



Languages - Whole School Progression Map

Discovery MAT – Languages Curriculum Statement

Quotes that guide us:

‘You live a new life for every language you speak. If you only know one language, you only live once.’ Czech proverb

‘To learn a language is to have one more window from which to look at the world.’ Chinese Proverb

Why is it important to teach Languages? (Intent)

Learning a foreign language is an essential part of being a member of a multi-cultural society. We aim to ensure that every child is given the opportunity to study a foreign language and develop their interest in the culture of other nations. We provide children with a high-quality language education, which fosters their curiosity and deepens their understanding of the world. All children are enabled and supported to express their ideas and thoughts in another language, in order to understand and respond to its speakers, both verbally and in writing. Our teaching of languages provides opportunities for children to communicate for practical purposes and be open to different cultures and new ways of thinking.

It is intended that when children leave our schools, they will have developed a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries if they so wish. With an exciting and stimulating languages curriculum, children will be engaged and excited to continue language learning at KS3 and beyond.

Key Concepts:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Curriculum Design (Implementation)

We will constantly explore further opportunities for our children to be exposed to languages. Oracy opportunities, accessible to all children, are provided in every lesson. A rich variety of learning materials involving listening, reading and writing will build upon their existing vocabulary in order to increase confidence and fluency. Greater understanding of another culture by experiencing everyday aspects of French life.

Children have weekly French lessons throughout Key Stage 2. In Lower KS2, children acquire basic skills and an understanding of French, with emphasis placed on developing Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Knowledge Focused

To ensure clear sequences of learning we use the Discovery MAT wide progression document to plan lessons. These give small steps that build towards key end points that link to the National Curriculum. These break down the National Curriculum statements into smaller steps. 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.

What we do well as a Trust (Impact)

Our children will become confident communicators, able to use their language skills effectively in a variety of different contexts. They will have developed a broad understanding of the French language (in particular vocabulary) along with a growing ability to read and write in French. Our children will have a desire to further explore France and other countries, together with an inquisitive nature about the wider world that they live in. As well as discrete lessons we celebrate languages through a languages day where children get to experience other cultures, art, music, food and a range of other experiences deepening their understanding of France and their language.

Languages National Curriculum

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied



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Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Languages – Intercultural Understanding

To further develop intercultural understanding across the MAT we aim to:

- Learn about the different languages spoken by children in the school.
- Locate country/countries where the language is spoken
- Identify social conventions at home and in other cultures
- Make indirect and direct contact with the country/countries where the language is spoken.

- Increase awareness of linguistic and cultural diversity.
- Identify some of the countries where the language is spoken.
- Know some facts about one country, e.g. climate, main towns, famous landmarks, produce.
- Have contact with a native speaker
- View a video or media resource about the country
- Send an e-mail, letter or postcard to a partner school.

This can be in the form of:

- Locating countries around the world where French is spoken.
- Developing their knowledge of French speaking countries.
- Begin to communicate with other children in French speaking countries.
- Begin to use a range of media to learn about French speaking countries.
- Link with another school where French is their spoken language.

Languages – EYFS/Key Stage I

Although French is not explicitly taught in EYFS/Key Stage I, we aim to introduce children to the French language by teaching greetings such as Bonjour, Bon Soir, counting to 10, recognising colours and simple phrases. It is important for children to recognise that words written in a different language look different to words that are written in English and understanding that different countries will speak different languages to our own.

As part of the children's learning in Early Years they will learn to;

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



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- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Curriculum Topic Overview First year 2023-2024

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
Y3	Phonetics 1	Animals	Instruments	I am able... I know how...	Fruits	Ice creams
	I Am Learning French					
Y4	Phonetics 1-2	I am able... I know how...	Vegetables	Presenting Myself	In the classroom	At the Tea Room At the Cafe At the Restaurant
	Fruits					
Y5	Phonetics 1-3	Ice creams	Presenting Myself	My family	At the Tea Room At the Cafe At the Restaurant	My Home
	Seasons					
Y6	Phonetics 1-3	My Family	The Date	Do you Have a Pet?	My Home	Clothes
	Presenting Myself					



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E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching

Listening				
Year Group	Y3	Y4	Y5	Y6
Skills & Knowledge	<ul style="list-style-type: none"> - Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. 	<ul style="list-style-type: none"> - Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. 	<ul style="list-style-type: none"> - Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. 	<ul style="list-style-type: none"> - Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<p>Progression through early language teaching type.</p> <ul style="list-style-type: none"> - Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. (NB: This development of listening skills takes place in all of our Early Language units.) - Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills. <p>Progression through immediate teaching type.</p> <p>Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.</p> <p>Pupils are taught to appreciate familiar stories and songs in the foreign language using stories such as 'Goldilocks & The Three Bears'. They are expected to 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. There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.</p> <p>Progression through progressive teaching type.</p> <p>Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understanding better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set.]</p> <p>Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII', 'The Olympics', 'At School', 'The Weekend', 'The Planets' and 'Healthy Lifestyles' to evidence learning and progression in their listening skills.</p>				

Speaking				
Year Group	Y3	Y4	Y5	Y6



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Skills & Knowledge	<ul style="list-style-type: none">- Communicate with others using simple words and short phrases covered in the units.	<ul style="list-style-type: none">- Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	<ul style="list-style-type: none">- Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	<ul style="list-style-type: none">- Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
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Progression through the early language teaching type.

Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as ‘Animals’, ‘Musical Instruments’, ‘Fruits’, ‘Vegetables’, ‘Shapes’, ‘Ice-Creams’ etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term.

Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include ‘My name is...’, ‘I play the violin’, ‘I like apples’, ‘I would like a kilo of carrots please’, ‘I would like an icecream’. We begin to move from single words to short, simple phrases.

- Pupils will, even at this early level, start to be able to give a simple positive and/or negative opinion in spoken form. EG: ‘Do you like apples?’ ‘Yes, I like apples.’ ‘No, I do not like apples.
- Teachers will ensure that their classes explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.

Progression through intermediate teaching type.

Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/ or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.

Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We 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. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: ‘Pets’, ‘Family’, ‘My Home’, ‘Habitats’, ‘Romans’, ‘The Date’, ‘The Weather’, ‘Clothes’ etc.

Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: ‘hello’, ‘goodbye’, ‘my name is...’, ‘I am ... years old’, ‘I live in...’, ‘How are you?’, ‘I am well’, ‘please’, ‘thank you’ Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to 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.

Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.

Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the ‘Phonetics’ unit.

Progression through progressive teaching type.

Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils’ ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.

Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also 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 a number of our Progressive units including: ‘At School’, ‘The Weekend’, ‘Me in the World’, ‘Healthy Lifestyles’, ‘The Planets’, ‘WWII’

Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught in each of our Progressive units without the need to revisit the core language first.

Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Progressive units including: ‘At School’, ‘The Weekend’, ‘Me in the World’, ‘Healthy Lifestyles’, ‘The Planets’, ‘WWII’, ‘Habitats’.

Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: ‘At School’ and ‘The Weekend’

Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.



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Reading				
Year Group	Y3	Y4	Y5	Y6
Skills & Knowledge	<ul style="list-style-type: none"> - Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. 	<ul style="list-style-type: none"> - Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. 	<ul style="list-style-type: none"> - Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. 	<ul style="list-style-type: none"> - Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Progression through early language teaching type.

Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. This takes place in many Early Language units and also some Creative Curriculum units that contain slightly more text, as in our ‘Ancient Britain’ unit.

Progression through intermediate type.

Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to 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.

Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units (‘Goldilocks & The Three Bears’) and Creative Curriculum units (‘Habitats’, ‘The Romans’, ‘The Olympics’), pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.

Progression through progressive type.

Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as ‘Me in the World’, ‘WWII’, ‘The Planets’, ‘The Olympics’ and ‘The Vikings’ feature extended passages of foreign language text for pupils to read and decode.

Pupils will now be able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics.

Writing				
Year Group	Y3	Y4	Y5	Y6



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Skills & Knowledge with examples	<ul style="list-style-type: none">- Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'	<ul style="list-style-type: none">- Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	<ul style="list-style-type: none">- Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
<p>Progression through early language type.</p> <ul style="list-style-type: none">- Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). Extra challenge writing activities are provided in some Early Language units where pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory.- Pupils start to attempt to 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.- Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill. Our Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy <p>Progression through intermediate type.</p> <p>Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p> <p>Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to 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. Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: ‘Family’, ‘Pets’, ‘My Home’, ‘Clothes’ and ‘The Date’. For example: “My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters.” etc. Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write ‘In my pencil case I have a pen’ and then change this written phrase to ‘In my pencil case I do not have a pencil’. In Intermediate Teaching units pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks. Intermediate Teaching units encourage pupils to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: ‘He is called...’, ‘she is called...’, ‘they are called...’ etc</p> <p>Our Intermediate Teaching units require pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc.</p> <p>Progression through progressive type.</p> <p>Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p> <p>Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as ‘At School’, ‘The Weekend’, ‘Me in the World’ and ‘Healthy Lifestyles’ we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. In our Progressive Teaching units we encourage pupils to produce their written work from memory with support and practice over time. Completion of the various written tasks provided in our Progressive Teaching units will evidence the learning and progression pupils are making in developing their writing skills. In Progressive Teaching units pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks. Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Our Progressive ‘Regular Verbs’ and ‘Irregular Verbs’ units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language.</p> <p>Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units. Pupils are expected to 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. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy though units such as: ‘At School’, ‘The Weekend’ and ‘The Vikings’.</p>				



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Grammar				
Year Group	Y3	Y4	Y5	Y6
Skills & Knowledge	<ul style="list-style-type: none"> - Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called... 	<ul style="list-style-type: none"> - Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' 	<ul style="list-style-type: none"> - Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. 	<ul style="list-style-type: none"> - Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). 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' and 'to be'.
<p>Progression through early teaching type.</p> <ul style="list-style-type: none"> - To understand the concept of gender. To start to understand the concept of nouns and articles. To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play. <p>Progression through intermediate type.</p> <p>To understand better the use of the possessives, first person and possibly other forms too. To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun. To learn ow to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”. To 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. To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p> <p>Progression through progressive type.</p> <p>To be taught how to 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. Pupils will be introduced to 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.</p>				

	Year 3	Year 4	Year 5	Year 6
Unit 1 – Autumn 1	I am learning French unit <ul style="list-style-type: none"> • I can find France on a map of the world. • I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form. • I can say numbers 1-10 clearly in French and I can now spell some of these numbers. • I can say ten key colours in French, and I can now spell some of these colours. 	I know how unit <p>I can find France on a map of the world if I am shown Europe first.</p> <ul style="list-style-type: none"> • I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class. • I can remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly. 	Seasons unit <ul style="list-style-type: none"> • I can name/spell all 4 seasons in French from memory, with high accuracy and with the correct article/determiner. • I can say/write a short phrase on each season from memory in French with high accuracy. • I can say/write which is my favourite season from memory in French and give a reason why using the conjunctions ‘et’ and ‘car’. 	Presenting Myself <ul style="list-style-type: none"> • I can remember all the language covered in the ‘Presenting Myself’ unit, without help. • I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names. • I am able to manipulate the verb ‘s’appeler’ (to be called) in order to talk about what other family members are called. • I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are. • I understand how the verb ‘avoir’ (to have) is used to express age and that describing age in



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		<ul style="list-style-type: none"> I can say some of the ten colours in French without any help and can attempt to spell some of these correctly. 		French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.
	<p style="text-align: center;"><u>Phonics</u></p> <p>Children are shown how the cedilla mark underneath the letter 'c' impacts the pronunciation. E.g -the 'c' in ç ava is a soft 'c' sound and similar to the 'ss'in 'say'.</p> <ul style="list-style-type: none"> Lots of the colours have silent letters as their final consonants. E.g – blan(c), ver(t) and gri(s). Oi – trois, noir On - marron Ou - rouge 	<p style="text-align: center;"><u>Phonics</u></p> <p>Children are shown how the cedilla mark underneath the letter 'c' impacts the pronunciation. E.g -the 'c' in ç ava is a soft 'c' sound and similar to the 'ss'in 'say'.</p> <ul style="list-style-type: none"> Lots of the colours have silent letters as their final consonants. E.g – blan(c), ver(t) and gri(s). Oi – trois, noir On - marron Ou - rouge 	<p style="text-align: center;"><u>Phonics</u></p> <p>Silent letters. There are many silent letters in French, especially when consonants are final letters on French words. • The letter 'h' is often silent in French. E.g - l'(h)iver. • The letter 's' is often silent when it is the last letter in a word in French. E.g – le printemp(s). • The letter 'd' is often silent when it is the last letter on a word. E.g – froi(d) and chau(d). • The letter 't'. – E.g – fai(t). • Revision of the connective 'et' and reinforcement of the silent 't'.</p>	<p style="text-align: center;"><u>Phonics</u></p> <ul style="list-style-type: none"> IN sound in cinq • I sound in huit, dix, Patrick, habite & Paris • Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. • Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.
Unit 2 – Autumn 2	<p>Animals Unit</p> <ul style="list-style-type: none"> I can name and spell all 10 animals in French with their correct article/determiner from memory and with high accuracy. I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun. I can say/write at least 10 short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy 	<p>Fruits Unit</p> <ul style="list-style-type: none"> I can repeat and recognise most of the 10 fruits in French with their correct article. • I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. • I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first. • I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first. 	<p>Ice-Creams Unit</p> <ul style="list-style-type: none"> I can repeat and recognise some of the 10 ice-cream flavours as presented in this unit. • I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model. • I say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first. • I can say in French whether I would like my ice-cream in a cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first. 	<p>My family unit</p> <ul style="list-style-type: none"> I can repeat all my personal details in French, and ask for the information back, without help. • I can say numbers 1-20 clearly in French and I can now spell some of these numbers. I can tell you my nationality and explain the pronunciation changes if I am a girl or boy.
	<p style="text-align: center;"><u>Phonics</u></p> <p>Ch - cheval</p> <ul style="list-style-type: none"> ou -mouton on –cochon oi -oiseau r – canard (short and raspy) Some animals have silent letters as their final consonants. E.g – canar(d) and souri(s) 	<p style="text-align: center;"><u>Phonics</u></p> <p>OI sound in poire • Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French.</p> <p>Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</p>	<p style="text-align: center;"><u>Phonics</u></p> <p>ON sound in citron</p> <p>CH sound in pistache</p> <p>Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'. This happens often in French.</p> <p>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron. Made from the back of the mouth, not the front.</p>	<p style="text-align: center;"><u>Phonics</u></p> <ul style="list-style-type: none"> ON sound – B(on)jour • Oi sound – Au Rev(oi)r • ille – fam(ille) • in – a 'nasal' sound in French. Similar to the 'an' sound in the English word 'clang'. E.g – c(in)q. • i – much like the 'ee' sound in 'see'. E.g – f(i)lle. • ique – un(ique). Silent letters - There are many silent letters in French, especially when consonants are final letters on French words. • The letter 'd'. E.g – Edouar(d). • The letter 't'. E.g – Vincen(t).
Unit 3 – Spring 1	<p>Instruments Unit</p> <ul style="list-style-type: none"> I can name/spell all 10 instruments in French with the correct definite article/determiner. 	<p>Vegetables Unit</p> <p>I can repeat and recognise a few of the 10 vegetables in French with their correct article.</p>	<p>Presenting Myself unit</p> <ul style="list-style-type: none"> I can remember all the language covered in the 'Presenting Myself' unit, without help. • I can talk about either my own or a fictional 	<p>The Date unit</p> <ul style="list-style-type: none"> I can repeat all the months in French from memory with accurate pronunciation and spell some of them correctly without help. • I can ask the date in French and say the



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	<ul style="list-style-type: none"> I understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument confidently from memory. I can say/write 10 short phrases on the 10 different instruments in French from memory. 	<ul style="list-style-type: none"> I can attempt to possibly spell one of these words unaided from memory with relative accuracy. I can ask somebody in French for a particular vegetable if I hear the model being said by somebody else first. I can perform a very simple French role play about buying vegetables at a market stall, but I will need a model answer for me to copy accurately from. 	<p>family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names. • I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. • I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are. • I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.</p>	<p>correct date in French. • I can ask when somebody has their birthday in French and tell them when I have my birthday</p>
	<p><u>Phonics</u></p> <ul style="list-style-type: none"> OU sound in joue ON sound in non & violon • Contractions & Silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). These sounds do not exist in English and are made through the nose not the mouth! Words like violon and instruments. 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> CH sound – (ch)ampignon ON sound – oign(on) • Liaison. The reason why the final letter 's' in les is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by a noun that starts with a vowel – a normally silent 's' is pronounced by as a 'z' sound. E.g - les oignons, les épinards and les aubergines. • H Aspiré. The letter 'h' in haricots is called a h aspiré. It is still a silent 'h' but there is no liaison. • The final 's' in les remains SILENT when used with haricots verts. 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> IN sound in cinq • I sound in huit, dix, Patrick, habite & Paris • Silent letters. 'S' is not pronounced in appellees, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. • Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French. 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> É sound – close to (but not the same as) the 'eh sound made in the English word 'set'. E.g - f(é)vrier • Û sound in août
Unit 4 – Spring 2	<p>I am able unit</p> <ul style="list-style-type: none"> I can name and spell all 10 action verbs in French from memory and with high accuracy. I can match these verbs to their picture easily. I can say/write ten phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French 	<p>Presenting myself unit</p> <ul style="list-style-type: none"> I can repeat all my personal details in French, and ask for the information back, without help. I can say numbers 1-20 clearly in French and I can now spell some of these numbers. I can tell you my nationality and explain the pronunciation changes if I am a girl or boy. 	<p>My Family unit</p> <ul style="list-style-type: none"> I can repeat all my personal details in French, and ask for the information back, without help. I can say numbers 1-20 clearly in French and I can now spell some of these numbers. • I can tell you my nationality and explain the pronunciation changes if I am a girl or boy. 	<p>Do you have a pet? Unit</p> <p>I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy.</p> <ul style="list-style-type: none"> I can ask somebody if they have or do not have a particular pet and give this information back from memory. • I can also tell you the name of my pet from memory using a full sentence in French. • I can improve my spoken and written French by using the connectives et ("and") or mais ("but").
	<p><u>Phonics</u></p> <ul style="list-style-type: none"> ch – like the 'ch' sound in the English word 'shop' – E.g – (ch)anter ou – like the 'oo; sound in the English word 't(oo)th'. E.g – j(ou)er d'un instrument. 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> ON sound – B(on)jour • Oi sound – Au Rev(oi)r ille – fam(ille) in – a 'nasal' sound in French. Similar to the 'an' sound in the English word 'clang'. E.g – c(in)q. i – much like the 'ee' sound in 'see'. E.g – f(i)lle. 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> ON sound – B(on)jour • Oi sound – Au Rev(oi)r ille – fam(ille) • in – a 'nasal' sound in French. Similar to the 'an' sound in the English word 'clang'. E.g – c(in)q. • i – much like the 'ee' sound in 'see'. E.g – f(i)lle. • ique – un(ique). 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> Ch sound – (ch)at and (ch)ien • On sound – poiss(on) • Ou sound – s(ou)ris • Oi sound – p(oi)sson and (oi)seau • In sound – lap(in) • Eau sound – ois(eau)



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		<ul style="list-style-type: none"> • ique – un(ique). Silent letters - There are many silent letters in French, especially when consonants are final letters on French words. • The letter 'd'. E.g – Edouar(d). • The letter 't'. E.g – Vincen(t). 	Silent letters - There are many silent letters in French, especially when consonants are final letters on French words. • The letter 'd'. E.g – Edouar(d). • The letter 't'. E.g – Vincen(t).	
Unit 5 – Summer 1	Fruit unit <ul style="list-style-type: none"> • I can name and recognise all 10 fruits presented in this unit with the correct article. • I can attempt to spell more than 5 of these fruits in French with relative accuracy. • I can ask somebody in French if they like a particular fruit with no reminder first. • I can say in French which of the 10 fruits I like and dislike, without the need for a model answer 	In the classroom unit <ul style="list-style-type: none"> • I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiners from memory with high accuracy • I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence. • I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy. 	At the café unit <ul style="list-style-type: none"> • I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner. • I can change a singular noun to a plural noun in French. • I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French 	My home unit <ul style="list-style-type: none"> • I can say and write whether I live in a house or an apartment. • I can say and write where my house or apartment is based using the choices given. • I can repeat and recognise all ten rooms of the house with their gender in French. I can possibly even spell all these words unaided with good accuracy. I can ask somebody what rooms they have or do not have in their home and also answer this question back from memory including a negative reply. • I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details.
	<u>Phonics</u> <ul style="list-style-type: none"> • I sound – po(i)re • Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. • Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. • The normally silent 's' in les is pronounced in les orange(s) and les abricot(s) as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French. • Guttural 'R'. Becoming more familiar with the French 'r'. Made from the back of the mouth, not the front. E.g - f(r)aise, o(r)ange, poi(r)e, p(r)une, ce(r)ise & ab(r)icot. 	<u>Phonics</u> <ul style="list-style-type: none"> • i – un l(i)vre • circumflex accent 'ˆ' - un b(â)ton de colle • Silent consonants at the end of words in French – E.g – de(s) ciseau(x). 	<u>Phonics</u> <ul style="list-style-type: none"> • Oi – Sounds like the 'wa' sound in the English word 'waffle' – E.g – cr(oi)ssant. • i – like the 'ee' sound in the English word 'see'. E.g – une br(i)oche. • Ch – brio(ch)e. Silent letters - There are many silent letters in French, especially when consonants are final letters on French words. • The letters 't' and 's' – croissan(ts). 	<u>Phonics</u> <ul style="list-style-type: none"> • E sound – appart(e)ment • EAU sound – bur(e)au • Silent letters. The 's' is not pronounced in many words like dan(s), habite(s), mai(s) and bain(s) the 't' is not pronounced in e(t). These two consonants are often silent when they are at the end of words. • Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French
Unit 6 – Summer 2	Ice creams unit <p>I can repeat and recognise some of the 10 ice-cream flavours as presented in this unit. • I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model. • I say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first. • I can say in French whether I would like my ice-cream in a cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first.</p>	At the café <p>I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct article/determiner but I will need a word bank with pictures to help me.</p> <p>I can attempt changing the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me.</p>	My Home unit <ul style="list-style-type: none"> • I can say and write whether I live in a house or an apartment. • I can say and write where my house or apartment is based using the choices given. • I can repeat and recognise all ten rooms of the house with their gender in French. I can possibly even spell all these words unaided with good accuracy. I can ask somebody what rooms they have or do not have in their home and also answer this question back from memory including a negative reply. • I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details. 	Clothes unit <p>I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is un, une or des with high accuracy. • I can say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb porter. • I can tell you what I wear, possibly what my friend wears in different weather/situations. • I can describe clothing by colour and understand the concept of adjectival agreement. • I am confident using the possessive adjectives mon, ma and mes and can do so with high accuracy.</p>



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		I can recall in spoken and possibly written form what I have and do not have in my pencil case if I can work with a word bank with pictures to support me.		
	<p><u>Phonics</u></p> <p>ON sound in citron</p> <p>CH sound in pistache</p> <p>Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'. This happens often in French.</p> <p>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron. Made from the back of the mouth, not the front.</p>	<p><u>Phonics</u></p> <p>I sound in livre, calculatrice & ciseaux.</p> <p>Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word.</p> <p>Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux</p> <p>Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French</p>	<p><u>Phonics</u></p> <p>• E sound – appart(e)ment • EAU sound – bur(e)au • Silent letters. The 's' is not pronounced in many words like dan(s), habite(s), mai(s) and bain(s) the 't' is not pronounced in e(t). These two consonants are often silent when they are at the end of words.</p> <p>• Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p>	<p><u>Phonics</u></p> <p>• É sound in (é)charpe • E sound in ch(e)mise & ch(e)misier • EAU sound in mant(eau) • Silent letters. The final 's' is not pronounced in gant(s), sandale(s) and vacance(s). 'S' is often silent when it is the final consonant of a word in French. • -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in o(r)ange, (r)ouge, (r)obe, écha(r)pe. Made from the back of the mouth, not front.</p>