



BARNFIELDS PRIMARY SCHOOL: MODERN FOREIGN LANGUAGES (FRENCH) PROGRESSION GRID

SUBJECT CONTENT

In Key Stage 2 pupils should be taught:

- 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
- 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, for instance, to build sentences; and how these differ from or are similar to English.

	ORACY		
	Skills		
	Autumn Term	Spring Term	Summer Term
Year 3	<ul style="list-style-type: none"> • Listen and respond to simple nursery rhymes, stories and songs. • Identify rhyming words. • Perform finger rhymes and sing songs. • Join in with storytelling. • Recognise and respond to sound patterns and words. • Identify phonemes which are the same as or different from English. • Speak clearly and confidently. 	<ul style="list-style-type: none"> • Perform simple communicative tasks using single words, phrases and short sentences. • Recall, retain and use vocabulary. • Ask and answer questions. 	<ul style="list-style-type: none"> • Listen attentively and understand instructions, everyday classroom language and praise words. • Repeat words and phrases modelled by the teacher. • Remember a sequence of spoken words. • Use physical response, mime and gesture to convey meaning and show understanding.
Year 4	<ul style="list-style-type: none"> • Memorise and present a short-spoken text. • Learn finger rhymes, poems or a non-fiction text. • Learn and say several sentences on a topic. 	<ul style="list-style-type: none"> • Listen for specific words and phrases. • Use physical response to show recognition and understanding of specific words and phrases. • Listen for sounds, rhyme and rhythm. • Identify specific sounds e.g. rhymes, letters, phonemes, words. • Compare different sounds. 	<ul style="list-style-type: none"> • Ask and answer questions on several topics. • Practise asking and answering questions with a partner. • Devise and perform simple role-plays.



Year 5	<ul style="list-style-type: none"> • Prepare and practise a simple, conversation, reusing familiar vocabulary and structures in new contexts. • Focus on correct pronunciation. • Ask and answer questions. • Use tone of voice and gesture to help convey meaning. 	<ul style="list-style-type: none"> • Understand and express simple opinions. • Agree and disagree with statements. • Understand and express likes and dislikes. • Listen attentively and understand more complex phrases and sentences. • Understand the main points from speech, which includes unfamiliar language. 	<ul style="list-style-type: none"> • Prepare a short presentation on a familiar topic. • Remember, retain and recall words, phrases and sentences. • Memorise and present a set of instructions.
Year 6	<ul style="list-style-type: none"> • Understand the main points and simple opinions in a spoken story, song or passage. • Listen attentively, re-tell and discuss the main ideas. • Agree or disagree with statements. • Perform to an audience. • Recite a short piece of narrative either from memory or by reading aloud from a text. • Develop a sketch, role-play or presentation and perform to the class. 	<ul style="list-style-type: none"> • Understand longer and more complex phrases or sentences. • Re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences. • Understand and express reasons. • Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions. 	<ul style="list-style-type: none"> • Use spoken language confidently to initiate and sustain conversations and to tell stories. • Participate in simple conversations on familiar topics. • Describe incidents or tell stories from their own experiences, in an audible voice.

LITERACY			
Skills			
	Autumn Term	Spring Term	Summer Term
Year 3	<ul style="list-style-type: none"> • Recognise some familiar words in written form. • Understand words in the classroom. • Identify and read simple words. • Read and understand simple messages. 	<ul style="list-style-type: none"> • Make links between some phonemes, rhymes and spellings, and read aloud familiar words. • Pronounce accurately the most commonly used characters, letters and letter strings. • Read aloud a familiar sentence rhyme or poem. 	<ul style="list-style-type: none"> • Experiment with the writing of simple words. • Write simple, familiar words using a model. • Write some single words from memory.
Year 4	<ul style="list-style-type: none"> • Read and understand a range of familiar written phrases. • Match phrases and short sentences to pictures or themes. • Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. 	<ul style="list-style-type: none"> • Follow a short familiar text, listening and reading at the same time. • Make links between spoken and written words. • Identify common spelling patterns in letter strings • Read some familiar words and a phrase aloud, pronouncing them accurately. • Read aloud words that they use on a regular basis, e.g. 	<ul style="list-style-type: none"> • Write simple words and phrases using a model and some words from memory. • Write labels for work on wall displays and in their books. • Complete a semi-completed email message to a school in France.



		numbers, days, weather pronounce letter strings, words and phrases accurately with good pronunciation.	
Year 5	<ul style="list-style-type: none"> Re-read frequently a variety of short texts. Read fiction and non-fiction texts, e.g. extracts from stories, email messages and texts from the Internet. 	<ul style="list-style-type: none"> Make simple sentences and short texts. Understand that the order of words in a sentence influences the meaning. Make a sentence using simple word cards. Make a short text using word and phrase cards. 	<ul style="list-style-type: none"> Write words, phrases and short sentences. Choose words, phrases and sentences and write them into a gapped text or as picture captions.
Year 6	<ul style="list-style-type: none"> Read and understand the main points and some detail from a short written passage. Read and respond to either an extract from a story, email message or song. Give true or false responses to statements about a written passage. 	<ul style="list-style-type: none"> Identify different text types and read short, authentic texts for enjoyment or information. Read for enjoyment an email message, short story or simple text from the Internet. Read and understand the gist of a familiar news story or simple magazine article. Match sound to sentences and paragraphs. Use punctuation to make a sentence make sense. Listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. 	<ul style="list-style-type: none"> Write sentences on a range of topics using a model. Apply most words correctly. Construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.

INTERCULTURAL UNDERSTANDING			
Skills			
	Autumn Term	Spring Term	Summer Term
Year 3	<ul style="list-style-type: none"> Learn about the different languages spoken by children in the school. Locate country/countries where the language is spoken. Know some facts about one country, e.g. climate, main towns, famous landmarks, produce. 	<ul style="list-style-type: none"> Know some facts about one country, e.g. climate, main towns, famous landmarks, produce. Make indirect or direct contact with the country where the language is spoken. Have contact with a native speaker (Etwinning website). View a video or media resource about the country. Send an email, letter or postcard to the country where the language is spoken. 	
Year 4	<ul style="list-style-type: none"> Learn about festivals and celebrations in different countries. Learn how children of different cultures celebrate special days. Identify similarities and differences. 	<ul style="list-style-type: none"> Know about some aspects of everyday life and compare to their own. Compare pastimes of children of different cultures and countries. 	<ul style="list-style-type: none"> Compare traditional stories. Compare characteristics of simple stories between cultures. Look at the writing system of language.



	<ul style="list-style-type: none">• Learn simple phrases to celebrate festivals.• To learn about ways of travelling to the country/countries.• Revise the location of France and identify a route from our own locality.	<ul style="list-style-type: none">• Exchange information with a French school (Etwinning website).	
Year 5	<ul style="list-style-type: none">• Look at further aspects of their everyday lives from the perspective of someone from another country.• Consider aspects of everyday life of children in their own and different countries.• Reflect on cultural issues using empathy and imagination to understand other people's experiences.	<ul style="list-style-type: none">• Recognise similarities and differences between places.• Identify geographical features of contrasting locality.• Learn about buildings and places in different countries.	<ul style="list-style-type: none">• Compare symbols, objects or products which represent their own culture with those of another country.• Learn about symbols representing their own country.• Learn about symbols and products from another country.
Year 6	<ul style="list-style-type: none">• Compare attitudes towards aspects of everyday life.• Recognise similarities and differences in attitudes amongst children in different cultures.• Learn about role models for children in different cultures.	<ul style="list-style-type: none">• Recognise and understand some of the differences between people.• Discuss similarities and differences between the cultures they learnt.• Recognise and challenge stereotypes.	<ul style="list-style-type: none">• Present information about an aspect of culture.• Perform songs, plays, dances.• Use ICT to present information.