

Modern Foreign Languages (French) Curriculum Progression Map 2024-2025

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.

KS2 Pupils should be taught to	Lower KS2	Upper KS2
<ul style="list-style-type: none"> ♣ 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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	<p>By the end of Year 4, we expect children to have developed an awareness of simple grammar points that are vital for learning a new language. The skills they will have learnt include being able to recognize that nouns have a different gender and can be masculine or feminine. They will be able to ask simple questions. They will:</p> <ul style="list-style-type: none"> • Learn to greet someone politely. • Ask someone’s name and say how they are feeling. • Name some colours. • Count to 20. • Name some breakfast foods. • Ask politely for breakfast. • Name some parts of the body. • Say what they are wearing. • Name some pets and ask someone if they have a pet. • Order an ice cream and choose the flavour. <p>Knowledge they now have includes understanding that adjectives may have a different position in a French sentence, and that adjectives have to agree with the noun they are describing.</p> <p>Children can listen attentively and determine the gender of new</p>	<p>By the end of Year 6, the children will have improved their oral skills, and we expect them to be able to present information to the class orally from memory or from a pre-prepared script. They will start to be more confident in asking and answering questions and</p> <ul style="list-style-type: none"> • Name items in their pencil case. • Say which subjects they like and dislike at school. • Justify their opinions. • Name the days of the week. • Describe their daily routine, including what time they get up, go to school, eat, go to bed. • Book a table at a restaurant. • Order a meal. • Say what food they like and don’t like and the different meals of the day. • Recognise landmarks and monuments in and around Paris. <p>Cross-curricular links will include looking at some Geographical features of France such as naming European countries or mountain ranges.</p> <p>Children can understand the main points and most of the detail from a spoken passage made up of familiar language, for example a passage describing what is in a pencil case.</p>

	<p>vocabulary by noticing the different articles used for masculine nouns (le, un) and feminine nouns (la, une).</p> <p>Children recognize polite forms of address.</p> <p>Children listen to stories and songs and join in various songs from memory.</p> <p>Children can take part in a short, prepared conversation of 2 or 3 exchanges, discussing their likes and dislikes.</p> <p>Children are able to perform a short, prepared role-play in front of the class, pretending to buy an ice cream from a shop, and taking the part of either the customer or the shopkeeper.</p> <p>Children can accurately read aloud words which they have previously learnt.</p> <p>Children are able to write short phrases from a model, using familiar vocabulary.</p> <p>Food tasting session at school.</p>	<p>Children listen attentively to stories, interviews, songs and rhymes and join in with understanding.</p> <p>Children show a good understanding of word order and can correctly incorporate adjectives into their speaking.</p> <p>Children practice correct intonation and good pronunciation when using familiar words and phrases.</p> <p>Children can understand the main points and most of the details from a written passage made up of mainly familiar language but incorporating some new vocabulary.</p> <p>Children can use a bilingual dictionary to find out the meaning of unfamiliar words.</p> <p>Children are able to write short phrases from memory, and can adapt these sentences, substituting vocabulary to create new sentences.</p> <p>Trip to Northern France every two years or food tasting session at school.</p>
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