

**Woburn Lower School**

**French Progression Map**

At Woburn Lower School we are fortunate to be able to organise our classes into three Key Stages – EYFS, Key Stage 1 and Key Stage 2.

There are many benefits to having the continuity of one teacher across each Key Stage: the teachers in KS1 and KS2 can spend two years getting to know the children and adapting work to their individual levels of understanding. Children from different year groups can work together, sometimes, for example, with higher level children working at the next year’s level, and sometimes with the next year’s children consolidating their knowledge by ‘teaching’ the lower year group, This is particularly effective for boosting the confidence of lower ability children. Our topics are planned on a two year rolling – programme in order to ensure that there is no duplication or missing of key elements.

Because of this organisation of our classes our progress map for French has been written as Key Stages rather than year groups.

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| **Skills and Knowledge** | **Example contexts and language** | | **Arriving in next year group able to …..** | |
| **Early Years** | | | | |
| **Listening** | | | | |
| Listen and respond to a selection of familiar spoken words and a few simple rehearsed phrases | Use movement in response to 5 classroom instructions (ecoutez, regardez, repetez, levez-vous, asseyez-vous)  Use gesture to identify specific words and short phrases  Recognise 2-3 rehearsed questions  Recognise numbers 1-10 in sequence | | Follow 5 basic classroom instructions  Enjoy listening to songs and stories  Recognise numbers to 1-10 in sequence | |
| **Speaking** | | | | |
| Communicate with others using a few simple, rehearsed words  Chorus new sounds to help develop accurate pronunciation and intonation | Say yes, no, hello, goodbye, please, thankyou, happy birthday  Say numbers 1-10 in sequence  Answer 2-3 simple questions with a short rehearsed response (eg: name, age, hometown)  Play games in the target language  Chorus words, repeat modelled words (a few fruits, animals, modes of transport, colours)  Imitate sounds | | Answer a limited number of questions such as name and age which they have practised weekly  Pronounce practised single words with good pronunciation and intonation  Count to 10 | |
| **Stories, songs and rhymes** | | | | |
| Join in with actions to accompany rehearsed songs, stories and rhymes | | Listen and begin to understand a few specific familiar words in songs and stories  Perform finger rhymes  Perform actions to a small selection of familiar songs and stories  Compare French and English traditional stories | | Listen to a familiar song and perform the actions with confidence  Enjoy listening to songs and stories |
| **Intercultural Understanding** | | | | |
| Start to show awareness of cultural diversity | | Identify France as a country where French is spoken  Discuss transport to France  Discuss what other languages are spoken by children in the class  Handle euros  Discuss and take part in a few French traditions | | Name 1 or 2 languages other than English  Identify France as the country where French is spoken  Name 2 or 3 traditions |
| **Key Stage 1** | | | | |
| **Listening** | | | | |
| Listen and respond to familiar spoken words and a selection of phrases | | Use movement in response to simple classroom instructions  Draw a picture to show understanding of familiar words  Use gesture, hold up a picture to identify specific words when listening to songs and simple stories  Begin to join in the chorus when listening to a song  Recognise numbers 1-16 and begin to understand numbers from 17-20 | | Follow simple classroom instructions  Enjoy listening to songs and stories  Listen carefully and identify a few familiar words in songs and simple stories  Recognise numbers to 16 with confidence and begin to understand numbers 17-20 |
| **Speaking** | | | | |
| Communicate with others using simple, rehearsed words and short phrases  Explore the patterns and sounds of language to help develop accurate procunciation and intonation | | Say how they are and where they live with confidence  Ask and answer two simple questions about self (name and age)  Express likes in a basic manner using ‘j’aime..’  Chorus new sounds and words to develop accurate pronunciation | | Answer questions which they have practised regularly on a limited range of topics (eg: colour, foods)  Understand that making accurate sounds in another language means they will have to make different mouth movements  Say familiar rehearsed language with reasonably accurate pronunciations |
| **Reading** | | | | |
| Recognise and understand some familiar written words | | Read and understand a few familiar nouns and a few adjectives  Read aloud some single words when modelled by the teacher  Match a picture to a noun | | Decipher some familiar words and five their meaning in English  Read aloud, as a class or group, single words displayed on the board |
| **Writing** | | | | |
| Write a few simple familiar words using a model | | Label a picture using a model  Copy a few familiar words | | Copy familiar words |
| **Intercultural understanding** | | | | |
| Show some awareness of cultural diversity | | Discuss similarities and differences between French and British celebrations  Learn about the traditions of ‘La fete des rois’ and ‘la petite souris’  Learn traditional French songs | | Name a few French traditions and customs  Sing some traditional French songs |
| **Year 3** | | | | |
| **Listening** | | | | |
| Listen and respond to a range of familiar spoken words and phrases | | Use movement in response to a range of classroom instructions  Listen to a simple sentence using familiar vocabulary and answer a question in English  Pick out familiar words and rhyming words in songs, stores and rhymes  Join in the chorus when listening to a song  Recognise numbers 1-20 and start to understand numbers 20-31 | | Follow a range of simple classroom instructions  Listen carefully and identify familiar words in songs and simple stories  Enjoy listening to songs, poems and stories  Recognise numbers to 20 with confidence and know own birthday date in French |
| **Speaking** | | | | |
| Communicate with others using simple, rehearsed words, phrases and a few short sentences  Explore the patterns and sounds of language to help develop accurate pronunciation and intonation | | Describe people, animals, thinks in a basic way  Ask and answer a few simple questions about self (ie: name, age, hometown and birthday)  Express simple likes and start to express dislikes ie: j’aime/je n’aime pas …  Adapt intonation to ask questions  Accurately pronounce familiar words containing specific sounds/phonemes when modelled ie: ‘ou’ ‘eu’ ‘oi’ | | Recall simple vocabulary such as colours, foods, days of the week  Ask and answer questions on a limited range of topics such as age and date of their birthday, which they have practised regularly  Express likes and begin to express dislikes  Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements  Pronounce familiar language with good pronunciation and intonation |
| **Reading** | | | | |
| Recognise and understand some familiar written words and phrases  Show awareness of sound-spelling link | | Read and understand familiar nouns (ie: parts of the body, animals), simple adjectives ( size, colour) and a few high frequency verbs (ie: I like…)  Read aloud familiar words and short phrases from stories, songs and rhymes  Use knowledge of certain letter strings (ie: ‘ou’ ‘eu’ ‘oi’ to support reading | | Identify familiar words in a short text ie: the chorus of a song or a familiar story and give their meaning in English  Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board  Read aloud and understand a basic conversation with a partner that uses familiar language |
| **Writing** | | | | |
| Write some familiar words, simple phrases and short sentences using a model  Write a few simple familiar words from memory  Apply phonic knowledge to support writing | | Write one or two simple sentences, using a model  Complete a simple gapped text such as an invitation or passport  Write a simple descri0ption using a model  Use knowledge of certain letter strings ie: ‘ou’ ‘eu’ ‘oi’ to assist writing | | Complete a simple gapped text by adding three or four familiar words  Write a couple of sentences on a familiar topic using a writing frame and word bank  Begin to write a few familiar words from memory  Experiment with writing new words |
| **Grammar** | | | | |
| Understand some basic grammar appropriate to the language being studied:  Begin to recognise the gender of faimiliar singular nouns  Show awareness of the position of the colour adjective  Show awareness of the first and second person singular subject pronouns  Use the negative form ie: je n’aime pas … | | Match the correct definite article to a series of familiar nouns ie: fruits, parts of the head, with increasing accuracy  Use picture cards to build phrases to show the position of the colour adjective ie: un lapin blanc  Begin to understand how the negative is formed in the new language ie: je n’aime pas le chocolat | | Notice that the definite article changes according to gender of noun  Notice differences in word order  Begin to understand how to form the negative |
| **Intercultural understanding** | | | | |
| Show awareness of cultural diversity | | Identify similarities and differences between French and British celebrations (Easter, Christmas and New Year traditions)  Discuss the celebration of the ’14 Juillet’ and it’s historical significance | | Name a variety of French traditions and customs  Wish others a happy Christmas, a happy Easter and a happy new year in French |
| **Year 4** | | | | |
| **Listening** | | | | |
| Listen for specific phonemes, words and a variety of phrases | | Pick out phonemes, words and phrases in songs, stories and rhymes  Understand higher numbers including multiples of 10 ie: in prices and dates  Listen to up to three simple sentences using familiar vocabulary and answer questions in English ie: How old is Jonn? Does he like the colour red?  Respond to a wider range of classroom instructions/language ie: ouvrez la porte, il me faut un volontaire ….  Join in singing a song from start to finish | | Continue to enjoy listening to songs, rhymes and stories  Identify specific phonemes, words and phrases  Recognise numbers 1-31 and mulitples of 10 up to 50 and use this knowledge to work out age appropriate calculations  Listen to a short text using familiar vocabulary and answer simple questions in English  Respond to a wide range of classroom instructions |
| **Speaking** | | | | |
| Communicate by asking and answering a wider range of questions and presenting short rehearsed pieces of information  Explore the patterns and sounds of language to help develop accurate pronunciation and intonation | | Use a wider range of familiar nouns and adjectives to describe themselves, animals, story characters and objects ie: J’ai les yeux bleus  Ask and answer questions using a wider range of questions forms ie: the date, family, weather  Ask for help in the classroom ie: repetez s’il vous plait  Express likes, dislikes and preference about food, animals, colours ie: j’aime beaucoup, je prefere  Start to use full sentences  Perform the Nativity play in French  Accurately pronounce words containing specific sounds/phonemes ‘ou’ ‘eu’ ‘oi’ ‘in’ ‘on’ ‘en’ when modelled  Adapt intonation to ask questions and give instructions | | Join in speaking activities willingly and confidently  Recall simple vocabulary such as colours, parts of the body, pets and with practice and support, begin to use this vocabulary to build sentences ie: j’ai les cheveux noirs  Begin to use simple conjunctions ie: j’aime le bleu et le vert  Use the negative to five answers to simple questions about likes/dislikes and ownership  Use a wider range of verbs to express opinion (ie: adorer, aimer, detester, preferer)  Ask questons in the 2nd and 3rd person singular  Answer questions in the 1st and 3rd person singular  Begin to use pronouns (il/elle)  Give a short presentation in a small group or with a partner ie: a brief presentation about themselves, families and hobbies  Recite a few lines from a story, poem or song with good pronunciation |
| **Reading** | | | | |
| Read and understand familiar written words, phrases and short texts made of simple sentences  Read a wider range of words, phrases and sentences aloud  Follow a test, listening and reading at the same time  Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation | | Understand key points in a short simple text using familiar language ie: how many animals are in the story?  Use strategies ot work out meaning of new words (make comparisons with English or other known language, look at context, use a glossary) and memorise new vocabulary  Follow a text such as a song or poem whilst listening to it at the same time  Use knowledge of certain letter strings ie: ‘ou’ ‘eu’ ‘oi’ ‘in’ ‘on ‘en’ when reading | | Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English  Begin to use a glossary to check the meaning of new words  Follow a text displayed in the classroom at the same time as listening to it  Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words  Understand that symbols such as accents and cedillas exist in the foreign language and that these affect the pronunciation of words |
| **Writing** | | | | |
| Write a short text using a model  Write a few simple sentences from memory  Apply phonic knowledge to support writing | | Write a few simple sentences using a word bank to describe a sibling, an animal ie: Ma soeur s’appelle Jo. Elle a cinq ans. Elle est timide  Link phrases to make a sentence ie: le pingouin est petit et mignon  Experiment with writing new words  Use knowledge of certain letter strings (ie: ‘ou’ ‘eu’ ‘oi’ ‘in’ ‘on’ ‘en’ | | Write a few sentences using word banks and writing frames for support  Begin to use pronouns  Write two to three simple sentences from memory  Know how to apply strategies to help with memorisation  Show willingness to have a go at writing new words using phonic knowledge |
| **Grammar** | | | | |
| Understand some basic grammar appropriate to the language being studied:  Show awareness of word classes- nouns, verbs, adjectives etc and be aware of the similarities with English  Name the gender of familiar singular nouns  Attempt to use the definite (le/la) and indefinite articles (in/une) where appropriate  Say how to form the plural of nouns  Show awareness of the position of colour and size adjectives  Start to show awareness of adjectival agreement  Start to use 1st, 2nd and 3rd person singular subject pronouns in questions or anwers  Begin to form the negative of ‘aimer’ and ‘avoir’ in the 1st persons singular  Recognise and start to use the 1st person possessive adjectives (mon, ma, mes) | | Correctly match the definite article to familiar singular and plural nouns  Correctly match the indefinite article to familiar singular nouns  Place familiar adjectives ie: size and colour in correct order  Show an understanding of 1st, 2nd and 3rd person singular pronoun when asking and answering questions ie: Tu aimes les chips? – Oui, j’aime les chips  Begin to use pronous ie: Voici ma soeur. Elle s’appelle Jo. | | Understand that the definite article/indefinite article changes according to the gender of the noun  Place high frequency adjective ie: colour and size in the correct order  Form the negative to five first person singular answers to simple questions aboutr likes/dislikes and ownership with increasing accuracy ie: Je n’aime pas …  Ask and answer questions in the 1st, 2nd, 3rd person singular  Begin to use pronouns |
| **Intercultural understanding** | | | | |
| Show increasing awareness of cultural diversity | | Learn about5 polite forms of address, including the ‘vous’ form  Identify similarities and differences between French and British celebrations (Easter, Christmas and New Year traditions)  Discuss the celebration of the ’14 Juillet’ and it’s historical significance | | Name and explain a variety of French traditions  Know how to address French speakers |