sentences and writing as a text or captions</p> <p>Constructing a short text on a familiar topic</p>

		object or person	<p>Completing a gapped text with key words/phrases</p> <p>Writing a short text using word and phrase cards to model or scaffold</p> <p>Using different adjectives, with correct positioning and agreement</p> <p>Using language of metaphor and comparison</p>	<p>Using a wide range of descriptive phrases</p> <p>Recognising and using verbs in different tenses</p>
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Concept 4: Grammar

	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions</p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using 'aller'</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. 'to make'</p>
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		of word order in French and English	Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go Using comparative language	Understanding how word order differs between French and English Identifying word classes within a sentence
Concept 5: Intercultural Understanding				
<p>Recognising in France they speak a different language (French) to the UK</p> <p>Showing awareness of the capital and identifying some key cultural landmarks</p> <p>Recognising similarities and differences between lifestyles and traditions in France and England</p>	<p>Recognising that different languages are spoken in the community/world</p> <p>Showing awareness of the capital and identifying some key cultural landmarks</p> <p>Recognising cultural similarities and differences between customs and traditions in France and England</p>	<p>Comparing schools and celebrations between France and the UK</p> <p>Comparing shops and high streets of France and UK</p> <p>Recognising and using the Euro currency Identifying some French-speaking countries</p>	<p>Identifying and locating other countries in the world where French is spoken</p> <p>Comparing geographical features and climates of different French-speaking countries</p>	<p>Learning about France's sporting culture and events</p> <p>Asking question and making insightful commentary on cultural differences, including some understanding of stereotype</p>

National Curriculum Guidance
(border of image matches colour in columns
above):

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 simple writing).

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Present ideas and information orally to a range of audiences.

Use familiar vocabulary in phrases and simple writing.

Describe people, places and things and actions orally and in writing.

Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter 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.

Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.