



French Skills and Knowledge Progression - Scheme Language Angels

Core Threads in French						
Vocabulary	Cultural Understanding					Oracy
LANGUAGE ANGELS						
Language Learning Skills Progression By Year Group						
	Year 1	Year 2	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)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	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.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	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.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	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 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.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: '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. EG: 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. EG: 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. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: '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 (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: 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. EG: 'to go', 'to do', 'to have' and 'to be'.



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Planning to follow as we begin the scheme and address gaps

	Year 1/2		Year 3/4		Year 5/6	
	Cycle A (20)	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	Colours and Numbers	Greetings	Phonics 1&2 I'm learning	Phonics 1& 2 Shapes	Phonics 1&2 The Weather	Phonics 3&4 The Date
			Animals	Musical Instruments	Family	My Home
Spring	Nursery Rhymes	Seasons	I can	Vegetables	Pets	Clothes
			Fruits	Ancient Britain	Olympics	Planets
Summer	Ice-creams	Little Red Riding Hood	Presenting Myself	In Class	At School	Healthy Living
				Habitat	At the Weekend	Me and the World

Topic Specific Vocabulary to be embedded and revisited throughout the study of learning in The Bawburgh School.

janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre décembre
 blue, jaune, rouge, vert, orange, violet, marron, blanc, noir, gris
 un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt..., trente...
 J'aime, J e n'aime pas
 C'est quand ton anniversaire? Mon anniversaire c'est le...
 J'ai Je suis Je vais Je fais
 Comment tu t'appelles?/ Je m'appelle
 Quel age as-tu? J'habite a...
 Où habites-tu? J'habite à
 Ou? Quand?
 Ca va? Ca va bien/Ca va mal/Comme ci, comme ca
 Merci/S'il vous plaît

We believe these life skills and knowledge base are important because:

- We want our children to leave Bawburgh, feeling inspired and ready to continue studying languages beyond KS2.
- We want our children to be able to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.
- We want our children to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.
- We want our children to explore the relationships between language and identity, developing a deeper understanding of other cultures and the world around them, with a better awareness of self, others and cultural differences.
- We want our children to become life-long language learners.