

Long Term plan for Languages at SPJS /Year 3 – 6 progression (KS2 Foreign Language = French)

NC objective	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding	Repeat words modelled by a teacher; listen and show understanding of single words through physical response. (e.g. greetings)	Listen and show understanding of short phrases through physical response. (e.g. actions to show how we are feeling/ what the weather is like)	Listen and show understanding of familiar phrases and sentences. (e.g. name, age, how we are, where we live)	Listen and show understanding of sentences containing familiar words and gist with unfamiliar words. (e.g. where we live, school subjects we like)
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Listen and identify rhyming words and particular sounds in songs and rhymes.	Listen and identify words in songs and rhymes and demonstrate understanding.	Follow the text of familiar rhymes and songs identifying the meaning of some words.	Read the text of familiar rhymes and songs
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Recognise a familiar question and respond with a simple rehearsed response. (e.g. How are you?)	Ask and answer simple and familiar questions with a rehearsed response. (e.g. What is your favourite colour/Do you have brothers and sisters?)	Ask and answer more complex familiar questions. (e.g. What is your favourite colour? What is the date? Giving directions)	Engage in a short conversation using familiar questions and express opinions. (e.g. School subjects, What do we like learning and why?)
Speak in sentences, using familiar vocabulary, phrases and basic language structures	Name objects and actions and link words with a simple connective. (e.g. animals, family members)	Use familiar vocabulary to say simple sentences using a language scaffold. (e.g. where we live, what the weather is like)	Use familiar vocabulary to say more complex sentences using a language scaffold. (e.g. which animals they like and why)	Use familiar vocabulary to say more complex sentences (e.g. School subjects, What do we like learning and why?)

Present ideas and information orally to a range of audiences	Present a rehearsed simple statement. (e.g.name and age)	Make simple rehearsed statements about themselves, objects and people (e.g name, age, family members).	Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.(e.g describing colour of classroom objects)	Use a language scaffold to present their own ideas and information in more complex sentences. (e.g. presenting a weather forecast)
Appreciate stories, songs, poems and rhymes in the language	Join in with actions to accompany familiar songs, stories and rhymes.	Say a simple rhyme from memory; join in with words of a song or storytelling. (e.g. The Sun and the Wind)	Follow the simple text of a familiar song or story and sing or read aloud. (e.g Sleeping Beauty)	Follow a more complex text of a familiar song or story and read aloud.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings	Read and recognise some letter strings in familiar words and pronounce when modelled; observing silent letter rules	Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French, silent H, silent T at the end of words)	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules (applicable in French, silent H, silent T at the end of words)
Read carefully and show understanding of words, phrases and simple writing	Read and show understanding of familiar single words. (e.g numbers)	Read and show understanding of simple familiar phrases.	Read and show understanding of a sentence using familiar language. (e.g. family members/ where we live)	Read and show understanding of complex sentences using familiar language. (e.g. food that we like and don't like)
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary	Use strategies for memorisation of vocabulary. (e.g songs and strategies to remember numbers, days of the week, months)	Use context to predict the meaning of new words.	Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words	Use a bi-lingual dictionary to find the meaning of words in a written material (e.g. hobbies and sports, places in town)

Describe people, places, things and actions orally and in writing	Write and say simple familiar words to describe people, places and things (e.g. colours)	Write and say a simple phrase to describe people, places, things.	Write and say a sentence to describe people, places, things and actions using a language scaffold.	Write and say a complex or compound sentence manipulating familiar language to describe people, places and things. (e.g. what are they wearing?)
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Write single familiar words from memory with understandable accuracy. (e.g days of the week)	Write simple familiar short phrases from memory with understandable accuracy. (eg. Name, age, family members)	Write familiar short sentences from memory with understandable accuracy.	Write familiar sentences from memory changing words to create new sentences with understandable accuracy.
Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English.	Be aware of the form of word classes – nouns, adjectives, adverbs and verbs.	Be aware of the gender of nouns; make the plural form of nouns.	Be aware of the agreement of adjectives and nouns. (e.g. colours)	Explain the agreement of adjectives and nouns and demonstrate use. Be aware of the position of adjectives. (e.g. when describing the colour of clothing/ hair colour/ eye colour)