

Rowsley Church of England Primary School
French Progression of Skills and Pupil Assessment Grid

"Life in all its fullness." John 10:10



Intent

French lessons at Rowsley offer a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Lessons enable children to express their ideas and thoughts in French, providing opportunities for them to interact and communicate with others for practical purposes both in speech and in writing. We aim to expose children to authentic French and offer regular opportunities to listen to native speakers. The intent in Lower KS2 is that children acquire basic skills and understanding in French with a strong emphasis placed on developing their Speaking and Listening ability. These will be further developed in Upper KS2 alongside Reading and Writing skills, gradually progressing to more complex language concepts and greater learner autonomy. Although building up a bank of French words are important we also believe in immersing our pupils in a programme of study that teaches about the culture of France therefore have built research modules into our programme. We also focus on the teaching of grammar which includes the teaching of 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. Our intention is that pupils are inspired to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. Lessons are structured in a way that provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson through the use of 'flashbacks'. Knowledge organisers accompany each individual unit to ensure that pupils have access to key knowledge.

The scheme is split up into chapters. Each chapter introduces new vocabulary and grammar lessons and is accompanied by a wide range of activities and extra material such as songs, videos and whiteboard applications to help cement learning. Phrases, vocabulary and key information included within the lesson content are then displayed around school to provide a learning environment which encourages children to repeat and revise their learning daily and holistically.

Impact

Weekly lessons, schools displays and classroom items labelled in French as well as class teachers conversing in French regularly throughout the school week will increase the profile of languages across school. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through specific activities at the start (flashbacks) during lessons and at the end of each unit (via post unit assessments).

The contribution of MFL to teaching in other curriculum areas

English - The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, supports the understanding of various aspects of grammar and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics - Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games that reinforce counting and calculation skills, expand their understanding of date and increase their knowledge about money.

Personal, social and health education (PSHE) and citizenship - One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education - By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography - We ask the children to do research on the different countries in which the particular foreign language is spoken after they have first found them on a map or a globe. In MFL lessons children will learn about the climate of the countries in which the language is spoken.

Music - We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody.

History - We teach children about traditional festivals of the countries whose language we are studying and compare them to ours.

Science - Children reinforce their knowledge of parts of the body through related games, such as a Spanish version of “Simon Says”, or ”Head, Shoulders, Knees and Toes”. They also learn about typical French food.

Art & DT - Children use a variety of Art & DT skills to present their knowledge and understanding, e.g. menus, fact files, comic strips, posters, board games and booklets.

Key Stage 2 National Curriculum Expectations

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;
- 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.

	LKS2	UKS2
Listening and Speaking	<p>Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none"> •repeat modelled words; •listen and show understanding of single words through physical response; •repeat modelled short phrases; •listen and show understanding of short phrases through physical response. 	<p>Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none"> • listen and show understanding of simple sentences containing familiar words through actions; b listen and understand the main points from short, spoken material in French; c listen and understand the main points and some detail from short, spoken material in French <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>

	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <ul style="list-style-type: none"> •recognise a familiar question and respond with a simple rehearsed response; •ask and answer a simple and familiar question with a response; •express simple opinions such as likes, dislikes and preferences; •ask and answer at least two simple and familiar questions with a response. <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none"> •name objects and actions and may link words with a simple connective; •use familiar vocabulary to say a short sentence using a language scaffold; •speak about everyday activities and interests; •refer to recent experiences or future plans <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <ul style="list-style-type: none"> •identify individual sounds in words and pronounce accurately when modelled; •start to recognise the sound of some letter strings in familiar words and pronounce when modelled; •adapt intonation to ask questions or give instructions; d show awareness of accents; begin to pronounce words accordingly. <p>Children present ideas and information orally to a range of audiences.</p> <ul style="list-style-type: none"> •name nouns and present a simple rehearsed statement to a partner; •present simple rehearsed statements about themselves, objects and people to a partner; •present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. <p>Children describe people, places, things and actions orally</p> <ul style="list-style-type: none"> •say simple familiar words to describe people, places, things and actions using a model; •say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; •say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<ul style="list-style-type: none"> •engage in a short conversation using a range of simple, familiar questions; •ask and answer more complex questions with a scaffold of responses; •express a wider range of opinions and begin to provide simple justification; • converse briefly without prompts. <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none"> •say a longer sentence using familiar language; •use familiar vocabulary to say several longer sentences using a language scaffold; •refer to everyday activities and interests, recent experiences and future plans; •vary language and produce extended responses. <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <ul style="list-style-type: none"> •pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; •appreciate the impact of accents and contractions on sound and apply increasingly confidently when pronouncing words; •start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; •adapt intonation, for example to mark questions and exclamations <p>Children present ideas and information orally to a range of audiences.</p> <ul style="list-style-type: none"> •manipulate familiar language to present ideas and information in simple sentences; •present a range of ideas and information, using prompts, to a partner or a small group of people; •present a range of ideas and information, without prompts, to a partner or a group of people. <p>Children describe people, places, things and actions orally.</p> <ul style="list-style-type: none"> •say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; •manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; •use a wider range of descriptive language in their descriptions of people, places, things and actions.
<p>Reading and Writing</p>	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <ul style="list-style-type: none"> •read and show understanding of familiar single words; •read and show understanding of simple phrases and sentences containing familiar words. <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none"> •use strategies for memorisation of vocabulary; •make links with English or known language to work out the meaning of new words; •use context to predict the meaning of new words; •begin to use a bilingual dictionary to find the meaning of individual words in French and English <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p>	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <ul style="list-style-type: none"> •read and show understanding of simple sentences containing familiar and some unfamiliar language; •read and understand the main points from short, written material; •read and understand the main points and some detail from short, written material <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none"> •use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); •use a bilingual dictionary to identify the word class; •use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p>

	<ul style="list-style-type: none"> •identify individual sounds in words and pronounce accurately when modelled; •start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; •adapt intonation to ask questions or give instructions; identify differences between French and English punctuation; •show awareness of accents; begin to pronounce words accordingly <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <ul style="list-style-type: none"> •write single familiar words from memory with understandable accuracy; •write familiar short phrases from memory with understandable accuracy; •replace familiar vocabulary in short phrases written from memory to create new short phrases. <p>Children describe people, places, things and actions in writing</p> <ul style="list-style-type: none"> •copy simple familiar words to describe people, places, things and actions using a model; •write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; •write one or two simple sentences that may contain an adjective to describe people, places, things and actions 	<ul style="list-style-type: none"> •read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; •appreciate the impact of accents and contractions on sound and apply increasingly confidently when pronouncing words; •start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; •adapt intonation, for example when reading questions or exclamations in a short passage. <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <ul style="list-style-type: none"> •write a simple sentence from memory using familiar language; •write several sentences from memory with familiar language with understandable accuracy; •replace vocabulary in sentences written from memory to create new sentences with understandable accuracy <p>Children describe people, places, things and actions in writing</p> <ul style="list-style-type: none"> •write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; •manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; •use a wider range of descriptive language in their descriptions of people, places, things and actions.
<p>Stories, Songs, Poems and Rhymes</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> •listen and identify specific words in songs and rhymes and demonstrate understanding; •listen and identify specific phrases in songs and rhymes and demonstrate understanding. <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <ul style="list-style-type: none"> •join in with actions to accompany familiar songs, stories and rhymes; •join in with words of a song or storytelling 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> •listen and identify rhyming words and specific sounds in songs and rhymes; •follow the text of familiar songs and rhymes, identifying the meaning of words; •read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <ul style="list-style-type: none"> •follow the text of a familiar song, poem or story; •follow the text of a familiar song, poem or story and sing or read aloud; •understand the gist of an unfamiliar song, poem or story using familiar language and sing or read aloud.
<p>Grammar</p>	<p>Children 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> <ul style="list-style-type: none"> •show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; •name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; •use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English; •use the present tense of some high frequency verbs in the third person singular; •use a simple negative form; f show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; •recognise and use the first person possessive determiners; 	<p>Children 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> <ul style="list-style-type: none"> •identify word classes; •demonstrate understanding of gender and number of nouns and use appropriate determiners; •explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; •name and use a range of conjunctions to create compound sentences such as <i>et</i> or <i>mais</i>; •use some adverbs; •use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement; •Using a verb table, use all conjugations of être and avoir in the present tense (written or spoken). •Increasingly use correct adjectival endings depending on whether the noun is masculine, feminine or a plural.

	<ul style="list-style-type: none">•recognise a high frequency verb in the past tense or in the simple future tense and use as a set phrase;•conjugate a high frequency verb in the present tense; show awareness of subject-verb agreement; j use simple prepositions in their sentences;•use verbs in the present tense in the third person singular and plural;•use the present tense of the verb in a set phrase to introduce singular and plural nouns; m use the present tense of the in the first person singular with singular and plural nouns	<ul style="list-style-type: none">•recognise and use the simple future tense of a high frequency verb; compare with English;•recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;•recognise and use the first and third person singular possessive determiners;•recognise and use a range of prepositions;•use the third person plural of a few high frequency verbs in the present tense; m conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English;•follow a pattern to conjugate a regular verb in the present tense;•choose the correct tense of a verb (present/perfect/imperfect/future) according to context
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