

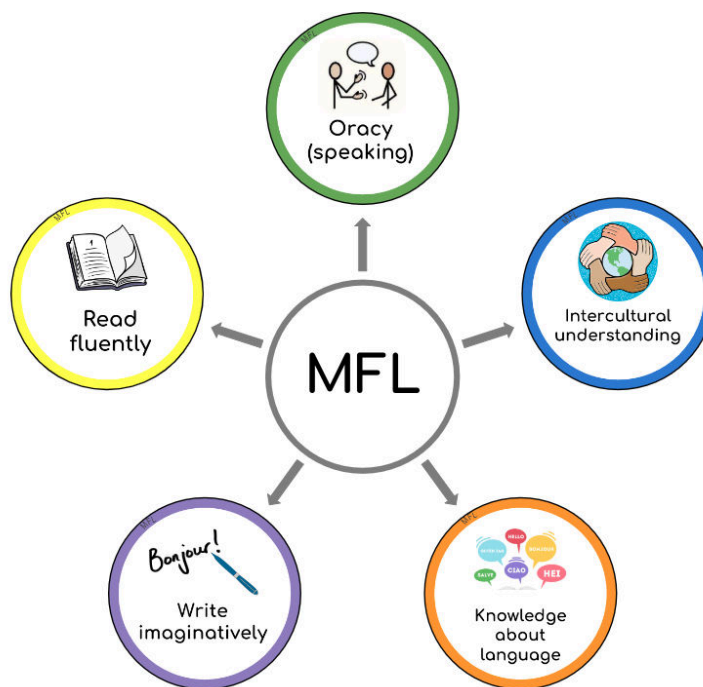
**French Curriculum Progression**  
**Peasedown St John School**

*"To have another language is to possess a second soul." Charlemagne*

At PSJ we use the Language Angels French scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the key stage 2 phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

As with all our curriculum, we have Big Ideas that help children to link old learning to new learning. In French these are:



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The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

**National Curriculum Breadth of Study in MFL**


	<i>KS2</i>			
	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<b>Skills / Disciplines</b>	<ul style="list-style-type: none"> <li>● Understand and respond to spoken and written language from a variety of sources</li> <li>● Speak fluently and spontaneously through discussion and questions with accuracy on pronunciation and accent</li> <li>● Write at varying length for purpose and audience using the structures they have learned</li> <li>● Discover and develop an appreciation of a range of writing in the language</li> </ul>			
<b>Knowledge</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● listen attentively to spoken language and show understanding by joining in and responding</li> <li>● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>● 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*</li> <li>● present ideas and information orally to a range of audiences*</li> <li>● read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</li> <li>● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>● write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>● describe people, places, things and actions orally* and in writing</li> <li>● 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.</li> </ul>			

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**Our Overview of French Teaching (How we have organised the N.C. Breadth of Study)**

Term	TERM 1 7.5 weeks								TERM 2 7 weeks							TERM 3 5.5 weeks					TERM 4 6 weeks						TERM 5 6 weeks						TERM 6 7 weeks						
	September				October				November			Dec				January			Feb		March				April		May				June			July					
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	.	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
<b>Year 3</b>	<b>J'apprends le français</b> (I am learning French) <i>*Language angels - Early Language Teaching*</i>								<b>Les animaux</b> (animals) <i>*Language angels - Early Language Teaching*</i>							<b>Les saisons</b> (the seasons) <i>*Language angels - Early Language Teaching*</i>					<b>Les forms</b> (shapes) <i>*Language angels - Early Language Teaching*</i>						<b>Les fruits</b> (fruits) <i>*Language angels - Early Language Teaching*</i>						<b>Les glaces</b> (ice creams) <i>*Language angels - Early Language Teaching*</i>						
<b>Year 4</b>	<b>Les instruments</b> (instruments) <i>*Language angels - Early Language Teaching*</i>								<b>Les legumes</b> (vegetables) <i>*Language angels - Early Language Teaching*</i>							<b>Je peux</b> (I am able/I can) <i>*Language angels - Early Language Teaching*</i>					<b>Je me présente</b> (presenting myself) <i>*Language angels - Intermediate Teaching*</i>						<b>Ma famille</b> (my family) <i>*Language angels - Intermediate Teaching*</i>						<b>As-tu un animal?</b> (do you have a pet?) <i>*Language angels - Intermediate Teaching*</i>						
<b>Year 5</b>	<b>Chez moi</b> (my home) <i>*Language angels - Intermediate Teaching*</i>								<b>La date</b> (the date) <i>*Language angels - Intermediate Teaching*</i>							<b>En classe</b> (in the classroom) <i>*Language angels - Intermediate Teaching*</i>					<b>Les vêtements</b> (clothes) <i>*Language angels - Intermediate Teaching*</i>						<b>Au salon de thé</b> (at the tearooms) <i>*Language angels - Intermediate Teaching*</i>						<b>Quel temps fait-il?</b> (what's the weather?) <i>*Language angels - Intermediate Teaching*</i>						
<b>Year 6</b>	<b>À l'école</b> (at school) <i>*Designed and taught by visiting secondary school teacher*</i>								<b>Ma ville</b> (my town) <i>*Designed and taught by visiting secondary school teacher*</i>							<b>Les bases</b> (the basics) <i>*Designed and taught by visiting secondary school teacher*</i>					<b>Culture française</b> (French culture) <i>*Designed and taught by visiting secondary school teacher*</i>						<b>Dans les magasins</b> (at the shops) <i>*Designed and taught by visiting secondary school teacher*</i>						<b>Les vacances</b> (holidays) <i>*Designed and taught by visiting secondary school teacher*</i>						

The following documents explain how these Language Angel units ensure we have full National Curriculum coverage:

 [LA PoS mapping by unit.pdf](#)

 [LA NC checklist.pdf](#)

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**Links to whole school curriculum drivers**

	EYFS		KS1		LKS2		UKS2	
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><i>Community links - local and global, diversity and commonality</i></b>	NA	NA	NA European Day of Languages (26th Sept)	NA European Day of Languages (26th Sept)	Discovering French speaking countries European Day of Languages (26th Sept)	European Day of Languages (26th Sept)	European Day of Languages (26th Sept)	Specialist teaching by Norton Hill staff European Day of Languages (26th Sept)
<b><i>Visits, opportunities and experiences</i></b>	NA	NA	Answering register in a range of languages inc French	Answering register in a range of languages inc French	Christmas celebrations in France	Easter celebrations in France	Bilingual story books Bastille Day	Bilingual story books
<b><i>High quality books - fiction and non-fiction</i></b>	*First Hundred Words In French	*First Hundred Words In French	*First Thousand Words In French	*First Thousand Words In French	*The Illustrated French Learning Book For Kids *Learn French - Fruits And Vegetables	*First French Dictionary *We Are Dinosaurs/ Nous Sommes Des Dinosaurs	*Collins French/English Dictionary *Hello Little Moon/ Bonjour Petite Lune *The Fabulous Lost And Found And The Little French Mouse	*Collins French/English Dictionary *Space For Bilingual Kids *Oh No Gaston!/ Oh Non Gaston!

**Summary of key knowledge, skills and vocabulary that we teach**

Our planning for Years 3-5 is taken from Language Angels who have designed clear progression in the skills of listening, speaking, reading, writing and grammar. Our Year 6 children are taught by a secondary school French teacher who has designed a Year 6 curriculum to revise vocabulary taught so far and ensure children are ready for the French that will be taught in secondary school. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

 [Language Angels Progression.pdf](#)

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**Language Learning Skills Progression KS2**

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
<b>Listening</b>	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b>	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<b>Reading</b>	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
<b>Writing</b>	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano', 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
<b>Grammar</b>	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...') and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.

<b>Phonics &amp; Pronunciation Lesson 1</b>	<b>Phonics &amp; Pronunciation Lesson 2</b>	<b>Phonics &amp; Pronunciation Lesson 3</b>	<b>Phonics &amp; Pronunciation Lesson 4</b>
I Am Learning...	Presenting Myself	Do you have a pet?	At School
Instruments / Animals	My Family	The Date	The Weekend
Fruits / Vegetables / Ice-Creams	My Home / In the classroom	Clothes	Me in the World / Vikings
I Am Able...(F) - I Know How...(S & I)	At The Tea Room / Café / Restaurant		