

Skills & Knowledge progression: French

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>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.</p> <p>Aims The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - 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. 	<p>Learning a new language opens doors and broadens our outlook on the world. It helps us to move a step closer to understanding what it would like to walk in the shoes of others, and to develop a more rounded view of both the world and our place within it. It helps us all to understand the challenges that those in our class and our community for whom English is not the first language face every day - and to better appreciate those around us who are fluent in multiple languages. Language learning also has an obvious practical value for 21st century citizens who live in ever-more interlinked world. Whilst it is easy to sit in the UK and believe that 'everyone' speaks English, the process of learning another language and discovering more about other cultures reminds us that around 80% of the world do not speak the same language as us (and only about 5% speak it as their first language). French was chosen for our school curriculum as the language we would teach because of how widely it is spoken and that many of our pupils travel through France regularly. French is also the language most commonly taught in local secondary schools, and we are therefore providing our children with a solid platform for future learning. By the time they leave our school, we want our children to be able to sustain simple conversations, to carry out simple tasks and to respond to texts in another language. Finally, learning another language is invaluable for moving beyond stereotypical views of the culture of a country, and discovering that the similarities are as striking as the differences. It provides opportunities to look at shared values and aspirations, such as personal liberty, democracy and the rule of law, and to discover that, while British Values are not universal, they are mirrored in the ideals and values of many other countries.</p>

<p>Milestones: At Stapleford Primary School children are usually taught in mixed age classes e.g. Years 5 & 6 together etc. Note: The children start to learn French in Year 3. Due to the language being completely new to Year 3 they are taught as an individual cohort as are Year 4. When the children move into Class 1 (Years 5 & 6) they are taught as one cohort. Our curriculum sets out progression in the form of three 'Milestones'. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over time, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Foreign languages are not introduced until Year 3. However, an understanding of other cultures - and the idea that not everyone speaks the same language - will have been met throughout EYFS & KS1. This includes:</p> <p>EYFS - Understanding the World</p> <ul style="list-style-type: none"> • Children... know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>KS1 / 2 - PSHE</p> <ul style="list-style-type: none"> • Understand the importance of respecting others, even when they are very different from them... or have different preferences or beliefs. 	<ul style="list-style-type: none"> • English - understanding of tense, person and verb conjugation; application of phonological knowledge (and identifying where French follows different rules); use of reading skills to tackle new vocabulary, summarise texts and infer meaning. • Geography - links to understanding cultures, languages and ways of life elsewhere in the world. • Art - exploring the life and work of artists such as Cezanne and Seurat. • Drama - role play should form a significant part of language teaching, with children improvising and developing dialogue based around simple contexts. • Maths - counting and completing simple maths activities in French, telling the time, talking about time, money and shapes in both French and English. 	<ul style="list-style-type: none"> • Meet and talk to fluent French speakers (possibly secondary school language teachers to support transition for Year 6) • Learn about the other languages spoken in their class / year group / phase, with bilingual children given the opportunity to share their language with others • Take part in role-play and drama activities using a foreign language • Learn about life in France and its similarities and differences to the UK as part of their geography learning, to support their understanding • Read foreign translations of books they know and French-language versions of familiar films and TV shows, to both support language acquisition and intercultural understanding.

Skills Progression: French – Years 3 & 4

Year groups	Read fluently This concept involves recognising key vocabulary and phrases.	Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction
3 Milestone 1	<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound patterns. 	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.

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4 Milestone 2	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.

Skills Progression: French – Years 5 & 6

Year groups	Read fluently This concept involves recognising key vocabulary and phrases.	Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction
5 & 6 Milestone 3	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

French: Curriculum covered at Stapleford Primary School

Note: The children start to learn French in Year 3. Due to the language being completely new to Year 3 they are taught as an individual cohort as are Year 4. When the children move into Class 1 (Years 5 & 6) they are taught as one cohort.

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
French <small>(See Rising Stars' Euro Stars New Primary French scheme of work)</small>	Year 3 – Euro Stars: New Primary French Book 1 Moi (All about me)	Year 3 – Euro Stars: New Primary French Book 1 Jeux et chansons (Games and songs)	Year 3 – Euro Stars: New Primary French Book 1 On fait la fete (Celebrations)	Year 3 – Euro Stars: New Primary French Book 1 Portraits (Portraits)	Year 3 – Euro Stars: New Primary French Book 1 Les quatres amis (The four friends)	Year 3 – Euro Stars: New Primary French Book 1 Ca Pousse! (Growing things)
	Year 4 – Euro Stars: New Primary French Book 2 On y va! (All aboard!)	Year 4 – Euro Stars: New Primary French Book 2 L'argent de poche (Pocket money)	Year 4 – Euro Stars: New Primary French Book 2 Raconte-moi une histoire! (Tell me a story)	Year 4 – Euro Stars: New Primary French Book 2 Vive le sport! (Our sporting lives)	Year 4 – Euro Stars: New Primary French Book 2 Le Carnaval de Animaux (The Carnival of the Animals)	Year 4 – Euro Stars: New Primary French Book 2 Quel temps fait-il? (What's the weather like?)

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
French <small>(See Rising Stars' Euro Stars New Primary French scheme of work)</small>	Year 5 – Euro Stars: New Primary French Book 3 Bon appetit, bonne sante (Healthy eating)	Year 5 – Euro Stars: New Primary French Book 3 Je suis le musicien (I am the music man)	Year 5 – Euro Stars: New Primary French Book 3 En route pour l'école (On the way to school)	Year 5 – Euro Stars: New Primary French Book 3 Scene de plage (Beach scene)	Year 5 – Euro Stars: New Primary French Book 3 Le retour du printemps (The return of the spring)	Year 5 – Euro Stars: New Primary French Book 3 Les Planetes (The planets)
	Year 6 – Euro Stars: New Primary French Book 4 Notre ecole (Our school)	Year 6 – Euro Stars: New Primary French Book 4 Notre monde (The world around us)	Year 6 – Euro Stars: New Primary French Book 4 Le passe et le present (Then and now)	Year 6 – Euro Stars: New Primary French Book 4 Ici et la (Out and about)	Year 6 – Euro Stars: New Primary French Book 4 Monter un café (Setting up a café)	Year 6 – Euro Stars: New Primary French Book 4 Quoi de neuf? (What's in the news?)