

**Statement of Intent:**

At Crockerton School, we aim to teach pupils' French as a Primary Language to enable pupils to understand and communicate with people globally. Our pupils will grow a respectful understanding that although they may not understand others, they have valid thoughts and ideas and can communicate with others. Our pupils will develop a deeper understanding of languages and how these vary but also similarities that they share. We aim to support our pupils in being global citizens who can engage and interact with a global community. This includes elements of being able to communicate. We have chosen French as our language to teach as this will give the pupils the knowledge needed to set them up for all of our feeder secondary schools, who all offer a French curriculum. However, we also acknowledge that we are setting the pupils up with the ability to learn a language and that much of the learning from their French lessons may help them to learn other languages in the future. We want our pupils to leave school being confident to use their knowledge with others and in other contexts such as on holiday or when meeting French speaking people.

Crockerton CE Primary - French Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

## Listening and Speaking (Oracy)

- \*Repeat modelled words.
- \*Listen and show understanding of single words through physical response e.g. point to appropriate colour or act out verb.
- \* Recognise a familiar question and respond with a simple rehearsed response.
- \* Ask and answer a simple and familiar question with a response.
- \* Name objects and actions and may link words with a single connective.
- \* Use familiar vocabulary to say a short sentence using a language scaffold.
- \*Identify individual sounds in words and pronounce accurately when modelled.
- \*Start to recognise the sound of some letter strings in familiar words and pronounce, when modelled.
- \* Name nouns and present a simple rehearsed statement to a partner.
- \* Present simple rehearsed statements about themselves, objects and people to a partner.
- \* Say simple familiar words to describe people, places, things and actions using a model.
- \* Read and show understanding of familiar words.
- \* Use strategies to memorise vocabulary.
- \* Make links with English (or a known language) to work out the meaning of new words.

- \*Repeat modelled short phrases.
- \* Listen and show understanding of short phrases through physical response (e.g. follow an instruction or in a game of Simon Says).
- \* Express simple opinions such as likes, dislikes and preferences.
- \* Ask and answer at least two simple and familiar questions with a response.
- \* Speak about everyday activities and interests.
- \* Refer to recent experiences or future plans.
- \* Adapt intonation to ask questions or give instructions.
- \* Show awareness of accents, contractions and silent letters; begin to pronounce words accordingly.
- \* Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.
- \* Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.
- \* Say one or two short sentences that may contain an adjective to describe people, places, things and actions.

- \*listen and show understanding of simple sentences containing familiar words through physical response;
- \*listen and understand the main points from short, spoken material in French;
- \*engage in a short conversation using a range of simple, familiar questions;
- \* express a wider range of opinions
- \* converse briefly
  - \* say a longer sentence using familiar language;
- \*refer to everyday activities and interests, recent experiences
  - \* pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- \* adapt intonation, for example to mark questions and exclamations.
  - \* manipulate familiar language to present ideas and information in simple sentences;
  - \* present a range of ideas and information, using prompts, to a partner or a small group of people;
  - \* say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
  - \* manipulate familiar language to describe

- \*Listen and understand the main points and some detail from short, spoken material in French.
  - \* ask and answer more complex questions with a scaffold of responses;
  - \* express a wider range of opinions and begin to provide simple justification;
- \* converse briefly without prompts.
  - \* use familiar vocabulary to say several longer sentences using a language scaffold;
  - \*refer to everyday activities and interests, recent experiences and future plans;
  - \* vary language and produce extended responses.
    - \* appreciate the impact of accents and elisions on sound and apply with increasing confidence when pronouncing words;
    - \*start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
  - \* present a range of ideas and information, without prompts, to a partner or a group of people.
    - \* use a wider range of descriptive language in their descriptions of people, places, things and actions.

						people, places, things and actions, maybe using a dictionary;	
		National Curriculum Objectives KS1:	National Curriculum Objectives KS2: *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. *Describe people, places, things and actions orally.				

## Reading and Writing (literacy)

- \* Identify individual sounds in words and pronounce accurately when modelled.
- \* Start to read and recognise the sound of some letter strings in familiar words and pronounce, when modelled.
- \* Write single familiar words from memory with understandable accuracy.
- \* Copy simple familiar words to describe people, places, things and actions using a model.

- \* Read and show understanding of simple phrases and sentences containing familiar words.
- \* Use context to predict the meaning of new words.
- \* Begin to use a bilingual dictionary to find the meaning of individual words in French and English.
- \* When reading, adapt intonation to ask questions.
- \* When reading, show awareness of accents, contractions and silent letters; begin to pronounce words accordingly.
- \* Write familiar short phrases from memory with understandable accuracy.
- \* Replace familiar vocabulary in short phrases written from memory to create new short phrases.
- \* Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.
- \* Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

- \* read and show understanding of simple sentences containing familiar and some unfamiliar language;
- \* read and understand the main points from short, written material;
- \* use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
- \* use a bilingual dictionary to identify the word class;
- \* When reading aloud, pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- \* When reading aloud, adapt intonation, for example to mark questions and exclamations.
- \* write a simple sentence from memory using familiar language;
- \* write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- \* manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;

- \* read and understand the main points and some detail from short, written material.
- \* use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
- \* When reading aloud, appreciate the impact of accents and elisions on sound and apply with increasing confidence when pronouncing words;
- \* When reading aloud, start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- \* write several sentences from memory with familiar language with understandable accuracy;
- \* replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
- \* use a wider range of descriptive language in their descriptions of people, places, things and actions.

		National Curriculum Objectives KS1:	National Curriculum Objectives KS2: *Read carefully and show understanding of words, phrases and simple writing. *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 in writing.			
Stories, songs, rhymes and			* Listen and identify specific words in songs and rhymes and demonstrate understanding. * Join in with actions to accompany familiar songs, stories and rhymes.	* Listen and identify specific phrases in songs and rhymes and demonstrate understanding. * Join in with words of a song or storytelling.	* listen and identify rhyming words and specific sounds in songs and rhymes; *follow the text of familiar songs and rhymes, identifying the meaning of words; * follow the text of a familiar song or story; *follow the text of a familiar song or story and sing or read aloud;	* read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. * understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
		National Curriculum Objectives KS1:	National Curriculum Objectives KS2: *Appreciate stories, songs, poems and rhymes in the language.			

Grammar				<ul style="list-style-type: none"> <li>* Show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English.</li> <li>* Name the gender (masculine or feminine) of nouns; name the definite (la, le, l' and les) and indefinite (un, une and des) articles for both genders and use correctly.</li> <li>* Say how to make the plural form of nouns.</li> <li>* Name the first (je) and second person (tu/vous) singular subject pronouns.</li> <li>* Use the correct form of some regular, high frequency verbs in the present tense with first (je marche) and second person (tu marches).</li> <li>* Use a simple negative (ne... pas e.g. Je n'aime pas).</li> <li>* Recognise and use the first person possessive adjectives (mon, ma, mes).</li> <li>* Conjugate a high frequency verb in the present tense; show awareness of the subject-verb agreement (e.g. avoir - J'ai, tu as, il/elle a).</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise and use partitive articles (some/any - du, de, la, des and de l').</li> <li>* Name the third person singular subject pronouns (il, elle).</li> <li>* Use the present tense of some high frequency verbs in the third person singular (avoir becomes il/elle a).</li> <li>* Show awareness of the position and masculine/feminine agreement of adjectives (-e added for feminine) and start to demonstrate use.</li> <li>* Recognise a high frequency verb in the imperfect tense (je marchais) and use as a set phrase.</li> <li>* Recognise a high frequency verb in the simple future tense (je marcherai) and use as a set phrase.</li> <li>* Use simple prepositions in their sentences.</li> <li>* Use the third person singular and plural of the verb 'etre' (to be) in the present tense (il/elle est - he/she is).</li> </ul>	<ul style="list-style-type: none"> <li>* identify word classes; nouns, adjectives, verbs and connectives</li> <li>* demonstrate understanding of gender (masculine or feminine) and number of nouns and use appropriate determiners [e.g. articles (le, la, les, un, une, des), possessives (mon, ma, ton, ta, son, sa, notre, votre, leur) and demonstratives (ce, cette, ces)].</li> <li>* name and use some conjunctions to create compound sentences; et (and), mais (but).</li> <li>* explain and use contractions; state the differences and similarities with English.</li> <li>* recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>* recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>* recognise and use a range of prepositions;</li> <li>* use the third person plural of a few high frequency verbs in the present (ils, elles - theirs).</li> </ul>	<ul style="list-style-type: none"> <li>* explain and apply the rules of position (after the noun) and agreement (masc/fem and plural/singular) of adjectives with increasing accuracy and confidence.</li> <li>* name and use a range of conjunctions to create compound sentences; e.g. et (and), mais (but), ou (or), donc (so/therefore), car (because).</li> <li>* use some adverbs;</li> <li>* demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li>* recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed</li> <li>* name all subject pronouns and use to conjugate a high frequency verb in the present tense [je, tu, il, elle, on, nous, vous, and elles. he, it (masc.) they (masc. / masc. &amp; fem.)]</li> <li>* recognise and use a high frequency verb in the perfect tense; compare with English (avoir and etre before the past tense verb).</li> <li>* follow a pattern to conjugate a regular verb in the present tense <a href="https://www.bbc.co.uk/bitesize/guides/zsxn2nb/revision/3">https://www.bbc.co.uk/bitesize/guides/zsxn2nb/revision/3</a></li> <li>* choose the correct tense of a verb (present/perfect/imperfect/future) according to context)</li> </ul>
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		National Curriculum Objectives KS1:	National Curriculum Objectives KS2: *Understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine forms and 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.
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### *Sequencing of learning – why now?*

Term 1 –	Term 2 –	Term 3 –	Term 4 –	Term 5 –	Term 6 –
LKS2 - Getting to know you UKS2 – Pleased to meet you		LKS2 – All about me UKS2 – All about ourselves	LKS2 – Food glorious food. UKS2 – That's tasty	LKS2 – Family and Friends UKS2 – Family and Friends	LKS2 – Our school UKS2 – School life
Introduces lots of oracy and use of stories, songs and rhymes in LKS2 before revisiting familiar vocabulary in UKS2 to apply for written skills. Questions are introduced and a range of useful vocabulary for future learning – numbers.	This term is a break for French teaching to allow for extra curricular events involved with Christmas.	Pupils can use the first person, singular. Number vocabulary is revisited as well as months of the year introduced.	Stories are now introduced and conjunctions. Pupils develop language of preference and description – adjectives. Using familiar language to apply to written work in UKS2.	Pupils expand nouns and begin to use third person.	Application of all previous skills – questioning, days of the week and numbers revisited.