



## French Progression Map

### **Purpose of study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### **Being a linguist in EYFS**

Children will use a wider range of vocabulary. They will be able to sing a large repertoire of songs, know many rhymes, be able to talk about familiar books, and be able to tell a long story. Children will be read to frequently and by engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, they will have the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

By the end of  
Year F2

Children will be able to read individual letters by saying the sounds for them. They will blend sounds into words, so that they can read short words made up of known GPCs. They will be able to read some letter groups that each represent one sound and say sounds for them. When writing, children will form lower-case and capital letters correctly. They will spell words by identifying the sounds and then writing the sound with letter/s. Children will be able to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

### **Being a linguist in KS1**

Children will listen and respond appropriately to adults and their peers when spoken to. They will ask relevant questions to extend their understanding and knowledge and use relevant strategies to build their vocabulary. They will be able to apply phonic knowledge and skills as the route to decode words, reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Children will understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Children will spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

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| By the end of Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | By the end of year 2 children will be able to recognise and apply all the GPCs taught to blend unfamiliar words to read and segment them to spell. They will be able to use the grammatical structures taught through KS1 to write sequences of sentences that use tense consistently and these pieces of writing will have suitable purpose and audience. Children will discuss and debate around topics in project lessons showing their understanding of spoken English. Children will use vocabulary that has been explicitly taught and is ambitious, in expressing their ideas both orally and in writing.                                                                                                                                                                                                                                                                                                    |
| <b>Being a linguist in KS2</b><br>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| By the end of Y4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Children will be able to use simple sentences to ask questions, describe things and talk about what they like. They will be able to recite simple rhymes and songs and give a simple set of instructions for others to follow. Children will recognise that the structure of some sentences differ from English. They will identify gender of nouns from its article and recognise who is being talked about. Children will recognise common word order patterns and sentences in French. They will use bilingual dictionaries to find unfamiliar words. They will recognise subject pronouns such as je, tu, il, elle and first, second and third person singular of common verbs. Children will write a response using simple phrases and sentences. They will write a few sentences about other people and will be able to use a model to do this. They will write about themselves and the things that they do. |
| By the end of Y6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Children will use a range of spoken language confidently, using accurate pronunciation and intonation. They will talk about what they are going to do, what they have done and use appropriate formality eg vous and tu. They will use articles accurately and confidently. They will understand the main points of a spoken passage, including some complex phrases and sentences. Children will understand main points from a short written text which includes some unfamiliar language. They will recognise future tense and past tense and know that some verbs are irregular. They will understand the difference between vous/ ils/ elles in written pieces. Children will use the rules taught about building sentences in French to create new sentences. This will include writing simple sentences in the past tense, using French articles consistently, using plural forms and some irregular verbs.   |

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