







Subject Area: French Modern Foreign Language









<p>Early Years Foundation stage</p>	<p>At Commonswood School, we promote and celebrate the plethora of languages spoken by our pupils.</p> <p>Children have opportunities to use simple greetings and phrases in French language. These opportunities opens discussion about the languages that our children are able to speak, translate, read or write in.</p> <p>Commonswood School’s chosen language is French and this is taught in Key Stage 2. It is taught in weekly 30 minute sessions with a primary focus on speaking and listening. Children are taught French phrases and vocabulary as well as the grammar and pronunciation that underpins the language. They are also able to extend their cultural understanding by finding out about French culture and daily life.</p>
<p>Key Stage 1</p>	<p>In Key Stage 1, children are taught a range of phrases, songs and rhymes to prepare them for when they begin to learn French in Key Stage 2.</p>

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
National curriculum	<p>Listen & engage.</p> <p>Ask & answer questions.</p> <p>Speak in sentences using familiar vocabulary.</p> <p>Develop appropriate pronunciation.</p> <p>Show understanding of words & phrases.</p> <p>Appreciate stories, songs, poems & rhymes.</p> <p>Broaden vocabulary.</p>	<p>Listen & engage.</p> <p>Ask & answer questions.</p> <p>Speak in sentences using familiar vocabulary.</p> <p>Develop appropriate pronunciation.</p> <p>Show understanding of words & phrases.</p> <p>Appreciate stories, songs, poems & rhymes.</p> <p>Broaden vocabulary.</p>	<p>Listen & engage.</p> <p>Engage in conversations, expressing opinions.</p> <p>Speak in simple language & be understood.</p> <p>Develop appropriate pronunciation.</p> <p>Present ideas & information orally.</p> <p>Show understanding in simple reading.</p> <p>Adapt known language to create new ideas.</p> <p>Describe people, places & things.</p> <p>Understand basic grammar, e.g. gender.</p>	<p>Listen & engage.</p> <p>Engage in conversations, expressing opinions.</p> <p>Speak in simple language & be understood.</p> <p>Develop appropriate pronunciation.</p> <p>Present ideas & information orally.</p> <p>Show understanding in simple reading.</p> <p>Adapt known language to create new ideas.</p> <p>Describe people, places & things.</p> <p>Understand basic grammar, e.g. gender.</p>

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
<p><i>Interleaving and spacing: (Links to prior learning)</i></p>	<ul style="list-style-type: none"> • Use Simple greetings • Respond to basic instructions- stand up, sit down, walk, run, jump • Recognise 10 colours • Recognise Numbers to 10 • Listen carefully and join in with the Weather song 	<ul style="list-style-type: none"> • Listen carefully and identify familiar words in songs, poems and simple stories. • Recognise, with confidence, numbers to 20 and know own birthday date e.g., 22 April • Follow simple classroom instructions. 	<ul style="list-style-type: none"> • Identify specific phonemes, words and phrases. • Recognise numbers 1 – 31. • Listen to a short text using familiar vocabulary and answer simple questions in English. • Respond to a wide range of classroom instructions. 	<ul style="list-style-type: none"> • Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points • Identify specific sounds in familiar and unfamiliar words. • Identify numbers- multiples of 10 up to one hundred and café prices • Enjoy the challenge of meeting unfamiliar language 
<p>Listening</p>	<p>Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. <p>Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • identify phonemes which are the same as or different from English and other known languages • Begin to recognise some phonemes in familiar words and link each sound with an action, as well as the graphemes associated with that sound <p>Listen attentively and understand instructions, everyday classroom language and praise words</p> <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • speak clearly and confidently. • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding <p>Listen and respond to a simple and familiar question</p>	<p>Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>Continue to recognise some phonemes in familiar words and link each sound with an action, as well as the graphemes associated with that sound</p> <p>Listen for specific words and phrases</p> <ul style="list-style-type: none"> • Listen attentively and repeat modelled words and phrases and some key French phonemes with increasing accuracy • use physical response to show recognition and understanding of a range of familiar spoken words and short phrases • Pick out known words in an ‘authentic’ conversation <p>Listen and respond to at least two simple and familiar questions.</p> <p>LIAISON/ SILENT LETTERS</p>	<p>Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from short, spoken French which includes unfamiliar language. • picking out specific vocabulary <p>Continue to recognise key phonemes and link each sound with an action, learning to pronounce the French vocabulary introduced with increasing accuracy</p> <p>Listen and respond to a wider range of simple and familiar questions.</p> <p>LIAISON/ SILENT LETTERS</p>	<p>Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. <p>Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • understand and express reasons • understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions. <p>Listen attentively and repeat modelled words and phrases with increasing accuracy.</p> <p>Listen and respond to a range of familiar questions.</p> <p>LIAISON/ SILENT LETTERS</p>

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
<p><i>Interleaving and spacing:</i></p> <p><i>(Links to prior learning)</i></p>	<ul style="list-style-type: none"> • Learning to pronounce key sounds • Ask and answer questions on the weather, how they are feeling, what is their name • Giving instructions to the class: Everyone stand up/sit down <p>↪</p>	<ul style="list-style-type: none"> • Pronounce very familiar language with good pronunciation and intonation • Ask and answer questions on a limited range of topics such as age, , and the date of their birthday, which they have practised regularly. • Express likes and begin to express dislikes. <p>↪</p>	<ul style="list-style-type: none"> • Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences • Use simple conjunctions • Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like • Ask and answer questions in 1st, 2nd, 3rd person singular. • Begin to use pronouns <p>↪</p>	<ul style="list-style-type: none"> • Pronounce and use the alphabet with increasing accuracy. • Use simple conjunctions to create more complex sentences. • Can use a wider range of verbs to express opinion such as love, hate, adore, detest. • Perform a role-play with confidence and with accurate pronunciation, using appropriate tone and intonation. <p>↪</p>
<p>Speaking</p>	<p>Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • build up a bank of core vocabulary • repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles from topics <p>Recognise a familiar question and respond with a simple rehearsed response</p> <ul style="list-style-type: none"> • create short, spoken simple sentences integrating 1st person singular of high frequency verbs • both ask and answer a variety of simple key questions <p>Begin to recognise the sound of some letter strings in familiar words and pronounce these when modelled.</p> <ul style="list-style-type: none"> • Know that in French, consonants at the end of words are usually silent and not pronounced. • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation <ul style="list-style-type: none"> • Linking phonics to actions 	<p>Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • developing and learning short spoken sentences with accurate pronunciation, retention and recall • use the appropriate definite, indefinite and/or partitive article (des). • include verbs, adjectives (colour, size) and a simple conjunction in their spoken sentences • keep a conversation going for longer by asking more probing questions such as: 'Where do you live?' 'Do you have any brothers or sisters?' 'Do you have a pet?' <p>Express simple opinions such as likes, dislikes and preferences.</p> <p>Remember that in French, consonants at the end of words are usually silent and show awareness of some exceptions.</p> <p>Understand and begin to use liaison.</p> <p>Show awareness of accents and elisions and begin to pronounce words accordingly.</p>	<p>Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> • use tone of voice and gesture to help to convey meaning. • include verbs, adjectives and a greater variety of conjunctions in their spoken sentences • recall and recycle more spoken target language easier, more quickly and with greater accuracy. <p>Use the appropriate definite, indefinite and/or partitive article (du, de la, de l', des).</p> <p>Understand and express simple opinions</p> <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. <p>Pronounce familiar words with increasing accuracy, observing accents, elisions, silent letter rules and liaison.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Use spoken language confidently to initiate and sustain conversations</p> <ul style="list-style-type: none"> • engage in a short conversation using a range of questions and responses. • speak with improved fluency and ease using full sentences (from memory) on a wider variety of familiar topics • learning to use particular sentence structures more flexibly to create own sentences <p>Include an adverb, adjective, conjunction and variety of pronouns.</p> <ul style="list-style-type: none"> • Start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). <p>Recall key regular and irregular verbs</p> <p>Express a wide range of opinions and begin to provide simple justification.</p> <p>Pronounce familiar words and some unfamiliar words with increasing accuracy, observing accents, elisions, silent letter rules, liaison, accents and elisions.</p>

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
<p><i>Interleaving and spacing: (Links to prior learning)</i></p>		<ul style="list-style-type: none"> Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song and give their meaning in English. Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. Read aloud and understand a simple conversation with a partner that uses familiar language. 	<ul style="list-style-type: none"> Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words. Begin to use a bilingual dictionary to check the meaning of new words. 	<ul style="list-style-type: none"> Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. Apply phonic knowledge when meeting new words. 
<p>Reading</p>	<p>Recognise some familiar words in written form</p> <ul style="list-style-type: none"> understand words displayed in the classroom identify and read simple words read and understand simple messages. <p>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <ul style="list-style-type: none"> pronounce accurately the most commonly used characters, letters and letter strings read aloud a familiar sentence, rhyme or poem. Begin to use context to predict the meaning of new words in familiar written material. identify cognates (words that are similar in English and French) and start to learn how to decode written text they are presented with. 	<p>Read and understand a range of familiar written phrases</p> <ul style="list-style-type: none"> match phrases and short sentences to pictures or themes identify non-fiction texts by their style and layout <p>Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> make links between spoken and written words identify common spelling patterns in letter strings. <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation</p> <ul style="list-style-type: none"> Show awareness of accents, elisions, liaison and silent letters when reading and begin to pronounce words accordingly. <p>Use context and begin to use cognates to predict the meaning of new vocabulary in familiar written material.</p> <p>Use a bilingual dictionary with support to find the meaning of individual words in French and English.</p>	<p>Read and show understanding of more complex written phrases</p> <ul style="list-style-type: none"> Read and show understanding of a piece of writing based on the current topic Read carefully and understand the main points from short paragraphs and answer questions on what they have read read fiction and non-fiction texts, e.g. extracts from stories <p>Continue to recognise key phonemes and link each sound with an action, gaining the skills to tackle any new vocabulary they encounter</p> <ul style="list-style-type: none"> Read familiar words with increasingly accurate pronunciation, observing silent letter rules, liaison, accents and elisions. Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud <p>Begin to use a range of strategies to predict the meaning of new vocabulary (context, etymology, cognates, awareness of false friends).</p> <p>Use a bilingual dictionary and its features independently to find the meaning of unfamiliar words and phrases in French and English.</p>	<p>Read and understand the main points and some detail from a short written passage</p> <ul style="list-style-type: none"> read longer, more authentic passages of text and respond to e.g. an extract from a story or song give true or false responses to statements about a written passage read descriptions of people and identify who they are. <p>Identify different text types and read short, authentic texts for enjoyment or information</p> <ul style="list-style-type: none"> read and understand the gist of a familiar story or simple magazine article. <p>Predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, silent letter rules, liaison, accents and elisions.</p> <p>Use a range of strategies to predict the meaning of new vocabulary (context, etymology, cognates, awareness of false friends).</p> <p>Use a bilingual paper/online dictionary and its features to find the meaning of unfamiliar words and phrases in French and English</p>

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
<p><i>Interleaving and spacing:</i></p> <p><i>(Links to prior learning)</i></p>		<ul style="list-style-type: none"> • Write a simple descriptive sentence with an article, noun and verb, using a writing frame and word bank 	<ul style="list-style-type: none"> • Write simple, descriptive sentences containing an article, noun, verb, adjective and simple conjunction, using words banks and writing frames for support. • Begin to use pronouns 	<ul style="list-style-type: none"> • Write descriptive sentences containing an article, noun, verb, adjective and a variety of conjunctions. • Personalise a text by changing one or two elements 
<p>Writing</p>	<p>Experiment with the writing of simple words</p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. <p>Use a language scaffold to write a simple descriptive sentence with an article, noun and verb.</p> <ul style="list-style-type: none"> • with support, substitute one element in a simple sentence to vary the meaning. <p>Begin to recognise some letter strings in familiar vocabulary and link the sound and spelling of words.</p> <p>Being aware of <u>accents</u>- some Months have acute accents (é) or a circumflex (û).</p> <p>Develop their writing skills in French by filling in missing letters with relative accuracy for vocabulary taught.</p>	<p>Write simple words and short phrases using a model and some words from memory</p> <p>Use a language scaffold to write simple, descriptive sentences containing an article, noun, verb, adjective and simple conjunction.</p> <ul style="list-style-type: none"> • Begin to adapt sentences, replacing familiar vocabulary to create new short sentences. • write a short sentence in French applying their knowledge of correct word order <p>Write positive and negative statements.</p> <p>Recognise some letter strings and accents in familiar vocabulary and link the sound and spelling of words.</p> <ul style="list-style-type: none"> • Begin to recognise and use elision <p>Begin to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender of nouns and the associated rules of accurate adjectival agreement.</p> <p>Translate short sentences from French into English with increasing accuracy.</p>	<p>Make simple sentences and short texts</p> <ul style="list-style-type: none"> • Write some words, short phrases from memory with increasing accuracy. • understand that the order of words in a French sentence is important. <p>Write words, phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> • make a sentence using appropriate word choices from a ‘sentence builder’ • use a bilingual dictionary to check the spelling of unfamiliar words and find the gender of the noun. <p>Write descriptive sentences containing an article, noun, verb, adjective and a variety of conjunctions.</p> <ul style="list-style-type: none"> • Extend sentences using the conjunctions: because (parce que), however (cependant). • Adapt sentences, replacing familiar vocabulary to create new short sentences. <p>Begin to apply knowledge of letter strings and accents to support the spelling of words.</p> <ul style="list-style-type: none"> • Use elision in written sentences. <p>Begin to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement.</p>	<p>Write a short, simple text from memory. Write sentences on a range of topics using a model</p> <ul style="list-style-type: none"> • apply most words correctly • Adapt longer sentences, replacing familiar vocabulary to create new sentences. <p>Write longer descriptive sentences containing a verb, adjective, conjunction and adverb.</p> <ul style="list-style-type: none"> • make written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. • Use a range of adjectives to add detail to a description (applying BAGS rule). • Use some simple adverbs to make sentences more interesting <p>Apply knowledge of letter strings and accents to support the spelling of words.</p> <ul style="list-style-type: none"> • Use elision with increasing accuracy in written sentences. <p>Use sound grammatical knowledge to improve written work</p> <ul style="list-style-type: none"> • adjectival agreement • both regular and irregular verb conjugations • use a dictionary to confirm the gender and plurality of nouns, <p>Translate longer sentences and short passages from French into English with high accuracy and from English into French with good accuracy</p>

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
Intercultural understanding	<p>Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> • increase awareness of linguistic and cultural diversity. <p>Locate country/countries where the language is spoken</p> <p>Know some facts about one country e.g. climate, main towns, famous landmarks, produce.</p> <ul style="list-style-type: none"> • Identify France and Paris on a map • Recognise and name some landmarks in Paris • Famous foods, currency <p>Use a seasonal greeting</p>	<p>Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals. <p>Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries. <p>Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures • look at the writing system of the language. <p>Use a seasonal greeting.</p>	<p>Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • identify geographical features of contrasting locality • learn about buildings and places in different countries. <p>To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • identify a route from own locality to specified destination • identify countries that are geographically close to France. • Know a range of countries where French is spoken • Understand the time difference between the UK and France. • Know that Paris is split into 20 districts called arrondissements. • Know that the Gare du Nord in Paris is the station for trains between France and the UK. 	<p>Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures. <p>Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. <p>Know about famous French people from the past and present</p> <p>Name key towns/cities in France</p> <p>Know key buildings in a town</p> <p>Know how to play a popular French game</p>