

Foreign Languages – Progression grid

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Use incidental learning opportunities to explore and learn about other cultures and languages from around the world. For example, use registration time as an opportunity for children to say hello in different languages.	<p>Introduction to France and French speaking, French culture (Geography links)</p> <p>Learn days of week</p> <p>Basic Greetings</p> <p>Asking questions – what is your name? How old are you?</p> <p>Numbers 1 – 10</p> <p>Introduction to the alphabet</p> <p>Christmas in France</p>	<p>Review – the country of France extending to where else in the world is French spoken? (Geography links)</p> <p>Review days of the week and learn months of the year</p> <p>Review basic greetings and questions</p> <p>Review Numbers to 20.</p> <p>Modes of transport</p> <p>Points of compass</p> <p>Christmas in France</p>	<p>Review – France geography and French speaking across the world.</p> <p>Review days of the week and months of the year</p> <p>Basic greetings application to conversation</p> <p>Review numbers to 50</p> <p>Alphabet</p> <p>Places in the locality</p> <p>Journeys to school</p> <p>Christmas in France</p>	<p>Review – France geography and French speaking across the world.</p> <p>Review days of the week and months of the year</p> <p>Review numbers to 100.</p> <p>Basic greetings application to conversation</p> <p>Places around School and subjects</p> <p>Bilingual Dictionary work</p> <p>Shops and key places in a town.</p> <p>Christmas in France</p>	
Spring	Use incidental learning opportunities to explore and learn about other cultures and languages from around the world. For example, use registration time as an opportunity for children to say hello in different languages.	<p>Members of my family</p> <p>Numbers 1- 15</p> <p>Classroom phrases</p> <p>Easter in France – RE link.</p> <p>Food and drink</p>	<p>Seasons</p> <p>Weather</p> <p>My family – extended.</p> <p>Houses and homes</p> <p>Easter in France – RE link. Review and extend learning from previous years.</p>	<p>Parts of the body</p> <p>Fruit vocab and opinions</p> <p>Easter in France – RE link. Review and extend learning from previous years.</p> <p>Animals and pets</p>	<p>Shops and key places in a town</p> <p>There is/There is not</p> <p>Numbers to 100 5.</p> <p>Mathematical operations</p> <p>Easter in France - RE link. Review and extend learning from previous years.</p>	

Foreign Languages – Progression grid

<p>Summer</p>	<p>Use incidental learning opportunities to explore and learn about other cultures and languages from around the world. For example, use registration time as an opportunity for children to say hello in different languages.</p>	<p>Numbers 1- 20</p> <p>Bastille Day</p> <p>Talking about siblings</p> <p>Bilingual dictionary work</p> <p>Colours</p> <p>Telling the time</p>	<p>Numbers 1-50</p> <p>Bastille Day</p> <p>Bilingual dictionary work</p> <p>At the Café</p> <p>Meals of the day</p> <p>Telling the time – extension.</p>	<p>Places in the locality</p> <p>Directional language</p> <p>Journeys to school</p> <p>Bastille Day</p> <p>Items of clothing</p>	<p>End of Key stage review of key knowledge about France and the French speaking world.</p> <p>Review of important key words, phrases and sentences:</p> <p>Greetings and questions</p> <p>Directional language</p> <p>My family</p> <p>Weather</p> <p>Places in the locality</p> <p>Application into Aural and Oral assessment.</p>
---------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Foreign Languages – Progression grid

<p>Skills</p>	<p>EYFS and KS1 I understand, respect and can talk about different cultures from around the world. I understand that different languages are used in different parts of the world.</p>	<p>Year 3 Listening – Show that he/she recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language. When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. Speaking – Ask and answer simple questions, for example about personal information. Repeat sentences heard and make simple adaptations to them. Use mostly accurate pronunciation and speak clearly when addressing an audience. Use simple adjectives such as colours and sizes to describe things orally. Reading – Recognises some familiar words and phrases in written form. Read some familiar words aloud using mostly accurate pronunciation. Learn and remember new words encountered in reading. Writing – Write some single words from memory.</p>	<p>Year 4 Listening – Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. Speaking – Ask and answer a range of questions on different topic areas. Using familiar sentences as models, make varied adaptations to make new sentences. Read aloud using accurate pronunciation and present a short learned piece for performance. Reading – Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. Follow the written version of a text he/she is listening to. Begin to work out the meaning of unfamiliar words within a</p>	<p>Year 5 Listening – Gain an overall understanding of an extended spoken text which includes some familiar language e.g. summarising in English the key points heard. Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Speaking – Take part in conversations and express simple opinions giving reasons. Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence and types. Create a short piece for presentation to an audience. Reading – Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Learn a song or poem using the written text for support. Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work</p>	<p>Year 6 Listening – Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. Speaking – Engage in longer conversations, asking for clarification when necessary. Create his/her own sentences using knowledge of basic sentence structure. Use pronunciation and intonation effectively to accurately express meaning and engage an audience. Reading – Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. Attempt to read a range of texts independently, using different strategies to make meaning. Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. Writing – Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.</p>
---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Foreign Languages – Progression grid

		<p>Use simple adjectives such as colours and sizes to describe things in writing. Record descriptive sentences using a word bank.</p> <p>Grammar – Recognise the main word clauses e.g. nouns, adjectives and verbs. Understand that nouns may have different genders, and can recognise clues to identify this, such as the difference in articles. Have basic understanding of the usual order of words in sentences in the target language.</p> <p>-</p>	<p>familiar text using contextual and other clues.</p> <p>Writing – Write words and short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Write descriptive sentences using a model but supplying some words from memory.</p> <p>Grammar – Recognise a wider range of word classes including pronouns and articles and use them appropriately. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. Recognise questions and negative sentences.</p>	<p>out the meaning of unfamiliar words.</p> <p>Writing – Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p> <p>Grammar – Know how to conjugate some high frequency verbs. Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. Adapt sentences to form negative sentences and begin to form questions.</p>	<p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. Begin to use some adverbs.</p> <p>Grammar – Know how to conjugate a range of high frequency verbs. Understand how to use some adverbs in sentences. Have an awareness of similarities and differences in grammar between different languages.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------