

900	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Speaking & Listening</p> <p>LISTENING AND SPEAKING</p> <p>AT1. Listen attentively to spoken language and show understanding by joining in and responding</p> <p>AT2. Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>AT3. Engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>AT4. Speak in sentences, using familiar vocab, phrases and basic language structures (see core structures in End of KS2 expectations on Prog ladder MFL)</p> <p>AT5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>AT6. Present ideas and information orally to a range of audiences</p> <p>AT8. Appreciate stories, songs, poems and rhymes in the language</p> <p>From NC 2017 doc</p>	<ul style="list-style-type: none"> Classroom phrases Labelled items/rooms around school Greetings and register in French Parcels of French – 5 minutes of games as taught in MFL inset staff meeting 	<p>Currently trialing a new SOW in Year 3 called 'Primary Languages Network'.</p> <p>See PLN materials – as of 2023/2024 (in particular DfE Attainment Targets Unit Mapping and 'Progress over KS2 in 4 skills' document.</p> <p>LISTENING</p> <p>Can understand a few familiar spoken words and phrases.</p> <p>SPEAKING</p> <p>Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker</p>	<p>LISTENING</p> <p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p> <p>SPEAKING</p> <p>Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p> <p>I can respond to simple classroom instructions (taisez vous, asseyez vous, levez vous, asseyez vous correctement, croisez les bras, regardez, écoutez, levez le doigt, qui a la liste? Lève toi, ferme les livres, ferme les yeux)</p> <p>I can ask and answer simple questions relating to how I get to school, what day it is and what the weather is like</p> <p>(Comment vas tu à l'école? Quel temps fait-il? C'est quel jour aujourd'hui?)</p> <p>(See substantive knowledge doc for answers to questions)</p> <p>I can ask and answer questions in a survey style relating to the year 4 topic</p> <p>Comment vas tu à l'école? Transport survey – how do they get to school? Quel temps fait-il à Paris/Bordeaux etc.? – What is the weather like in various parts of France.</p> <p>(See substantive knowledge doc for answers to questions)</p> <p>I can explore the pattern and sounds of language through songs – rap to practise the pronunciation of French cities</p> <p>I can join in with oral retelling of Grandmère Denise</p> <p>I can appreciate stories – Cher Zoo by Rod Campbell on World Book Day</p> <p>I can sing whole songs in French – Old McDonald transport song; La météo – Singing French, la semaine – Singing French The aller song on Youtube – just the chorus; Eastenders days of the week 11- 20 – Singing French</p>	<p>LISTENING</p> <p>Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.</p> <p>SPEAKING</p> <p>Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays</p> <p>I can give and respond to simple classroom instructions</p> <p>(Qui a la liste? Lève toi, ferme les livres, ferme les yeux, ouvre les yeux, touche les yeux, touche les oreilles, touche la bouche, touche les épaules)</p> <p>I can ask and answer simple questions relating to how do you spell it, when my birthday is and what is the date today and what pet I have Quelle est la date de ton anniversaire survey of classmates; Pet survey – Tu as un animal?</p> <p>I can explore the pattern and sounds of language and link the spelling and sounds – alphabet investigation – sounds same as English, rhyming with B (bay), rhyming with I (ee)</p> <p>I can conduct my own questionnaires listening and answering someone else's questions</p> <p>I can join in with oral retelling of La Chenille qui fait des trous – WBD by Eric Carle</p> <p>I can listen to songs, understand and sing them in French – Eastenders days of the week, Joyeux anniversaire l'alphabet, c'est l'alphabet français, Comment ça s'écrit rap; Quelle est la date de ton anniversaire? As-tu un animal? Song (cotton-eye Joe)</p>	<p>LISTENING</p> <p>Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.</p> <p>SPEAKING</p> <p>Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker)</p> <p>I can give and respond to simple classroom instructions (as in year 5)</p> <p>I can listen attentively to spoken language and show understanding by responding - 'A Primary School in Marseille' – listen and respond to the clip by answering questions about differences and similarities between English and French schools, watching the role plays acted by my classmates; Shopping for Food in France bbc video clip – listening and responding by listening to the ingredients bought for pizza; Little Red Languages Easter Egg hunt; YOUTUBE Horrible Histories - Season 3 - Fabulous French – responding by doing a reading comprehension</p> <p>I can ask and answer simple questions relating to whether there are or are not certain shops in Shrewsbury, my opinion of a food or subject</p> <p>I can explore the pattern and sounds of language and link the spelling, sound and meaning of words – guided discovery bilingual dictionary work to practise using bilingual dictionary; Christmas tongue twister</p> <p>I can conduct my own questionnaires asking someone their opinion on a food and answering the same question –Tu aimes le poulet?/chocolat?/les olives noires?</p> <p>I can sing more complex songs relating to the year 6 topics – À la boulangerie – Singing French</p>		

			<p>Où habites tu? rap</p> <p>I can begin to spot rhymes in a weather poem – (À Pau, il fait chaud, À Liège, il neige)</p> <p>I can listen to and respond appropriately in games relating to the yr 4 topics Jacques a dit for classroom instructions, telepathic game to practise modes of transport and conjugations of ‘aller’; Beat the Teacher for verb ‘aller’; qui a parlé with the weather vocab; Beat the teacher to practise days of the week; Language Nut games to practise days of the week; Beat the Teacher to practise nos. 11-20; ping pong numbers to practise nos to 20; Countdown to practise the numbers and mathematical operations</p> <p>I can have simple conversation with a classmate Où habites tu? J’habite a Shrewsbury/J’habite en Angleterre Quel temps fait il? Il fait froid</p>	<p>J’aime les fruits</p> <p>I can write and read an Easter poem – C’est Pâques, j’ai trouvé un oeuf dans le jardin</p> <p>I can listen to and respond appropriately in games relating to the yr 5 topics - Jacques a dit to practise parts of the body and classroom instructions; Le pendu to practise the French alphabet; I can stand up and sit down when I hear the first letter of my name in the alphabet song; How do you spell it mini WB game; Où est Père Noël? game; Battleships to practise the alphabet and nos up to 60 to say coordinates; ping pong nos up to 60; Beat the teacher to practise months of the year; mallet’s mallet hammer game – months of the year; stand up for birthday month game in the song; say the date quiz; Language Nut games to practise pets; Fruit bowl game to practise fruit; qui a parlé to practise fruit opinions</p> <p>I can perform a role play in front of the class – Autumn term: comment ça s’écrit role play</p> <p>I can listen and understand other people’s performances – see above for role play</p> <p>I can express my opinions and give reasons why I have that opinion – opinions on fruit dialogues and writing in opinion mini books; J’aime les fruits song</p> <p>I can have a conversation with a classmate beginning to manipulate simple language – How do you spell your name? What is your name? Role play work. How old are you? How are you? Writing and performing simple role plays and being creative with language. Opinion dialogue regarding favourite fruit</p>	<p>I can appreciate stories in the language – Listening to and responding to ‘Le livre des j’aime’</p> <p>I can listen to and respond appropriately in games relating to the yr 6 topics - Jacques a dit classroom phrases, parts of the body and new verbs; qu’est qu’il manque quiz with the places around school; telepathic game with places around school; le pendu with places around school; dictionary game (First to find.); telepathic game with voici, il y a and notre école; a; qu’est ce qu’il manque quiz with school subjects; Tourist game to practise shops around town and places around town and À Shrewsbury, il y a...?</p> <p>I can perform my own role plays in French that I have written myself and use the language in a less prescribed way – the role play is the headteacher showing parents around the places, writing frame given but certain independence given to be creative with language and use a dictionary for new vocab</p> <p>I can listen and understand the role plays of my classmates – showing parents around school</p> <p>I can listen and understand more complex sentences spoken by the teacher – using mais, et and parce que/car</p> <p>I can express my opinions and give reasons why I have that opinion – opinions on school subjects and opinions on pancake toppings (La Chandeleur)</p> <p>I can hold a longer conversation in French manipulating simple language – Tu aimes l’anglais? Pourquoi? Parce que... À Shrewsbury, il y a une boulangerie? Non, il n’y a pas de boulangerie.</p>
<p>END OF KS2 expectations: To recognise and answer the following basic questions: Qu’est-ce que c’est? C’est de quelle couleur?</p>					

		<p>Comment tu t'appelles? Comment t'appelles-tu? Quel âge as-tu? Quel temps fait-il? Aimes-tu...? Tu aimes...? Où est...? Où habites tu? As tu un animal? As tu des frères ou des soeurs? Quelle est la date aujourd'hui? Quelle est la date de ton anniversaire? Tu voudrais..?</p> <p>To know these CORE STRUCTURES: C'est... Ce n'est pas... Il y a... Il n'y a pas de... J'ai... Tu as... Il/elle a... Je n'ai pas de... Je suis... Tu es... Il/Elle est... J'aime... Je n'aime pas... Je voudrais...</p> <p>To understand key points and some detail in short spoken texts in familiar contexts</p> <p>To follow a story, poem, rhyme read aloud and join in as appropriate</p> <p>To follow a wide range of classroom instructions</p> <p>To take part in a simple conversation, ask and answer questions and express simple opinions</p> <p>PHONICS MAY NOT ALWAYS BE TAUGHT DISCRETELY , RATHER INTEGRATED INTO CONTEXT VOCAB LEARNING</p>			
<p style="text-align: center;"><i>Reading</i></p> <p>7. Develop accurate pronunciation and intonation so that other understand when they are reading aloud or using familiar words and phrases</p> <p>8. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>		<p>READING</p> <p>AT7 - Can recognise and read out a few familiar words and phrases.</p> <p><i>I can read and pronounce the following phonics:</i></p> <p>/ch/ chat, chien</p> <p>/on/ bonjour, mon, marron</p> <p>/oi/ trois, noir</p> <p>/ou/ rouge</p>	<p>READING</p> <p>AT7 - Can understand simple written phrases. Can match sounds to familiar written words.</p> <p><i>I can read and pronounce the following phonics:</i></p> <p>/ch/ chat, chien, chaud</p> <p>/on/ bonjour, mon, marron</p> <p>/oi/ froid, trois, onze, noir</p> <p>/ou/ rouge</p> <p>/en/ en bus, en vélo, vent</p>	<p>READING</p> <p>AT7 and AT8 - Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p><i>I can read and pronounce the following phonics:</i></p>	<p>READING</p> <p>AT7 and AT8 - Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.</p> <p><i>I can read and pronounce the following phonics with increased accuracy:</i></p> <p>/ch/ chat chien, chaud</p> <p>/on/ bonjour, cochon, mon</p>

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<p>From NC 2017 doc</p>		<p>/é/ bébé, taisez vous, regardez</p> <p>/ç/ ça va?</p> <p>/et/ - violet, et</p> <p>I can begin to notice how the letters and sounds are different to English</p> <p>Year 3 topic vocab + numbers 1-10</p>	<p>/é/ bébé</p> <p>/ç/ ça va?</p> <p>/au/ mauvais</p> <p>/eau/ beau, chaud, oiseau</p> <p>/j/ orange, jeudi</p> <p>/et/ - violet, et</p> <p>I know the letters and sounds are different to English</p> <p>Year 4 topic vocab + numbers 1-30</p> <p>Days of the week</p>	<p>/ch/ chat chien, chaud</p> <p>/on/ bonjour, cochon, mon</p> <p>/oi/ poisson</p> <p>/ou/ souris, rouge</p> <p>/é/ bébé</p> <p>/ç/ ça va?</p> <p>/au/ jaune</p> <p>/eau/ beau, chaud, oiseau</p> <p>/j/ janvier, jeudi</p> <p>/en/ serpent</p> <p>/an/ blanc, dimanche</p> <p>/u/ il y a du vent</p> <p>/in/ lapin, cochon d'Inde, juin</p> <p>/ain/ train</p> <p>/et/ - alphabet, violet, et</p> <p>I can understand the letters and sounds are different to English and understand the importance of using the accents</p> <p>Year 5 topic vocab + numbers 1-60</p> <p>Days of the week</p> <p>Dates in the month</p> <p>Months of the year</p>	<p>/oi/ poisson, toilettes</p> <p>/ou/ boulangerie, souris</p> <p>/é/ bébé, école, l'entrée</p> <p>/ç/ ça va?</p> <p>/au/ jaune</p> <p>/eau/ beau</p> <p>/j/ janvier, jeudi</p> <p>/en/ serpent, grand, cent</p> <p>/an/ blanc, dimanche</p> <p>/u/ il y a du vent</p> <p>/in/ lapin, cochon d'Inde, juin</p> <p>/ain/ train, terrain</p> <p>/ille/ juillet, fille</p> <p>/th/ le thé, bibliothèque</p> <p>/et/ - alphabet, violet, et</p> <p>I understand that symbols such as accents, cedillas and circumflex exist in french, why they are used and what they do</p> <p>Year 6 topic vocab + numbers 1-1000+</p> <p>Days of the week</p> <p>Dates in the month</p> <p>Months of the year</p> <p>I can read any year using my number knowledge (e.g. 1978)</p> <p>I can use a bilingual dictionary to translate a French word to English and an English word to French</p>
		<p>End of KS2 expectations:</p> <p>To be able to read aloud with increasing confidence, accuracy and expression</p> <p>To feel confident in tackling the pronunciation of new and unfamiliar words</p> <p>To understand that some sounds and letter combinations need to be said and written differently to English</p> <p>To know that symbols such as accents, cedillas and circumflex exist in the FL, why they are used and what they do</p> <p>To know numbers up to 100 is a bonus</p> <p>To know days of the week and months of the year</p>			

		To be able to find new words in a foreign language by using a bilingual dictionary			
<p><i>Writing</i></p> <p>AT7. Read carefully and show understanding of words, phrases and simple writing</p> <p>AT9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, incl. through using a dictionary</p> <p>AT10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>AT11. To describe people, places, things and actions orally and in writing</p> <p>AT12. Understand basic grammar appropriate to the language being studied</p> <p>From NC 2017 doc</p>		<p>WRITING</p> <p>AT7 - Can write or copy a few simple words or symbols as an emergent writer of the target language.</p> <p>GRAMMAR</p> <p><i>I have been introduced to:</i></p> <p>Gender of nouns</p> <p>Colours – high frequency adjectives</p> <p>Size – grand/petit</p> <p>I can write a few familiar words from memory</p> <p>I can understand that some sounds are written in different ways to English – this also applies to AT2</p> <p>I can notice (where relevant) that the definite/indefinite changes according to the gender of noun</p>	<p>WRITING</p> <p>Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p> <p>GRAMMAR</p> <p><i>I have been introduced to:</i></p> <p>Gender of nouns</p> <p>Colours – high frequency adjectives</p> <p>Size – grand/petit</p> <p>Intro to forming the plural</p> <p>I can begin to understand that adjectives can sometimes follow the noun</p> <p>I can begin to understand the concept of agreement of adjectives. Form sentences by selecting words from a word bank. Write some words and phrases from memory</p>	<p>WRITING</p> <p>Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense</p> <p>GRAMMAR</p> <p><i>I have been introduced to:</i></p> <p>Simple negative in opinions and je n'ai pas d'animal</p> <p>Agreement of adjectives (e.g. colours)</p> <p>Coordinating conjunctions (and, but)</p> <p>Intro to 2nd person pronoun</p> <p>Opinions of fruit</p> <p>I can understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural</p> <p>I can begin to use a bi-lingual dictionary to check spelling</p>	<p>WRITING</p> <p>Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.</p> <p>GRAMMAR</p> <p>I can write phrases from memory and adapt these to create new sentences</p> <p>Il y a and il n'y a pas de work - writing their own tourism brochure of Shrewsbury.</p> <p>Simple negative in opinions (Je n'aime pas) and 'there is not'</p> <p>Definite and indefinite article + plural endings</p> <p>Subordinating conjunctions (because)</p> <p>Intro to 3rd person pronouns</p> <p>Opinions of subjects</p> <p>Word order</p> <p>I can write a short text on a familiar topic using a model and adapting language already learnt to suit my own purposes. I can use connectives such as and, but and because to give opinions. Writing a role play to give parents a tour around the school. Writing a travel brochure of Shrewsbury/Rouen.</p> <p>My writing reflects my understanding of gender of nouns, forming the plural, word order and agreement of high frequency adjectives</p> <p>I can find new words in a foreign language by using a bilingual dictionary</p>

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					<p>I can manipulate language by changing an element in a sentence when writing short text using a model – sentences using voici, il y a and notre école a</p>
<p>Purpose of study: A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.</p>		<p>End of KS2 expectations: To have an understanding of: gender, definite and indefinite articles, pronouns, high frequency adjectives, adjective agreement, forming the plural, word order, connectives, likes and dislikes, opinions, simple negative</p> <p>To be able to write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.</p> <p>Writing reflects grammatical understanding, for example understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives</p> <p>Understand key points and some detail in short written texts in familiar contexts</p> <p>Years 3 – 6</p> <ul style="list-style-type: none"> All pupils will know how they celebrate La Chandeleur in France, Pâques (Easter), Noël, French Revolution/Bastille Day and many traditions and superstitions associated with each celebration International Day/Francophone Day - pupils will be introduced to new cultures/languages 			