

## Progression of Skills in French (Using Language Angels)



	EYFS	KS1	Lower KS2	Upper KS2
Speaking	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• speak in French and work on building up their memory skills.</li> <li>• repeat a variety of nouns &amp; articles from topics such as 'Colours', 'Days', 'Animals' etc.</li> <li>• build up a bank of core vocabulary that they can relate to and re-use in French, thus helping develop their memory and retention skills so they can retain and recall the vocabulary taught in the long-term.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• repeat &amp; then recall from memory with good pronunciation and high accuracy a variety of nouns &amp; articles from topics such as 'Musical Instruments', 'Fruits', 'Vegetables' etc.</li> <li>• build up a bank of core vocabulary that they can relate to and re-use in French, thus helping develop their memory and retention skills so they can retain and recall the vocabulary taught in the long-term.</li> <li>• build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs</li> <li>• move from single words to short, simple phrases.</li> <li>• engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities.</li> <li>• both ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.'</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• build up a larger bank of spoken vocabulary through recalling and re-using an increased quantity of nouns.</li> <li>• use the appropriate definite, indefinite and/or partitive articles.</li> <li>• recall and recycle more spoken target language easier, more quickly and with greater accuracy.</li> <li>• use scaffolds and reference materials to improve their range of spoken vocabulary.</li> <li>• move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall.</li> <li>• include verbs, adjectives and conjunctions in their spoken sentences.</li> <li>• use these more expanded speaking structures in units including: 'Pets', 'Family', 'The Cafe', 'Habitats', ', 'The Date', 'The Weather' etc.</li> <li>• engage in longer conversations asking &amp; answering questions using accurate pronunciation within the framework of a topic.</li> <li>• keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation.</li> <li>• recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.</li> <li>• speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics</li> <li>• 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). This expansion of spoken tasks takes place in our Progressive units including: 'At School', 'Me in the World', 'Healthy Lifestyles', 'WWII'.</li> <li>• engage in longer conversations on a much wider range of topics.</li> <li>• accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units.</li> <li>• recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Progressive units.</li> </ul>

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Listening	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• match the language they hear to images and/or words that they have been taught in their lessons.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• understand very short passages of spoken language that they hear.</li> <li>• listen to short, familiar stories and songs in the foreign language.</li> <li>• complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• listen for longer periods of time.</li> <li>• understand very short passages of spoken language, based on taught language with more new language weaved in.</li> <li>• use and understand better what they hear to complete the tasks set.</li> <li>• appreciate familiar stories and songs in the foreign language using stories such as 'Goldilocks &amp; The Three Bears'.</li> <li>• understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• listen for much longer periods of time and more frequently during lessons.</li> <li>• understand longer, more complex passages of spoken language with more new and unfamiliar language weaved in.</li> <li>• to use and understanding better what they hear and use their skills to “gist” listen complete the tasks set.</li> <li>• Listen to spoken French at a greater speed through the Progressive units including: 'Me in the World', 'WWII', 'At School' and 'Healthy Lifestyles'.</li> </ul>
Reading		<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches.</li> <li>• identify cognates (words that are similar in English and French) and start to learn how to decode written text they are presented with.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• read short passages of text based on the units they are studying.</li> <li>• decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• read longer, more authentic passages of text.</li> <li>• become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary.</li> </ul>

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	EYFS	KS1	Lower KS2	Upper KS2
Writing		<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• develop their writing skills in the French by filling in missing letters with relative accuracy for vocabulary taught.</li> <li>• attempt to spell and write some simple words and vocabulary from memory.</li> <li>• write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• write sentences which include the correct use nouns, articles and verbs.</li> <li>• Develop their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases</li> <li>• create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</li> <li>• write a short text or email in French applying their knowledge of correct word order.</li> <li>• 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.</li> <li>• write positive and negative statements.</li> <li>• translate short sentences French into English with high accuracy and also from English into French.</li> <li>• use a dictionary to improve their knowledge of genders when introduced to unknown nouns.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• write longer passages of French text including nouns, articles and verbs but also now adding adjectives, opinions and justifications.</li> <li>• create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</li> <li>• make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications.</li> <li>• translate longer sentences and short passages from French into English with high accuracy and from English into French with good accuracy</li> <li>• use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations.</li> <li>• combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills.</li> <li>• describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy.</li> </ul>

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Grammar		<ul style="list-style-type: none"> <li>• understand the concept of gender.</li> <li>• start to understand the concept of nouns and articles.</li> <li>• have better knowledge &amp; recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• understand better the use of the possessives, first person and possibly other forms too.</li> <li>• understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</li> <li>• how to use conjunctions / connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.</li> <li>• understand better the use of the negative form. How to change something from the positive into the negative. I have, I don’t have. In my pencil there is. In my pencil case there is not.</li> <li>• introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.</li> <li>• the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.</li> </ul>