

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject: LANGUAGES (French)**

LANGUAGES (FRENCH)	Long Term Planning Overview					
	AUTUMN		SPRING		SUMMER	
Year 3	A New Start (Approximately 3.5 hours)	Calendar and Celebrations (Approximately 3.5 hours)	Animals I Like and Don't Like (Approximately 3h 30 mins)	Carnival, Colours and Playground Games (Approximately 2 h 30 mins)	Breakfast, Fruit, Nouns and a Hungry Giant (Approximately 3 hours)	Going on a Picnic (Approximately 3h 30 mins)
Year 4	Welcome to School (Approximately 3h 30 mins)	My Area, Your Local Area (Approximately 3.5 hours)	Family Tree and Faces (Approximately 3h 30 mins)	Celebrating Carnival & Body Parts (Approximately 2h 30 mins)	Feeling Unwell/ Jungle Animals (Approximately 3 hours)	Summer Time (Approximately 3h 30 mins)
Year 5	My school, my subjects (Approximately 3.5 hours)	Time in the City (Approximately 3.5 hours)	Healthy Eating and Going to the Market (Approximately 3.5 hours)	Carnival clowns and clothes (Approximately 3 hours)	Out of This World (Approximately 3.5 hours)	Going to The Seaside (Approximately 3.5 hours)
Year 6	Everyday Life (Approximately 3.5 hours)	Where I live, where you live (Approximately 3.5 hours)	Playing and enjoying sport (Approximately 3.5 hours)	This is me, Hobbies and Fun (Approximately 3.5 hours)	Café culture, restaurants (Approximately 3.5 hours)	Performance Time (Approximately 3.5 hours)



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

LANGUAGES (FRENCH)

YEAR 3

National Curriculum

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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 2: Foreign language

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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Areas of Learning

<p>Prior Learning:</p> <ul style="list-style-type: none"> ● ks1 numbers ● Simple Greetings <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mispronunciation of language 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Christmas <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mispronunciation of language 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Simple animals <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mispronunciation of language 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Colours <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mispronunciation of language 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Colours <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mispronunciation of language 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Simple foods <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mispronunciation of language
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**Winwick CE Primary School: Key Knowledge and Progression Map****Subject: LANGUAGES (French)****Skills Level Practised and Progress Made...**

DFE ATS and skill level	Language Learning Skill level practise
During the first stage of language learning, children will explore all 12 DFE Attainment Targets.	During the first stage of language learning, children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs
Listen attentively to spoken language and show understanding by joining in and responding	Listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic)
Speak in sentences, using familiar vocabulary, phrases and basic language structures	perform simple communicative tasks using single words/phrases and sentences
Develop accurate pronunciation and intonation, so that others understand	recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences, focus on correct pronunciation
Present ideas and information orally to a range of audiences	perform simple communicative tasks using single words/phrases and sentences memorise and present a short-spoken text
Read carefully and show understanding of words, phrases and simple writing	recognise some familiar words in written form recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases
Appreciate stories, songs, poems and rhymes in the language	Listen and respond to rhymes/songs/stories recognise some familiar words in written form read and understand a range of familiar phrases
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary	recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source
Write phrases from memory and adapt these to create new sentences to express ideas clearly	experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference
Describe people, places, things and actions orally and in writing	perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences
Understand basic grammar	Use question forms Begin to explore nouns Identify and understand commands

KEY LINKS/RESOURCESSee Planning and Resources via Primary Languages Network website <https://primarylanguages.network/>



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

LANGUAGES (FRENCH)

YEAR 4

National Curriculum

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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 2: Foreign language

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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Areas of Learning

<p>Prior Learning:</p> <ul style="list-style-type: none"> ● greetings ● numbers to 10 ● using 'and you' <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis- pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Celebrating Christmas, food, school activities <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis- pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Epiphany, colours <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis- pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Colours, ● likes and dislikes, ● celebrations, carnival <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis- pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Animals ● Greetings – how are you ● Body parts <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis- pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Food ● Likes/dislikes ● Parks/carnival ● Colours ● Feelings <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis- pronunciation
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Winwick CE Primary School: Key Knowledge and Progression Map
Subject: LANGUAGES (French)

AUTUMN		SPRING		SUMMER	
Unit Focus: Welcome to School – super learners	Unit Focus: My Area, your local area	Unit Focus: Family Tree and Faces	Unit Focus: Celebrating Carnival/ Body Part	Unit Focus: Feeling Unwell/ Jungle Animals	Unit Focus: Summer Time
<ul style="list-style-type: none"> Welcome 	<ul style="list-style-type: none"> Robots, commands, actions Shops, signs, directions • Let's sparkle Xmas poem 	<ul style="list-style-type: none"> Epiphany time again Meet the alien family 	<ul style="list-style-type: none"> Carnival of animals Body parts and aliens Alien family "Easter egg hunt" Parts of the body and simple descriptions colour/small / big etc) 	<ul style="list-style-type: none"> I don't feel well Walking through the jungle (story and rhyme) plus dragons and unicorns fantastical animal descriptions. 	<ul style="list-style-type: none"> Weather plus Enormous turnip performance story Ice creams and simple ice cream roleplay
Key Questions/Focus Areas of Learning					
<p>Content: Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects</p>	Where is? (+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are	Asking who someone is? This is mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour adjectives	Asking: Have you ...? I have There is / there are	How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)	Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream
<p>Phonics: Key listen out activity based on: numbers and colours oi/eu/ou</p>	Key listen out activity based on: shop nouns ou/ ch	Key listen out activity based on: numbers in	Key listen out activity based on: parts of the body é/ou/oi	Key listen out activity based on: illnesses en	Key listen out activity based on: ice creams ch/en/on
<p>Grammar: Exploration of nouns: masculine/feminin</p>	Exploration of: recognising and using commands recognising and using "there is/are	Exploration of: identifying parts of language which are recognising and using "I have "	Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are adjectives	Exploration of: identifying/producing singular and plural masculine/feminine nouns	Exploration of: identifying verbs in simple present tense sentences polite requests: -" I would like
<p>Skills Practiced</p> <p>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</p>	<p>Sound Spelling:</p> <p>Can match sounds too familiar written words can pronounce familiar words and some new words accurately.</p>	<p>Listening:</p> <p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p>	<p>Speaking:</p> <p>Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately.</p>	<p>Reading:</p> <p>Can understand simple written phrases. Can match sounds too familiar written words</p>	<p>Writing:</p> <p>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
VOCABULARY					



Winwick CE Primary School: Key Knowledge and Progression Map
Subject: LANGUAGES (French)

Please see weekly planning	Please see weekly planning	Please see weekly planning	Please see weekly planning	Please see weekly planning	Please see weekly planning
Skills Level Practised and Progress Made...					
DFE ATS and skill level During the first stage of language learning, children will explore all 12 DfE Attainment Targets.			Language Learning Skill level practise During the second stage of language learning, children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs		
Listen attentively to spoken language and show understanding by joining in and responding			Listen attentively and understand more complex phrases and sentences Identify specific sounds, phonemes and words listen for specific words and phrases		
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words			listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation		
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words			prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays)		
Speak in sentences, using familiar vocabulary, phrases and basic language structures			ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences		
Develop accurate pronunciation and intonation, so that others understand			Imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in pronunciation		
Present ideas and information orally to a range of audiences			perform simple communicative tasks using single words/phrases and sentences memorise and present a short-spoken text prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)		
Read carefully and show understanding of words, phrases and simple writing			read a range of familiar written phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrases		
Appreciate stories, songs, poems and rhymes in the language			listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading Long term planning overview aloud from the text read and understand a range of familiar phrases		
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary			identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source		
Write phrases from memory and adapt these to create new sentences to express ideas clearly			prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) write simple words and phrases using a model and some words from memory write words and short sentences using a reference		
Describe people, places, things and actions orally and in writing			write word, phrases and short sentences using a reference write simple words and phrases using a model and some words from memory		
Understand basic grammar			nouns/ gender and in singular and plural begin to explore agreement of adjectives understand and use the question form "have you ...?" and give a positive response "I have construct simple sentences using nouns, verb (to be) and an adjective		
KEY LINKS/RESOURCES					
See Planning and Resources via Primary Languages Network website https://primarylanguages.network/					



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

LANGUAGES (FRENCH)

YEAR 5

National Curriculum

Purpose of study

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Attainment targets

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Subject content

Key stage 2: Foreign language

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Pupils should be taught to:



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Areas of Learning

<p>Prior Learning:</p> <ul style="list-style-type: none"> ● School, subjects, greetings, asking and answering questions, instructions, likes and dislikes <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis-pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Christmas celebrations, numbers to 20, local area and names of buildings <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis-pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Food, counting, adjectives, colours, celebrations, feeling unwell <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis-pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Carnival, celebrations, colours, emotions, feelings <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis-pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Colours, numbers, likes/dislikes, adjectives, buildings, simple instructions <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis-pronunciation 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Summer, celebrations, games, likes/dislikes, clothes, colours, size, activities <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Mis-pronunciation
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Winwick CE Primary School: Key Knowledge and Progression Map
Subject: LANGUAGES (French)

AUTUMN		SPRING		SUMMER	
Unit Focus: My school, my subjects	Unit Focus: Time in the City	Unit Focus: Healthy eating and going to the market	Unit Focus: Carnival clowns and clothes	Unit Focus: Out of this World	Unit Focus: Going to the seaside
<ul style="list-style-type: none"> Talking all about us School subjects, my opinions Back to school with the aliens animated story, creative reading and writing Witch's day at school- talk and write story 	<ul style="list-style-type: none"> In the city Christmas shopping (roleplay) 	<ul style="list-style-type: none"> Happy New Year Pantomime and verb to be Going to the market Healthy recipe <p>Jack and the Beanstalk story read/write/perform</p>	<p>Carnival clowns/fancy dress characters and clothes</p> <ul style="list-style-type: none"> Pirate's Lost Treasure story Fancy dress fashion 	<ul style="list-style-type: none"> Traveller's survival guide Fly me to the moon story and planets /simple descriptions Intergalactic dialogues/design outer space characters and own plants and languages 	<ul style="list-style-type: none"> Going to the seaside
Key Questions/Focus Areas of Learning					
<p>Content: Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p>	<p>Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like? / I would like How much does it cost? / It costs.... Numbers 0-50</p>	<p>Shopping at the market Fruit Vegetables Transactional language at the shops Key listen Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p>What are you wearing? I am wearing What's it like? It's + colour and size It has.</p>	<p>Personal information at passport control Countries Ways to travel Planets and simple adjectives Dialogues and conversations</p>	<p>You can Play + sports Eat + foods Wear +beach clothes</p>
<p>Phonics: Key listen out activity based on: Key sounds in school subjects/opinions qu/in</p>	<p>Key listen out activity based on: Key sounds in buying a gift role play structures eu/eau</p>	<p>Key listen out activity based on: Key sounds in fruits/vegetables/class survey questions Qu/que</p>	<p>Key listen out activity based on: Key sounds in clothes descriptions au/ou</p>	<p>Key listen out activity based on: Key sounds new personal info special questions ille/é</p>	<p>Key listen out activity based on: Key sounds in beach language ge/jou</p>
<p>Grammar: Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences</p>	<p>Exploration of: Commands Verb to have- present tense</p>	<p>Exploration of: Verb to be – present tense</p>	<p>Exploration of: Verb to wear – present tense Adjectival agreement with nouns</p>	<p>Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.</p>	<p>Exploration of: Using the modal verb structure: You can + verbs</p>
<p>Skills Practiced Each half term the children can complete Puzzle It Out activities where core language is</p>	<p>Sound Spelling: Can apply phonic knowledge to find/or write words</p>	<p>Listening: Can understand the main points from a series of spoken sentences (including</p>	<p>Speaking: Can ask and answer questions on several topics and can express opinions. Can take part</p>	<p>Reading: Can understand the main point(s) from a short-written passage in clear printed script.</p>	<p>Writing: Can write two or three sentences as a personal response using reference</p>



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)		questions)-may require some repetition	in brief prepared tasks such as short presentations and roleplays	Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words.	materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.
VOCABULARY					
Please see weekly planning	Please see weekly planning	Please see weekly planning	Please see weekly planning	Please see weekly planning	Please see weekly planning
Skills Level Practised and Progress Made...					
DFE ATS and skill level During the first stage of language learning, children will explore all 12 DfE Attainment Targets.			Language Learning Skill level practise During the third stage of language learning, children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs		
Listen attentively to spoken language and show understanding by joining in and responding			Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage		
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words			imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation		
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words			use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays		
Speak in sentences, using familiar vocabulary, phrases and basic language structures			use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions		
Develop accurate pronunciation and intonation, so that others understand			recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by reading aloud focus on correct pronunciation		
Present ideas and information orally to a range of audiences			prepare a short presentation on a familiar topic memorise and present a short-spoken text understand and express opinions memorise and present a short-spoken text		
Read carefully and show understanding of words, phrases and simple writing			read and understand the main points and some detail from a short-written passage (mainly familiar words) identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases		
Appreciate stories, songs, poems and rhymes in the language			listen and respond to rhymes/songs/stories read and understand the main points and some detail from a short-written passage (mainly familiar words)		
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary			recognise and respond to sound patterns and words read and understand the main points and some detail from a short-written passage (mainly familiar words) read and understand a range of familiar and unfamiliar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source		
Write phrases from memory and adapt these to create new sentences to express ideas clearly			write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory		
Describe people, places, things and actions orally and in writing			construct a short text e.g. create a ppt/ presentation or short passage to give a description attempt to memorise and present a written text as a spoken text		
Understand basic grammar			Use verbs in 3rd person singular to describe someone else explore the verb to be in the present tense explore and practise a regular present tense verb: "to wear" explore and practise the present tense verb "to have" practise accurate use of adjectives in agreement with nouns		



Winwick CE Primary School: Key Knowledge and Progression Map
Subject: LANGUAGES (French)

KEY LINKS/RESOURCES

See Planning and Resources via Primary Languages Network <https://primarylanguages.network/>



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

LANGUAGES (FRENCH)

YEAR 6

National Curriculum

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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 2: Foreign language

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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Areas of Learning

Areas of Learning					
Prior Learning: <ul style="list-style-type: none"> • numbers, school, shopping, food, feelings Common Misconceptions: <ul style="list-style-type: none"> • Mis-pronunciation 	Prior Learning: <ul style="list-style-type: none"> • Christmas, celebrations, food, cafes, simple instructions, conversations Common Misconceptions: <ul style="list-style-type: none"> • Mis-pronunciation 	Prior Learning: <ul style="list-style-type: none"> • Hobbies, sports, likes/dislikes, New Year/ Epiphany Celebrations, schools Common Misconceptions: <ul style="list-style-type: none"> • Mis-pronunciation 	Prior Learning: <ul style="list-style-type: none"> • Summer, carnival, emotions, questions, likes/dislikes, who I am Common Misconceptions: <ul style="list-style-type: none"> • Mis-pronunciation 	Prior Learning: <ul style="list-style-type: none"> • Food, city living, eating, colours, likes/dislikes, recap on conversations Common Misconceptions: <ul style="list-style-type: none"> • Mis-pronunciation 	Prior Learning: <ul style="list-style-type: none"> • Revisiting conversational language practised throughout key stage two. Common Misconceptions: <ul style="list-style-type: none"> • Mis-pronunciation
AUTUMN		SPRING		SUMMER	
Unit Focus: Everyday Life	Unit Focus: Where I live, where you live	Unit Focus: Playing and enjoying sport	Unit Focus: This is me, hobbies and fun	Unit Focus: Café culture, restaurants	Unit Focus: Performance Time



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: LANGUAGES (French)

<ul style="list-style-type: none"> • Revisiting me • Time • Daily life of a super hero/pupil 	<ul style="list-style-type: none"> • Spooky house /space house • Hopes and aspirations • Paddington’s Xmas Sandwiches 	<ul style="list-style-type: none"> • Happy New Year forfeit game • Investigating sports 	<ul style="list-style-type: none"> • All the fun of the fair • Favourites (independent presentation) 	<ul style="list-style-type: none"> • Café culture (performance) • Eating out (role play) 	<ul style="list-style-type: none"> • Tour de France • Class performances (independent performances and presentations) • Create own class newspaper sheet • Year 6 presentations
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Key Questions/Focus Areas of Learning

<p>Content: Revisiting and extending personal information. Asking the time Giving o’clocks Describing simple daily routine</p>	<p>Rooms Describing a house and a room Asking “Is there + house language. Responding with “Here is ...? Talking about “what I want to be in the future” Asking for and designing</p>	<p>You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes</p>	<p>Asking and answering preferences/feelings and characteristics Fairground rides Opinions Likes and dislikes</p>	<p>Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)</p>	<p>Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers.</p>
<p>Phonics: Key listen out activity based on: Key sounds in daily routine phrases</p> <p>ais</p>	<p>. Key listen out activity based on: Key sounds in nouns and adjectives linked to the house</p> <p>ai/an/am</p>	<p>Key listen out activity based on: Key sounds in sports and hobbies</p> <p>ais/oue</p>	<p>Key listen out activity based on: Key sounds in opinions</p> <p>eux/i/é</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>
<p>Grammar: Exploration of time phrases extended sentences with conjunctions and opinions</p>	<p>sandwiches Exploration of: verb to have verb to be adjectival agreement with nouns</p>	<p>Exploration of: verb to play in the present tense</p>	<p>Exploration of: expressing likes and dislikes with nouns and verbs</p> <p>descriptive sentences using 1 st,2nd and 3rd person regular present tense</p>	<p>consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>	<p>consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>
<p>Skills Practiced</p> <p>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(some children will be on cusp of A2 in some of the skills)(Common</p>	<p>Sound Spelling:</p> <p>generally accurate pronunciation and familiar word reading skills.</p>	<p>Listening:</p> <p>Can understand the main points and some detail from a short-spoken passage</p>	<p>Speaking:</p> <p>Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation</p>	<p>Reading:</p> <p>Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/ poem/story/account). Can use a bilingual dictionary.</p>	<p>Writing:</p> <p>Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support.</p> <p>.</p>



Winwick CE Primary School: Key Knowledge and Progression Map
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European Framework of Reference)					
VOCABULARY					
Please see weekly plans	Please see weekly plans	Please see weekly plans	Please see weekly plans	Please see weekly plans	Please see weekly plans
Skills Level Practised and Progress Made...					
DFE ATS and skill level During the first stage of language learning, children will explore all 12 DFE Attainment Targets.			Language Learning Skill level practise During the fourth stage of language learning, children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs		
Listen attentively to spoken language and show understanding by joining in and responding			Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage		
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words			imitate pronunciation identify specific sounds/phonemes/words Recite a short piece of narrative either from memory or by reading aloud from a text		
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words			use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays		
Speak in sentences, using familiar vocabulary, phrases and basic language structures			use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics Retell using familiar language a sequence of events from a spoken passage containing complex structures Use time and/or sequencing structures in spoken sentences understand and express opinions		
Develop accurate pronunciation and intonation, so that others understand			Identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by reading aloud focus on correct pronunciation		
Present ideas and information orally to a range of audiences			prepare a short presentation on a familiar topic memorise and present a short-spoken text understand and express opinions using familiar language and some unfamiliar language re-tell or present a story to an audience		
Read carefully and show understanding of words, phrases and simple writing			read and understand the main points and some detail from a short-written passage (mainly familiar words) identify specific sounds, phoneme and words. Long term planning overview. Imitate pronunciation read and understand a range of familiar phrases		
Appreciate stories, songs, poems and rhymes in the language			listen and respond to rhymes/songs/stories read and understand the main points and some detail from a short-written passage (mainly familiar words)		
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary			read and understand the main points and some detail from a short-written passage (mainly familiar words) read and understand a range of familiar and unfamiliar phrases apply phonetic and whole word knowledge of the new language in order to locate words in a reference source		
Write phrases from memory and adapt these to create new sentences to express ideas clearly			write words, phrases and sentence (using a reference Use time and sequencing structures in written sentences experiment with the writing of words and phrases from memory		
Describe people, places, things and actions orally and in writing			construct a short text e.g. create a ppt/ presentation or short passage to give a description Use time and sequencing structures in spoken sentences		
Understand basic grammar			Revisit (extend) and explore use of conjunctions Understand and use time phrases to give "o'clock" times explore and practise a regular present tense verb: "to play" Explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences		
KEY LINKS/RESOURCES					
See Planning and Resources via Primary Languages Network website using staff login details. https://primarylanguages.network/					