

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 |
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| 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?) |

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| 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) |

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| 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) |