

**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.

|  |  |  |
| --- | --- | --- |
| **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 phrasesRecognise 2-3 rehearsed questionsRecognise numbers 1-10 in sequence | Follow 5 basic classroom instructionsEnjoy listening to songs and storiesRecognise numbers to 1-10 in sequence |
| **Speaking** |
| Communicate with others using a few simple, rehearsed wordsChorus new sounds to help develop accurate pronunciation and intonation | Say yes, no, hello, goodbye, please, thankyou, happy birthdaySay numbers 1-10 in sequenceAnswer 2-3 simple questions with a short rehearsed response (eg: name, age, hometown)Play games in the target languageChorus 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 weeklyPronounce practised single words with good pronunciation and intonationCount 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 rhymesPerform actions to a small selection of familiar songs and storiesCompare French and English traditional stories | Listen to a familiar song and perform the actions with confidenceEnjoy listening to songs and stories |
| **Intercultural Understanding** |
| Start to show awareness of cultural diversity | Identify France as a country where French is spokenDiscuss transport to FranceDiscuss what other languages are spoken by children in the classHandle eurosDiscuss and take part in a few French traditions  | Name 1 or 2 languages other than EnglishIdentify 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 wordsUse gesture, hold up a picture to identify specific words when listening to songs and simple storiesBegin to join in the chorus when listening to a songRecognise numbers 1-16 and begin to understand numbers from 17-20 | Follow simple classroom instructionsEnjoy listening to songs and storiesListen carefully and identify a few familiar words in songs and simple storiesRecognise numbers to 16 with confidence and begin to understand numbers 17-20 |
| **Speaking** |
| Communicate with others using simple, rehearsed words and short phrasesExplore the patterns and sounds of language to help develop accurate procunciation and intonation | Say how they are and where they live with confidenceAsk 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 movementsSay 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 adjectivesRead aloud some single words when modelled by the teacherMatch a picture to a noun | Decipher some familiar words and five their meaning in EnglishRead 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 modelCopy a few familiar words | Copy familiar words |
| **Intercultural understanding** |
| Show some awareness of cultural diversity | Discuss similarities and differences between French and British celebrationsLearn about the traditions of ‘La fete des rois’ and ‘la petite souris’Learn traditional French songs | Name a few French traditions and customsSing 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 instructionsListen to a simple sentence using familiar vocabulary and answer a question in EnglishPick out familiar words and rhyming words in songs, stores and rhymesJoin in the chorus when listening to a songRecognise numbers 1-20 and start to understand numbers 20-31 | Follow a range of simple classroom instructionsListen carefully and identify familiar words in songs and simple stories Enjoy listening to songs, poems and storiesRecognise 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 sentencesExplore the patterns and sounds of language to help develop accurate pronunciation and intonation | Describe people, animals, thinks in a basic wayAsk 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 questionsAccurately pronounce familiar words containing specific sounds/phonemes when modelled ie: ‘ou’ ‘eu’ ‘oi’ | Recall simple vocabulary such as colours, foods, days of the weekAsk and answer questions on a limited range of topics such as age and date of their birthday, which they have practised regularlyExpress likes and begin to express dislikesTake risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movementsPronounce familiar language with good pronunciation and intonation |
| **Reading** |
| Recognise and understand some familiar written words and phrasesShow 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 rhymesUse 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 EnglishRead aloud, as a class or group, a chorus or refrain from a familiar text displayed on the boardRead 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 modelWrite a few simple familiar words from memoryApply phonic knowledge to support writing | Write one or two simple sentences, using a modelComplete a simple gapped text such as an invitation or passportWrite a simple descri0ption using a modelUse knowledge of certain letter strings ie: ‘ou’ ‘eu’ ‘oi’ to assist writing | Complete a simple gapped text by adding three or four familiar wordsWrite a couple of sentences on a familiar topic using a writing frame and word bankBegin to write a few familiar words from memoryExperiment with writing new words |
| **Grammar** |
| Understand some basic grammar appropriate to the language being studied:Begin to recognise the gender of faimiliar singular nounsShow awareness of the position of the colour adjectiveShow awareness of the first and second person singular subject pronounsUse 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 accuracyUse picture cards to build phrases to show the position of the colour adjective ie: un lapin blancBegin 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 nounNotice differences in word orderBegin 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 customsWish 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 rhymesUnderstand higher numbers including multiples of 10 ie: in prices and datesListen 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 storiesIdentify specific phonemes, words and phrasesRecognise numbers 1-31 and mulitples of 10 up to 50 and use this knowledge to work out age appropriate calculationsListen to a short text using familiar vocabulary and answer simple questions in EnglishRespond to a wide range of classroom instructions |
| **Speaking** |
| Communicate by asking and answering a wider range of questions and presenting short rehearsed pieces of informationExplore 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 bleusAsk and answer questions using a wider range of questions forms ie: the date, family, weatherAsk for help in the classroom ie: repetez s’il vous plaitExpress likes, dislikes and preference about food, animals, colours ie: j’aime beaucoup, je prefereStart to use full sentencesPerform the Nativity play in FrenchAccurately pronounce words containing specific sounds/phonemes ‘ou’ ‘eu’ ‘oi’ ‘in’ ‘on’ ‘en’ when modelledAdapt intonation to ask questions and give instructions | Join in speaking activities willingly and confidentlyRecall 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 noirsBegin to use simple conjunctions ie: j’aime le bleu et le vertUse the negative to five answers to simple questions about likes/dislikes and ownershipUse a wider range of verbs to express opinion (ie: adorer, aimer, detester, preferer)Ask questons in the 2nd and 3rd person singularAnswer questions in the 1st and 3rd person singularBegin 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 sentencesRead a wider range of words, phrases and sentences aloudFollow a test, listening and reading at the same timeApply 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 vocabularyFollow a text such as a song or poem whilst listening to it at the same timeUse 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 EnglishBegin to use a glossary to check the meaning of new wordsFollow a text displayed in the classroom at the same time as listening to itRead familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new wordsUnderstand 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 modelWrite a few simple sentences from memoryApply 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 timideLink phrases to make a sentence ie: le pingouin est petit et mignonExperiment with writing new wordsUse knowledge of certain letter strings (ie: ‘ou’ ‘eu’ ‘oi’ ‘in’ ‘on’ ‘en’ | Write a few sentences using word banks and writing frames for supportBegin to use pronounsWrite two to three simple sentences from memoryKnow how to apply strategies to help with memorisationShow 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 EnglishName the gender of familiar singular nounsAttempt to use the definite (le/la) and indefinite articles (in/une) where appropriateSay how to form the plural of nounsShow awareness of the position of colour and size adjectivesStart to show awareness of adjectival agreementStart to use 1st, 2nd and 3rd person singular subject pronouns in questions or anwersBegin to form the negative of ‘aimer’ and ‘avoir’ in the 1st persons singularRecognise and start to use the 1st person possessive adjectives (mon, ma, mes) | Correctly match the definite article to familiar singular and plural nounsCorrectly match the indefinite article to familiar singular nounsPlace familiar adjectives ie: size and colour in correct orderShow an understanding of 1st, 2nd and 3rd person singular pronoun when asking and answering questions ie: Tu aimes les chips? – Oui, j’aime les chipsBegin 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 nounPlace high frequency adjective ie: colour and size in the correct orderForm 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 singularBegin to use pronouns |
| **Intercultural understanding** |
| Show increasing awareness of cultural diversity | Learn about5 polite forms of address, including the ‘vous’ formIdentify 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 traditionsKnow how to address French speakers |