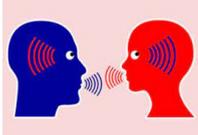




YEAR 5 AND 6 FRENCH PROGRESSION



Intent		
School and British Values Passion for Learning ✓ Striving for Excellence ✓ Creativity ✓ Loving others as we love ourselves Right and Responsibilities Wholeness	British Values Democracy The rule of law Mutual respect ✓ Tolerance of those of different faiths and beliefs ✓	Whole School Threads Equality Environmental awareness Community ✓
Subjects covered:		

Topic	Children can:	Possible Teaching Activities (see also - knowledge map and planning)	Annual Pupil offer
Listening and Speaking 	<ul style="list-style-type: none"> 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; listen and understand the main points and some detail from short, spoken material in French; engage in a short conversation using a range of simple, familiar questions; 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; say a longer sentence using familiar language; 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; pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and 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; 	Twinkl Espresso Discovery French story and rhyme books Songs Wakefield activities	<u>Year 5</u> Singing at school celebrations Le sac francais International day <u>Year 6</u> Singing at school celebrations Le sac francais Year 6 banquet International day

	<ul style="list-style-type: none"> ● present a range of ideas and information, without prompts, to a partner or a 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 people, places, things and actions, maybe using a dictionary; ● use a wider range of descriptive language in descriptions of people, places, things and actions. 		
<p>Reading and Writing</p> 	<ul style="list-style-type: none"> ● read and show understanding of simple sentences containing familiar language; ● read and understand the main points from short, written material; ● use a range of strategies to make a reasonable deduction of the meaning of new words (links with known language, cognates, etymology, context); ● use a bilingual dictionary to identify the word class; ● use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English; ● read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; ● appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; ● start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; ● adapt intonation for example to mark questions and exclamations in a short, written passage; ● write simple sentences containing familiar language using a language scaffold; ● replace vocabulary in sentences written from memory to create new sentences using a language scaffold; ● 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. 		
<p>Listening and Understanding</p> 	<ul style="list-style-type: none"> ● 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; ● read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. ● follow the text of a familiar song or story; ● follow the text of a familiar song or story and sing or read aloud; 		

	<ul style="list-style-type: none"> ● understand the gist of an unfamiliar story or song using familiar language and sing or read aloud. 		
<p>Grammar</p> 	<ul style="list-style-type: none"> ● identify word classes in context; ● demonstrate understanding of gender and number of nouns and use appropriate determiners with increasing accuracy and confidence; ● explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; ● name and use a range of conjunctions to create compound sentences with language scaffold; ● use some adverbs with language scaffold; ● 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; ● explain and use elision; state the differences and similarities with English; ● recognise the simple future tense of a high frequency verb; compare with English; ● recognise the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; ● recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); ● recognise and use a range of prepositions; ● use the third person plural of a few high frequency verbs in the present tense; ● name all subject pronouns and use to conjugate a high frequency verb in the present tense; ● recognise and use a high frequency verb in the perfect tense; compare with English; ● follow a pattern to conjugate a regular verb in the present tense; ● choose the correct tense of a verb (present/perfect/imperfect/future) according to context. 		

Key Stage 2 pupils should be taught to

- **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
- **Read carefully** and show understanding of words, phrases and simple writing
- **Appreciate stories**, songs, poems and rhymes in French
- **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