

Pegswood Primary School

Progression Map

French



	Lower Key Stage 2	Upper Key Stage 2
Speaking & Listening	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>a • Responding to single words & short phrases e.g. greetings, numbers</p> <p>b • Following classroom instructions</p> <p>c • Pointing to objects and repeating a sequence</p> <p>d • Identifying items by colour adjective</p> <p>e • Listening and selecting information e.g. weather, points of compass</p> <p>f • Decoding vocabulary e.g. Shopping items</p>	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>a • Finding information from an extended text e.g. solar system</p> <p>b • Listening and following the sequence of an unfamiliar story</p> <p>c • Indicating the position of objects from a descriptive paragraph</p> <p>d • Understanding phrases to describe, e.g. route to school</p> <p>e • Recognising present and future tense sentences</p>
	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>a • Asking simple questions e.g. feelings, asking if you have something, how many</p> <p>b • Saying if you have or don't have something</p> <p>c • Asking and giving personal information e.g. birthdays</p> <p>d • Asking and giving an opinion e.g. Music</p> <p>e • Conversational phrases e.g. ordering food</p>	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>a • Forming a question in order to ask for information e.g. family</p> <p>b • Presenting factual information in extended sentences including justification e.g. planets</p> <p>c • Expressing and justifying an opinion e.g. sport</p> <p>d • Planning and asking extended questions e.g. rooms in the house</p> <p>e • Engaging in purposeful dialogue e.g. buying a ticket</p>
	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>a • Using short phrases to give information e.g. it is ..., age</p> <p>b • Beginning to adapt phrases from a known rhyme/song e.g. travel</p> <p>c • Using a model to form a spoken sentence e.g. Café</p> <p>d • Speaking in full sentences using known vocabulary e.g. weather, temperature</p>	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>a • Rehearsing and recycling extended sentences orally e.g. running dictation</p> <p>b • Planning and presenting a short descriptive text e.g. family</p> <p>c • Planning and presenting a short text e.g. description of route to school</p> <p>d • Modifying, expressing and comparing opinions</p>
	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>a • Listening and repeating key phonemes with care e.g. playground games, colours</p> <p>b • Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p>c • Comparing sounds and spelling patterns with English</p> <p>d • Practising speaking with a partner</p>	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>a • Using intonation and gesture to differentiate between statements and questions</p> <p>b • Making realistic attempts at pronunciation of new, unknown vocabulary</p> <p>c • Discussing strategies for remembering and applying pronunciation rules</p> <p>d • Speaking and reading aloud with increasing confidence and accuracy</p>

	<p>Children present ideas and information orally to a range of audiences.</p> <p>a • Introduce yourself with simple phrases e.g. name, age</p> <p>b • Planning and performing a short presentation e.g. weather report</p>	<p>Children present ideas and information orally to a range of audiences.</p> <p>a • Adapting a story and retelling to the class e.g. A week in the life</p> <p>b • Responding to questions orally, including giving and justifying opinions e.g. Sport</p>
	<p>Children describe people, places, things and actions orally.</p> <p>a • Recognising and using adjectives e.g. colour, size</p> <p>b • Using appropriate adjectives e.g. to describe someone's appearance or character</p>	<p>Children describe people, places, things and actions orally.</p> <p>a • Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family</p> <p>b • Using language of comparison e.g. planets</p> <p>c • Recognising and using a wide range of descriptive phrases e.g. town, sightseeing</p>

	Lower Key Stage 2	Upper Key Stage 2
Reading & Writing	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>a • Recognising some familiar words in written form e.g. numbers, colours, transport</p> <p>b • Noticing and discussing cognates e.g. café</p>	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>a • Recognising features of different text types e.g. recipe, scientific text</p> <p>b • Using a range of strategies to decode new vocabulary</p> <p>c • Reading and understanding the main points and some detail from a short written passage e.g. football</p> <p>d • Reading short, authentic texts for enjoyment or information e.g. Olympics</p>
	<p>Children 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>a • Beginning to develop dictionary skills, e.g. alphabetical animals</p> <p>b • Recognising cognates and near cognates</p> <p>c • Understanding how to use a bilingual dictionary</p> <p>d • Making comparisons of word order in French and English</p>	<p>Children 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>a • Using contextual clues and cues to make predictions about meanings e.g. fact file, recipe</p> <p>b • Recognising key information within a text</p> <p>c • Beginning to recognise different verb form endings</p> <p>d • Using a bilingual dictionary to select alternative vocabulary for sentence building e.g. description of a town</p>
	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>a • Listening and repeating key phonemes with care e.g. playground games, colours</p> <p>b • Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p>c • Comparing sounds and spelling patterns with English</p> <p>d • Practising speaking with a partner</p>	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>a Using intonation and gesture to differentiate between statements and questions</p> <p>b • Making realistic attempts at pronunciation of new, unknown vocabulary</p> <p>c • Discussing strategies for remembering and applying pronunciation rules</p> <p>d • Speaking and reading aloud with increasing confidence and accuracy</p>
	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <p>a write single familiar words from memory with understandable accuracy;</p> <p>b write familiar short phrases from memory with understandable accuracy;</p> <p>c replace familiar vocabulary in short phrases written from memory to create new short phrases.</p>	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <p>a write a simple sentence from memory using familiar language;</p> <p>b write several sentences from memory with familiar language with understandable accuracy;</p> <p>c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</p>

	<p>Children describe people, places, things and actions in writing.</p> <p>a • Recognising and using adjectives e.g. colour, size</p> <p>b • Using adapted phrases to describe someone's outfit, appearance or character</p>	<p>Children describe people, places, things and actions in writing.</p> <p>a • Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family</p> <p>b • Using language of metaphor and comparison e.g. planets</p> <p>c • Using a wide range of descriptive phrases e.g. town, sightseeing</p> <p>d • Recognising and using verbs in different tenses</p>
--	--	--

	Lower Key Stage 2	Upper Key Stage 2
Stories, Songs, Poems & Rhymes	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>a • Listening and joining in with rhymes, e.g. puppets and songs e.g. numbers</p> <p>b • Beginning to identify vowel sounds and combinations e.g. colours</p> <p>c • Listening and noticing rhyming words e.g. travel song</p> <p>d • Joining in with songs and noticing patterns in sounds e.g. days of week</p> <p>e • Noticing and beginning to predict word patterns and spellings e.g. numbers</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>a • Matching unknown written words as they hear new vocabulary e.g. body parts</p> <p>b • Recognising common spelling patterns and blends and select words by sound</p> <p>c • Recalling and performing an extended song or rhyme</p> <p>d • Making increasingly accurate attempts to read unfamiliar words and phrases</p>
	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>a • Reading aloud a familiar sentence, rhyme or poem</p> <p>b • Following a short familiar text, listening and reading at the same time</p>	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>a • Reading and adapting a range of different format short texts e.g. Monsieur Mangetout</p> <p>b • Reading and responding to e.g. an extract from a story, an e-mail message or song</p>

	Lower Key Stage 2	Upper Key Stage 2
Grammar	<p>Children 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.</p> <ul style="list-style-type: none"> • Beginning to recognise gender of nouns, definite and indefinite article • Identifying plurals of nouns • Recognising placement of adjectives, compared with English • Beginning to understand that verbs have patterns • Noticing the negative form • Using pronouns he/ she • Recognising and applying rules for placement and agreement of adjectives • Using indefinite article in the plural 'some' • Recognising and using possessive adjective 'my' • Beginning to use regular singular verb endings (l/he/she) • Recognising and using the negative form 	<p>Children 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.</p> <ul style="list-style-type: none"> a • Applying rules for adjectives to new vocabulary b • Recognising and using the partitive article 'some of' c • Using comparative language d • Exploring verbs in infinitive form and recognising them in the dictionary e • Recognising and applying verb endings for present regular 'er' verbs f • Memorising key verb patterns for 'have' and 'be' g • Identifying word classes within a sentence h • Understanding how word order differs between French and English i • Learning and using some common irregular verbs, e.g. 'to make', 'to go' j • Recognising and beginning to form some verbs in future tense

	Lower Key Stage 2	Upper Key Stage 2
Intercultural Understanding	<p>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world</p> <ul style="list-style-type: none"> • Recognising that different languages are spoken in the community/world • Naming the capital of France and some other countries where French is spoken • Knowing that some of the great artists that come from France • Appreciating and imitating the works of Matisse • Recognising landmarks of Paris e.g. Louvre • Comparing birthday celebrations in France and UK • Discovering some of the major cities of France • Comparing shops and high streets of France and UK • Recognising and using the Euro currency 	<p>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world</p> <ul style="list-style-type: none"> • Identifying and locating other countries in the world where French is spoken • Comparing geographical features and climates of different French-speaking countries • Discovering and researching some French international football players • Planning a journey to and around France