



Parwich Primary School

Modern Foreign Languages (French) Progression Grid



Modern Foreign Languages (French) Intent

At Parwich Primary, we aim for every child between the ages of seven and eleven to develop an enthusiasm for learning a language, as we believe it is the commencement of developing a life-long skill that could be used in business or for pleasure, to open up avenues of communication and exploration, and to promote, encourage and instil a broader cultural understanding. We recognise that it is not only a matter of developing competence in a language; it is also about the broader curriculum – about understanding language and identity, about developing an international outlook and about learning. It is about inclusiveness and opportunities for all children. It is about the kind of people they will become and the kind of world in which they will live. We aim to build on children's 'cultural capital', so that children develop a knowledge and understanding of the rich diversity between cultures in our community, the UK and the wider world.

Children in KS2 are taught French following a progressive and comprehensive scheme of work. By the end of Year 6, we also aim for pupils to feel confident engaging in spoken French, develop skills in reading, listening and writing, and know how important languages will be in their future. We hope that all pupils will develop a genuine interest and curiosity about languages, finding them enjoyable and exciting and show a desire to continue language learning past KS2.



Areas of Study	Key Stage 2			
	Year 3	Year 4	Year 5	Year 6
Oracy	<p>At the beginning of Year 3, the main emphasis is on familiarising children with the sounds and speech patterns of the new language. They enjoy listening to and joining in with a range of songs, poems and stories and develop their confidence, imitation and self-expression.</p> <p>They learn to differentiate unfamiliar sounds and words. They mimic and play with sounds. They understand simple words and phrases, and begin to repeat and to use some of them independently in simple communicative tasks and role-plays.</p> <p>They listen to a variety of voices, which may include the class teacher, visiting native speakers, CDs, DVDs and websites.</p> <p>By the end of Year 3, children should achieve the following:</p> <ul style="list-style-type: none"> • Enjoy listening to and speaking in the language; • Listen and respond to familiar spoken words, phrases and sentences; • Communicate with others using simple words and phrases and short sentences; • Understand conventions such as taking turns to speak, valuing the contributions of others; • Use correct pronunciation in spoken work. 	<p>Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression.</p> <p>They ask and answer a wider range of questions and memorise and present short texts such as rhymes, poems, songs, role-plays or stories.</p> <p>By the end of Year 4, children should be able to achieve the following:</p> <ul style="list-style-type: none"> • Listen to and identify words and short phrases; • Communicate by asking and answering a wider range of questions; • Memorise and present a short text. 	<p>Children listen attentively and learn to identify the main points from a short passage of several sentences.</p> <p>They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression.</p> <p>They learn how to express a simple opinion and join in a short conversation.</p> <p>By the end of Year 5, children should be able to achieve the following:</p> <ul style="list-style-type: none"> • Pick out some of the detail from short spoken passages; • Enjoy interacting even when they hear unfamiliar language; • Join in a short conversation; • Make a short presentation using a model. 	<p>During Year 6, children listen to texts and learn to pick out the main points and some details.</p> <p>They learn sketches and dialogues by heart and perform in front of an audience.</p> <p>They enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression.</p> <p>They learn to initiate and sustain short conversations without help.</p> <p>They enjoy developing short presentations or sharing accounts of interesting events from their own experience using a model.</p> <p>By the end of Year 6, children should be able to achieve the following:</p> <ul style="list-style-type: none"> • Listen to and understand the main points and some detail from a short spoken passage; • Give a presentation in a clear, audible voice; • Converse briefly without prompts; • Enjoy listening and speaking confidently.

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Literacy	<p>As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings.</p> <p>They enjoy reading a few familiar words and phrases aloud and begin to write letters and familiar words.</p> <p>They experiment with writing some familiar words from memory.</p>	<p>Children develop their reading skills and learn to understand familiar written phrases in clear printed script.</p> <p>They link listening and reading, by reading short familiar stories, songs and/or poems while listening to them at the same time.</p> <p>They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.</p>	<p>Children revisit and consolidate vocabulary and structures learnt previously, and build on this prior learning.</p> <p>They develop their reading skills by re-reading a range of short texts.</p> <p>They learn to put familiar words into sentence order.</p> <p>They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.</p>	<p>Children read a variety of longer texts from different text types.</p> <p>They read aloud with confidence and enjoyment, and also enjoy reading short texts independently.</p> <p>They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.</p>
	<p>By the end of Year 3, children should be able to achieve the following:</p> <ul style="list-style-type: none"> • Recognise and understand some familiar words and phrases in written form; • Read aloud in chorus, with confidence and enjoyment, from a known text; • Write some familiar simple words using a model; • Write some familiar words from memory. 	<p>By the end of Year 4, children should be able to achieve the following:</p> <ul style="list-style-type: none"> • Read and understand familiar written phrases; • Follow a short text while listening and reading, saying some of the text; • Read a wider range of words, phrases and sentences aloud; • Write some familiar words and phrases without help. 	<p>By the end of Year 5, children should be able to achieve the following:</p> <ul style="list-style-type: none"> • Read and understand some of the main points from a text; • Understand how a simple sentence is written; • Write words, phrases and a few sentences using a model. 	<p>By the end of Year 6, children should be able to achieve the following:</p> <ul style="list-style-type: none"> • Read aloud with confidence, enjoyment and expression, in chorus or individually; • Read and understand the main points and some detail from a short written passage; • Write several sentences from memory; • Develop a short text using a model.

Areas of Study	Key Stage 2			
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Knowledge about Language	At Parwich, the 'Knowledge about Language' elements are integrated into the individual learning objectives and teaching activities for Oracy and Literacy.			
	<p>By the end of Year 3, children should be able to achieve the following:</p> <p><u>Oracy</u></p> <ul style="list-style-type: none"> Identify specific sounds, phonemes and words; Recognise commonly used rhyming sounds; Imitate pronunciation; Hear main word classes; Recognise question forms; Recognise negatives (statements); Recognise conventions of politeness; Engage in turn-taking; Link sounds to meanings. <p><u>Literacy</u></p> <ul style="list-style-type: none"> Recognise how sounds are represented in written form; Notice the spelling of familiar words; Understand how far letters / letter strings are both similar to and different from English; Recognise that some words occur in both English and the language being learned, although they may sound different; Appreciate that writing systems are different from one another. 	<p>By the end of Year 4, children should be able to achieve the following:</p> <p><u>Oracy</u></p> <ul style="list-style-type: none"> Recognise negative statements; Recognise categories of words (e.g. colours, animals, food, clothes); Extend recognition of word classes; Recognise and apply simple agreements (e.g. gender, singular, plural); Interpret non-verbal communication; Sort words according to sounds; Use question forms; Identify word classes and understand their function. <p><u>Literacy</u></p> <ul style="list-style-type: none"> Apply phonic knowledge of the language in order to decode text; Recognise that texts often have the same conventions of style and layout as in English; Use phonic knowledge to support accurate pronunciation; Recognise the main word classes; Apply phonic knowledge to write simple words and phrases. 	<p>By the end of Year 5, children should be able to achieve the following:</p> <p><u>Oracy</u></p> <ul style="list-style-type: none"> Develop accuracy in pronunciation and intonation; Manipulate language by changing a single element in a sentence; Understand and use negative statements; Apply knowledge of language rules and conventions when building short sentences; <p><u>Literacy</u></p> <ul style="list-style-type: none"> Notice different text types and deal with authentic text; Recognise the typical conventions of word order and compare with English; Apply phonic and whole word knowledge in order to locate words in a reference source. 	<p>By the end of Year 6, children should be able to achieve the following:</p> <p><u>Oracy</u></p> <ul style="list-style-type: none"> Recognise the importance and significance of intonation; Use knowledge of language to present information and personal ideas; Notice and manipulate agreements; Use knowledge of words, text and structure to make meaning, using simple language spontaneously. <p><u>Literacy</u></p> <ul style="list-style-type: none"> Use knowledge of form, including where appropriate, plurals and notions of gender to improve access to a range of texts; Use knowledge of language features, style and layout of different texts to support understanding; Apply knowledge of words and text conventions to build meaningful sentences and short texts.

Areas of Study	Key Stage 2	
Intercultural Understanding	<p>At Parwich Primary School, the pupils will follow a two-year rolling programme, which will progressively allow their intercultural understanding to develop. Within Years 3 & 4, pupils will listen to presentations and be involved in discussions to arouse their interest and curiosity of different cultures. Within Years 5 & 6, pupils will carry out their own research and create presentations, which will promote discussions and an increased awareness.</p>	
	<p>By the end of the 1st Year of the Rolling Programme, children should be able to achieve the following:</p> <p>Recognise similarities and differences between different places</p> <ul style="list-style-type: none"> • Know / identify geographical features of a contrasting locality; • Learn about buildings and places in different countries. <p>For example: Produce a fact file of some of the world's fantastic places. They could be man-made, natural or modern 'Wonders'.</p> <p>Learn about festivals and celebrations in different cultures (not Christmas / New Year)</p> <ul style="list-style-type: none"> • Learn how different cultures celebrate special days; • Identify similarities and differences; • Learn simple phrases to celebrate festivals. <p>Recognise similarities and differences between different places</p> <ul style="list-style-type: none"> • Compare the weather in Paris (plus three/four chosen capital cities from around the world) to that of London. <p>Know about some aspects of everyday life and compare them with their own</p> <ul style="list-style-type: none"> • Compare life of children in France to their own (considering school life and pastimes). <p>Learn about France (human and physical geography)</p> <ul style="list-style-type: none"> • Know / identify capital city, main towns, rivers/mountains, famous landmarks, climate etc. <p>Know about aspects of everyday life in France and compare them with their own *</p> <ul style="list-style-type: none"> • Explore one area of daily routine and discuss similarities and differences in depth, e.g. food. Look at times of meals, variety of foods, routines at mealtimes (how a table is laid, eating together), where families buy foods, food for celebrations, menus. <p>Present information about an aspect of a country *</p> <ul style="list-style-type: none"> • Plan a cross-cultural celebration, e.g. a concert of songs, dances, sketches, performance of a traditional story; • Enjoy French food on the performance day. <p>* Once every four years</p>	<p>By the end of the 2nd Year of the Rolling Programme, children should be able to achieve the following:</p> <p>Appreciate the diversity of languages spoken across Europe / The World</p> <ul style="list-style-type: none"> • Identify which languages are spoken widely; • Identify which languages are endangered; • Identify / locate the country / countries where the language is spoken. <p>Learn about festivals and celebrations in different cultures (Christmas)</p> <ul style="list-style-type: none"> • Compare ways in which other people celebrate festivals, specifically Christmas; • Create a typical French Christmas card. <p>Learn about festivals and celebrations in different cultures (New Year)</p> <ul style="list-style-type: none"> • Learn how different cultures celebrate New Year; • Identify similarities and differences; • Learn simple phrases to celebrate New Year. <p>Compare symbols, objects or products, which represent their own culture with those of France</p> <ul style="list-style-type: none"> • Learn about symbols representing their own country, culture and community; • Learn about symbols and products from another country and culture. <p>Compare traditional stories</p> <ul style="list-style-type: none"> • Listen to traditional stories in French; • Use the illustrations and their experience of traditional stories in their own language to work out the plot of the story. <p>Explore currencies from countries across the world *</p> <ul style="list-style-type: none"> • Learn about the currency of France; • Ask how much something costs and understand prices spoken in the language; • Handle Euros; • Explore currencies from countries across the world. <p>Recognise similarities and differences between a local town / city with a French town or city (not Paris). *</p>