

French Progression of Skills and Knowledge

Substantive Knowledge – Established facts

Disciplinary Knowledge – Methods and concepts

	EYFS – People, Culture and Communities	Key Stage 2
Aims		The national curriculum for languages aims to ensure that all pupils: ♣ understand and respond to spoken and written language from a variety of authentic sources ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ♣ discover and develop an appreciation of a range of writing in the language studied.
Subject Content	• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

	Lower Key Stage Two	Upper Key Stage Two
Thread	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 • 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 • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing	

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	understand basic grammar appropriate to the language being studied, including : feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			
	Year 3	Year 4	Year 5	Year 6
Listening	I can understand a few familiar spoken words and phrases.	I can understand a range of familiar spoken phrases and am able to listen for specific words and phrases.	I can understand the main points from a series of spoken sentences, although it may require some repetition.	I can understand the main points and some detail from a short spoken passage comprising of familiar language.
Speaking	I can repeat a few words and short simple phrases.	I can ask and answer simple questions and give basic information. I can pronounce familiar words and some new words accurately.	I can ask and answer simple questions on several topics and can express opinions. I can take part in brief pre-prepared presentations.	I can take part in simple conversation and can express simple opinions. My pronunciation is generally accurate.
Reading	I can recognise and read out a few familiar words and phrases.	I can understand simple written phrases. I can match sounds to familiar written words.	I can understand the main points from a short written passage. I can use bi-lingual dictionaries independently. I can apply phonic knowledge to find or produce spoken and written words.	I can understand the main points and simple opinion of a longer written passage. I can use a bilingual dictionary.
Writing	I can write or copy a few simple words or symbols.	I can spell some familiar words and phrases accurately. I can write simple sentences with limited mistakes.	I can write two or three short sentences as a personal response with reference materials to support. Attempts to use nouns and adjectives accurately and some commonly used regular verbs .	Can write a short text attempting to use nouns, adjectives and regular verbs accurately.
Vocabulary	See year group non negotiables for vocabulary lists.			