

Level Expected at the End of KS2

Deep Dive into French: This curriculum map for French shows the progression of skills and knowledge from Year 3 to Year 6 and has been adapted from the progression map for the Twinkl PlanIt scheme of learning.

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.*

Lower Key Stage Two

Children listen attentively to spoken language and show understanding by joining in and responding. Most children can:

- 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.

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Most children can:

- recognise a familiar question and give a simple rehearsed response;
- ask and answer a simple and familiar question;
- express simple opinions such as likes, dislikes and preferences;
- ask and answer at least two simple and familiar questions.

Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Most children can:

- name objects and actions, linking words with a simple connective;
- use familiar vocabulary to say a short sentence using a language scaffold;
- speak about everyday activities and interests;

Upper Key Stage Two

Children listen attentively to spoken language and show understanding by joining in and responding. Children can:

- listen and show understanding of simple sentences containing familiar words through physical response;
- listen and understand the main points from short, spoken material in French;
- listen and understand the main points and some detail from short, spoken material in French.

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Most children can:

- 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.

Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Most children can:

- say a longer sentence using familiar language;
- use familiar vocabulary to say several sentences using a language scaffold;
- refer to everyday activities, interests, recent experiences and future

- *refer to recent experiences or future plans.*

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Most children can:

- *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;*
- *show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.*

Children present ideas and information orally to a range of audiences. Most children can:

- *name nouns and present a simple rehearsed statement to a partner;*
- *present simple rehearsed statements about themselves, objects and people;*
- *present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.*

Children describe people, places, things and actions orally. Most children can:

- *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.*

plans;

- *vary language and produce extended responses.*

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Most children can:

- *pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;*
- *appreciate the impact of accents and elisions 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.*

Children present ideas and information orally to a range of audiences.

Most children can:

- *manipulate familiar language to present ideas and information in simple sentences;*
- *present ideas and information, using prompts, to a partner or group*
- *present ideas and information, without prompts, to a partner or group.*

Children describe people, places, things and actions orally. Most children can:

- *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.*

Reading, Writing & Literacy	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
	<p>Children read carefully and show understanding of words, phrases and simple writing. Most children can:</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. Most children can:</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. Most children can:</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; ● show awareness of accents, elisions and silent letters; begin to 	<p>Children read carefully and show understanding of words, phrases and simple writing. Most children can:</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 details. <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. Most children can:</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. Most children can:</p> <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 elisions 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;

pronounce words accordingly.

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Most children can:

- *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.*

Children describe people, places, things and actions in writing. Most children can:

- *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.*

- *adapt intonation for example to mark questions and exclamations in a short, written passage.*

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Most children can:

- *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.*

Children describe people, places, things and actions in writing. Most children can:

- *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.*

Stories, Songs, Poems & Rhymes	Lower Key Stage Two	Upper Key Stage Two
	<p><i>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Most children can:</i></p> <ul style="list-style-type: none"> ● <i>listen and identify specific words in songs and rhymes and demonstrate understanding;</i> ● <i>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</i> <p><i>Children appreciate stories, songs, poems and rhymes in the language. Most children can:</i></p> <ul style="list-style-type: none"> ● <i>join in with actions to accompany familiar songs, stories and rhymes;</i> ● <i>join in with words of a song or storytelling.</i> 	<p><i>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Most children can:</i></p> <ul style="list-style-type: none"> ● <i>listen and identify rhyming words and specific sounds in songs and rhymes;</i> ● <i>follow the text of familiar songs and rhymes, identifying the meaning of words;</i> ● <i>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</i> <p><i>Children appreciate stories, songs, poems and rhymes in the language. Most children can:</i></p> <ul style="list-style-type: none"> ● <i>follow the text of a familiar song or story;</i> ● <i>follow the text of a familiar song or story and sing or read aloud;</i> ● <i>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</i>

	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Grammar	<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. Most children can:</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; ● name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; ● name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; ● use a simple negative form (ne... pas); ● show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; ● recognise and use the first person possessive (mon, ma, mes); ● conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; ● use simple prepositions in their sentences; ● use the third person of the verb ‘être’ in the present tense. 	<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. Most children can:</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; ● demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; ● explain and use elision, comparing with the English; ● recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); ● recognise and use a range of prepositions; ● use the third person plural of a few high frequency verbs in the present tense; ● recognise and use a high frequency verb in the perfect tense; compare with English;