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**Languages Curriculum Progression Key Stage 2**

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| **Year 3** | Curriculum focus | **Listening and responding** | **Speaking** | **Reading and responding** | **Writing** |
| Knowledge | * Greetings – hello, goodbye, good evening, Mr, Mrs, Miss… * What is your name? My name is… * colours * numbers to 20 * days / months * weather * body parts | * Greetings – hello, goodbye, good evening, Mr, Mrs, Miss… * What is your name? My name is… * colours * numbers to 20 * days / months * weather * body parts | * Greetings – hello, goodbye, good evening, Mr, Mrs, Miss… * What is your name? My name is… * colours * numbers to 20 * days / months * weather * body parts | * Greetings – hello, goodbye, good evening, Mr, Mrs, Miss… * What is your name? My name is… * colours * numbers to 20 * days / months * weather * body parts |
| Cultural knowledge | * Where is France? * Christmas | | | |
| Skills | * **I can understand a few familiar spoken words and phrases.**   *For example*   * I can understand the teacher’s instructions. * I can recognise a few words and phrases in a song or a rhyme. * I can recognise words for days of the week. * I can recognise words for colours. * I can recognise numbers. | * **I can say and repeat single words and short simple phrases.**   *For example*   * I can greet someone. * I can say oui, non, s’il vous plait, merci in response to another. * I can say the days of the week. * I can say what the weather is like. | * **I can recognise and read out a few familiar words and phrases.** *For example* * I can recognise and read from stories and rhymes. * I can recognise and read labels on familiar objects. * I can recognise and read the date. * I can recognise and read words about the weather. | * **I can write or copy simple words or symbols correctly.**   *For example*   * I can write or copy numbers. * I can write or copy days of week. * I can write or copy colours. * I can write or copy body parts. |
| **Vocabulary** | Oui non  Conjunction – et (and)  J’ai – I have  Je suis – I am  C’est – It is  Quelle/quel – what | | | |

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| **Year 4** | Curriculum focus | **Listening and responding** | **Speaking** | **Reading and responding** | **Writing** |
| Knowledge | * days / months * classroom objects * numbers to 31 * date/birthday * family – mere, pere, soeur frere * pets | * days / months * classroom objects * numbers to 31 * date/birthday * family – mere, pere, soeur frere * pets | * days / months * classroom objects * numbers to 31 * date/birthday * family – mere, pere, soeur frere * pets | * days / months * classroom objects * numbers to 31 * date/birthday * family – mere, pere, soeur frere * pets |
| Cultural knowledge | * What places are in France? * Easter | | | |
| Skills | * **I can understand a range of familiar spoken phrases.**   *For example*   * I can understand basic phrases concerning myself. * I can understand basic phrases concerning my family. * I can understand basic phrases concerning my classroom. * I can understand basic phrases concerning my pets. | * **I can answer simple questions and give basic information.**   *For example*   * I can say whether I have brothers and sisters * I can say whether I have a pet * I can say when my birthday is * I can say how old I am * I can say the date | * **I can understand and read out familiar written phrases.**   *For example*   * I can understand and read out simple phrases. * I can understand and read out a simple description of an object. * I can understand and read out a simple description of a person. * I can understand and read out writing about my pet. | * **I can write one or two short sentences to a model.** * **I can fill in the words on a simple form.**   *For example*   * I can write personal information. * I can write how old I am. * I can write about my family * I can write holiday greetings by e-mail or on a postcard. |
| **Vocabulary** | Verb – est (is)  Voici – here is  Tu as – have you…  Elle/ Il  Ma/ Mon | | | |

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| **Year 5** | Year group | **Listening and responding** | **Speaking** | | **Reading and responding** | | **Writing** | |
| Knowledge | * introductions * preferences * numbers to 50 * letters of alphabet * sport * food * pets * time (yesterday, today, tomorrow) | * introductions * preferences * numbers to 50 * letters of alphabet * sport * food * pets * time (yesterday, today, tomorrow) | | * introductions * preferences * numbers to 50 * letters of alphabet * sport * food * pets * time (yesterday, today, tomorrow) | | * introductions * preferences * numbers to 50 * letters of alphabet * sport * food * pets * time (yesterday, today, tomorrow) | |
| Cultural knowledge | * What foods are particular to France? * Bastille Day | | | | | | |
| Skills | * **I can understand the main points from a short spoken passage made up of familiar language in simple sentences.** *For example* * I can understand a short rhyme or song. * I can understand a telephone message or announcement. * I can understand a weather forecast. * I can understand sentences describing what people are wearing. * I can understand sentences describing what people. * I can understand sentences describing what people are doing. an announcement or message. * I can understand sentences describing recent sporting events. | * **I can ask and answer simple questions.** * **I can talk about my interests.** *For example* * I can talk about my area. * I can talk my pets. * I can talk about my favourite foods. * I can talk to a friend about what I like to do * I can describe a picture with a partner. * I can describe colours. * I can shapes. * I can say if I like something, eg food/pets. | | * **I can read and understand the main point(s) from short written texts.** * **I can read and understand some of the detail from short written texts.** *For example* * I can read and understand very simple messages on a postcard or an email.. * I can read and understand very simple text as part of a story. * I can read and understand three to four sentences of information about my e-pal. * I can read and understand three to four sentences of information describing someone’s school day or home life. * I can read and understand three to four sentences of information describing someone’s sports. | | * **I can write a few short sentences with support using expressions which I have already learnt.**   *For example*   * I can write a postcard, a simple note or message. * I can create an identity card. * I can write a short text on a familiar topic using language which they have already learnt. * I can write sentences I have learned for display. | |
| **Vocabulary** | verbs  avoir (to have)  etre (to be) | | | | | | |
| **Year 6** | Year group | **Listening and responding** | | **Speaking** | | **Reading and responding** | | **Writing** |
| Knowledge | * introductions * preferences * letters of alphabet * holidays and hobbies * where i live/ directions * houses * telling the time | | * introductions * preferences * letters of alphabet * holidays and hobbies * where i live/ directions * houses * telling the time | | * introductions * preferences * letters of alphabet * holidays and hobbies * where i live/ directions * houses * telling the time | | * introductions * preferences * letters of alphabet * holidays and hobbies * where i live/ directions * houses * telling the time |
| Cultural knowledge | * What sports are popular in France? * Paris | | | | | | |
| Skills | * **I can understand and respond to spoken and written language from a variety of authentic sources.** | | * **I can speak with increasing confidence, fluency and spontaneity** * **I can find ways of communicating what I want to say.** * **I am improving the accuracy of my pronunciation and intonation.**   *For example*   * I can take part in a discussion I can ask questions * I can give a short prepared talk, on a topic of choice, including expressing opinions * I can talk on a familiar subject; I can describe a picture or part of a story * I can make a presentation to the class. | | * **I can read and understand the main points and opinions in written texts from various contexts.** * **I am discovering and developing an appreciation of a range of writing in French.**   *For example*   * I can read and understand a postcard or letter from a pen-pal. * I can read and understand a written account of school life * I can read and understand a poem or part of a story. | | * **I can write at varying length, for different purposes and audiences.** * **I can use a variety of grammatical structures that I have learnt.**   *For example.*   * I can write paragraphs of three to four sentences about myself, * I can write about a story or a picture. * I can write a message containing three to four sentences. * I can write a postcard or greetings card. |
| **Vocabulary** | Verb  avoir (to have)  etre (to be)  aller (to go)  aimer (to like) | | | | | | |