



Progression of concepts, knowledge and skills: Modern Foreign Languages

Overview of Concepts	Early Years	Key Stage 1	Key Stage 2
<p>Linguistic competence: Understand and respond to spoken and written French from a variety of authentic sources</p> <p>Speaking</p> <p>Listening</p> <p>Reading</p> <p>Writing</p>	<p>Begin to understand and respond to spoken and written French from a variety of authentic sources like stories and hearing others speak.</p>	<p>Begin to understand and respond to spoken and written French from a variety of authentic sources</p> <p>Speaking and Listening – speak simple words and phrases with increasing confidence and fluency beginning to improve the accuracy of pronunciation and intonation</p> <p>Reading – begin to read simple writing in French</p> <p>Writing – begin to write simple words, labels and phrases in French for different purposes and audiences.</p>	<p>Understand and respond to spoken and written French from a variety of authentic sources</p> <p>Speaking and Listening – speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they know, including through discussion and asking and answering questions and continually improve the accuracy of pronunciation and intonation</p> <p>Reading – discover and develop an appreciation of a range of authentic writing in French</p> <p>Writing – at varying length for different purposes and audiences using a variety of grammatical structures that they have learnt.</p>
<p>Etymology - knowledge of language and words and how they are developed</p>	<p>Know what makes a word and that different languages have the same and similar words for the same thing.</p>	<p>Begin to understand how a language works and how to manipulate it and that languages differ but may share common grammatical, syntactical or lexical</p>	<p>Understand how a language works and how to manipulate it. Recognize that languages differ but may share common grammatical, syntactical or lexical</p>

		features.	features.
Creativity	Use the developing understanding of languages to express simple ideas, like greetings.	Using language learning for new purposes and in new contexts to express thoughts, ideas, experiences and feelings.	Using familiar and new language learning for new purposes and in new contexts using to develop and express thoughts, ideas, experiences and feelings.
Intercultural understanding	Know and celebrate that people in different countries speak different languages and have different customs.	Understand that there are differences and similarities in other cultures. Recognize that there are different ways of seeing the world, and develop an international outlook.	Appreciating the richness and diversity of other cultures. Recognize that there are different ways of seeing the world, and developing an international outlook.

By the end of EY/KS1 children will have:

Developed the following concepts:	Developed the following skills:	Have gained the following knowledge:
<p>Linguistic competence (Listening/Speaking/Reading Writing) Etymology - knowledge of language and words and how they are developed Creativity Intercultural Understanding</p>	<p>Listening To appreciate short stories and fairy tales and start to understand some of the familiar words in what they hear Speaking To learn to repeat and reproduce language and key words with accurate pronunciation Reading To be able to identify the written version of some of the words they hear Writing To consolidate letter formation skills by copying words in French from a model example To start to reproduce nouns and determiners/articles from a model example</p>	<p>Phonics – the system of sounds of a language and how these are represented in the spoken word.</p> <p>Grammar – how words are put together to make a sentence – making links to learning in English language learning (noun, verb and adjective) and introducing the ideas that French can have different structures to English (eg: many nouns have a determiner/article)</p>

By the end of Lower KS2 children will have:

Developed the following concepts:	Developed the following skills:	Have gained the following knowledge:
<p>Linguistic competence (Listening/Speaking/Reading Writing) Etymology - knowledge of language and words and how they are developed Creativity Intercultural Understanding</p>	<p>Listening To learn to listen to longer passages and understand more of what they hear To be able to pick out key words and phrases from current and previous units when listening Speaking To be able to communicate with others with improved confidence and accuracy To learn to ask and answer questions based on the language covered Reading To be able to read aloud short pieces of text, applying phonics knowledge To understand most of what they read in a foreign language when the text is based on familiar language Writing To be able to write some short phrases based on familiar topics To begin to use conjunctions and the negative form where appropriate</p>	<p>Phonics – the system of sounds of a language and how these are represented in the spoken language (introducing syntax and inflection) and this is used to read and write simple French. Grammar To understand the concept of gender and which articles to use for meaning (eg: the, a, some) To understand simple adjectival agreement (eg: adjectival agreement when describing nationality) To understand the negative form and possessive adjectives (eg: In my pencil case I have... In my pencil case I do not have...)</p>

By the end of Upper KS2 children will have:

Developed the following concepts:	Developed the following skills:	Have gained the following knowledge:
<p>Linguistic competence (Listening/Speaking/Reading Writing) Etymology - knowledge of language and words and how they are developed Creativity Intercultural Understanding</p>	<p>Listening To be able to listen to longer text and more authentic foreign language material To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar</p> <p>Speaking To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate</p> <p>Reading To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc... To decode unknown language using a bilingual dictionary</p> <p>Writing To be able to write a piece of text using language from a variety of units covered To learn to adapt any models provided to show solid understanding of grammar covered To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjective</p>	<p>Phonics – the system of sounds of a language and how these are represented in the spoken and written word. Grammar – including derivational features, systems for changing word forms for tense and gender and regular and irregular verbs, i.e.: To understand gender and nouns, use of negative, adjectival agreement and possessive adjectives (eg: which subjects I like / do not like at school) To become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation, both regular and irregular (eg: to go, to do, to have, to be)</p>

Progression of Experiences

<p>By the end of EY and KS1</p>	<p>The children will have had the opportunity to: Compare books and objects through discussion and play. Listen to and watch French stories. Meet and listen to a speaker of another language/read a story. Provide opportunities for discussion, question and answer. Role play using resources from the school, e.g. food in the role play area. Access a dramatic experience by watching French film/cartoon and using given phrases act out the roles. Name colours when drawing/painting etc. Listen and learn simple songs in French.</p>
<p>By the end of Lower KS2</p>	<p>The children will have had the opportunity to: Listen to and watch French stories. Experience a visit from a parent or member of the local community to talk to the children about their links to a Topic they are studying. Provide opportunities for discussion, question and answer. Experience an immersive language experience, e.g. role play a shop, ice cream parlour etc. Listen to and learn French songs.</p>
<p>By the end of Lower KS2</p>	<p>The children will have had the opportunity to: Experience an immersive language experience, e.g. open their own French café and invite parents to attend. Conduct an interview with a foreign national/member of our community or group with links to an overseas country or speaker of another language from the United Kingdom - contrasting accounts and language cognates. Learn and perform a song in the chosen language. Research recipes and made food from a chosen country having researched real objects to compare the labels/packaging etc. Listen to and watch French television/presentations.</p>

Progression of Vocabulary – French

For learning in French there is key core vocabulary. Children should be having the opportunity to revisit and practice using the core vocabulary regularly throughout school.

Specific topic vocabulary (from Language Angels) will be taught within each unit and previous learnt vocabulary be referenced to ensure children's understanding of these terms.

In addition to this is the Phonics vocabulary, which is taught throughout.

Core Vocabulary

l'alphabet

ç – la cédille (the cedilla)

é – l'accent aigu (the acute accent)

â/ê/î/ô/û – l'accent circonflexe (the circumflex)

à/è/i/ò/ù – l'accent grave (the grave accent)

nom - noun

le pronom - pronoun/personal pronouns (see below)

Example of common verbs

(verbe (m))

être – to be

avoir – to have

faire – to do, make

dire – to say, tell

aller – to go

voir – to see

savoir – to know

vouloir – to want

Example of common adjectives (adjectif (m)/adjective (f))

petit – small, short

grand – large tall

jeune – young

vieux – old (m)

vieille – old (f)

beau – handsome; beautiful (with masculine noun)

belle – beautiful (with feminine person, or noun)

fort – strong

je – I – 1st person

nous – we – 1st person plural

tu – you – 2nd person

vous – you, • yourself – 2nd person plural

il – he, it – 3rd person

elle – she – 3rd person

ils – they – 3rd person plural, masculine

elles – they – 3rd person plural, feminine

le – the; him, it – definite article (referring to a masculine singular noun)

la – the; her, it – definite article (referring to a feminine singular noun)

l' – the – definite article (used instead of *le* or *la* before nouns beginning with a vowel)

les – the, them – definite article/ pers. pronoun (referring to a plural noun)

un – a, an, one – indefinite article (used before a masculine

noun)
une – a, an, one – indefinite article (used before a feminine singular noun)

des – some, any – indefinite/ partitive article (used before a m or f plural noun)

du – some/any – partitive article (masc. singular)

de la – some/any – partitive article (feminine singular)

au – at the, to the, in the – definite article (used with a singular masculine noun)

aux – (a+ les) of the – definite article

Other language related vocabulary		
EY/KS1	Lower KS2	Upper KS2
Les Commandes de la Class Couleurs Joyeux Noel Les Jours/Les Mois/Les Nombres Whole school commands Les Salutations French cultural differences	As EY/KS1 Phonics 1 and 2 Regular verbs Maths	As EY/KS1 Phonics 3 and 4 Pronouns Ir/regular verbs Maths
Language Angels Topic Vocabulary (suggested distribution)		
KS1	Lower KS2	Upper KS2
I am learning... Animals Musical Instruments Little Red Riding Hood	I am able to... Fruits + Vegetables + Ice Cream Seasons Ancient Britain/Romans The date Weather Clothes My home	Me in the world School subjects The Weekend The planets Habitats Ancient Britain/The Vikings
Whole School Topics/themes		
The Olympics Healthy Lifestyles		