

Purpose: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language 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.

The National Curriculum for French aims to ensure 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.

Threshold concepts:

			
Oracy	Intercultural understanding	Knowledge about the language	Written

St John's Progression Document

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Subject: French



To speak confidently	To understand the culture of the countries in which the language is spoken	To read fluently	To write imaginatively
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	Key Stage Two			
	Year 3	Year 4	Year 5	Year 6
Breath Of Study (NC Ref) Scheme to support planning: La Jolie Ronde	Greetings and name Classroom instructions Numbers 0-10 Age Days Jacques le gourmand (story making) Numbers 11-20 Christmas Colours Describe your pet (animals/colours) Numbers 21-39 Months Easter Body parts	Family How I travel to school(bus/walk) etc Weather Numbers - reinforce prior learning (intro money for context/shopping) Likes/dislikes - toys/games Numbers 30-39 Christmas Shopping- how much? Recognising currency relating to language Easter Sports Animals - Les 4 amis (story); Le Carnaval des Animaux Le Roi tête en l'air-prepositions/ items in the house	Alphabet Places in town. Coordinates(apply alphabet and numbers and places in town; reinforce prepositions) My journey to school Directions Christmas Food likes/dislikes. J'ai mangé/J'ai bu Weather and seasons (rhyme weather/ French towns e.g. A Calais, il fait mauvais) - phonic awareness Months and dates/birthday rap 'Quelle est la date de ton anniversaire?' Easter	What's the time?(hours) What's the time?(half hours) What's the time?(1/4 hours) School subjects School times and subjects Morning routine- introduction to reflexive verbs and analogue time Places in town(prepositions and descriptions) Dictionary use Numbers 69-100 (and beyond for dates- famous people dates of birth) Shopping- apply numbers(revisiting food/greetings etc)

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	Traditional song: Le fermier dans son pré Where in the world is the French language spoken? Jacques et le haricot magique	Numbers 40-69	Planets- names and descriptions (adjectives- rapide/lente/size/colour/ temperature/	
Knowledge and Understanding	Threshold Concept: Oracy			
	Understand a range of spoken phrases Answer simple questions and give basic information Give responses to questions about everyday events Pronounce words showing a knowledge of sound patterns	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 Take part in a role play and perform to an audience	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 Take part in a role play and perform to an audience	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 Devise and perform a role play
	Threshold Concept: Intercultural understanding			

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	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	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	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.	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
	Threshold Concept: Knowledge about the language			
	Read aloud 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	Read aloud 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	Read and understand the main points in short written passages Read short texts independently Use a translation dictionary or glossary to look up new words	Read and understand the main points and some of the detail in short written passages 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

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Threshold Concept: Written				
	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	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	Write a few short sentences using familiar expressions Express personal experiences and responses Write short phrases from memory with spelling that is readily understandable	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
Assessment/POP Task	Assessment would be predominantly oral or brief written tasks e.g labelling /cloze text /matching tasks. Summative assessment is recorded on our Foundation Subject Tracker.			