

## Ponteland Primary School Languages Progression Document

	National Curriculum Objectives	Skills Progression	How does this look in our curriculum?	Global Goals Core concepts
<b>EYFS</b>	<p>understand and respond to spoken and written language from a variety of authentic sources;</p> <p>speak with increasing confidence, fluency and spontaneity,</p>	<p><b>Nursery &amp; Reception</b></p> <p>appreciate stories, songs, poems and rhymes in the language;</p> <p>listen attentively to the different sounds of the spoken language</p> <p>Enjoy mimicking simple words and phrases</p>	<p>Children in EYFS enjoy storytime listening attentively to familiar stories in a foreign language. They have fun learning some discrete word level vocabulary such as greetings. They appreciate there are different languages around the world, in the UK and even used by people in our local area and community.</p> <p><b>Core content:</b> <i>basic greetings</i></p> <p><i>Bonjour, salut, ça va, ça va bien, ça va mal, au revoir, je m'appelle, comment tu t'appelles ?</i></p>	<p><b>Not everyone speaks the same language. We can celebrate multilingualism!</b></p> <p><b>Identity &amp; diversity</b></p>
<b>Key Stage 1</b>	<p>understand and respond to spoken and written language from a variety of authentic sources;</p> <p>speak with increasing confidence, fluency and spontaneity,</p> <p>continually improve the accuracy of their pronunciation and intonation.</p>	<p><b>Year 1 &amp; Year 2</b></p> <p>appreciate stories, songs, and rhymes in the language;</p> <p>listen attentively to spoken language and show understanding (even at word level)</p> <p>Start to try out nearly the full range of sounds in the foreign language</p> <p>Mimic accurate pronunciation in a range of words and word classes.</p> <p>Broaden vocabulary at word level</p>	<p>In Key Stage 1, children continue to listen to stories increasing the range to traditional rhymes and songs in French and sometimes to other French speaking countries.</p> <p>They enjoy playing games and learning and rhymes to aid retrieval skills later in KS2.</p> <p><b>Core content:</b> <i>colours, numbers to 10</i></p> <p><i>Ma couleur préférée est le bleu, rouge, jaune, vert, orange, rose, blanc, noir</i></p> <p><i>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p> <p><i>Maman, papa, je t'aime</i></p>	
<b>LKS2</b>	<p>understand and respond to spoken and written language from a variety of authentic sources;</p> <p>speak with increasing</p>	<p><b>Year 3</b></p> <p>Appreciate stories, songs, poems and rhymes from different French speaking countries;</p> <p>Listen attentively to spoken language from different speakers and show understanding or an increasing range of words and word types</p>	<p>In Years 3 and 4 children build on conceptual foundations to massively broaden their vocabulary and phonics knowledge in French. Their understanding of French as a world language and its historical significance is broached by drawing on examples of different French speaking countries. It comes alive with references to Eurovision, classical</p>	<p>interdependence: French is a global language.</p> <p>What does learning a language say about us?</p>

	<p>confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions,</p> <p>continually improve the accuracy of their pronunciation and intonation</p> <p>write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>discover and develop an appreciation of a range of writing in the language studied.</p>	<p>Focus on phonemes similar to English through systematic instruction of phonics through song and rhyme focuses on phonemes similar to English</p> <p>Engage in framed conversations increasingly to elicit and give opinion.</p> <p>Broaden vocabulary through rehearsal and retrieval</p> <p>Speak in short rehearsed sentences progressing to linking sentences as clauses.</p> <p>Understand that syntax will not always translate literally and grammar has shared and different concepts with English.</p> <p>Read high-frequency language at word and phrase level</p> <p>Present and listen to ideas and information with teacher, peers</p> <p><b>Year 4 (as above and progressing to...)</b></p> <p>Access a range of authentic spoken sources reflecting the diversity of Francophonie.</p> <p>Recognise Phonics now includes recognising and combining phonemes that are very different from English and writing (and reading) letters with accents.</p> <p>Read simple texts of familiar language</p> <p>writing short phrases from memory</p> <p>Understand the format and purpose of a bilingual dictionary</p> <p>Develop decoding and reciprocal reading to work out meaning</p>	<p>composers, well-known children's stories, songs, and playground games.</p> <p><b>Core content:</b> number/time to 29, colour, games, days, European countries, languages, animals, noun gender, negative ne...pas, connectives, opinions, body parts, phonics fundamentals, cognate and high-frequency verbs</p> <p><i>La France, l'Espagne, la Belgique, le Luxembourg, l'Allemagne, français, espagnol, anglais, allemand, le mouton, le cochon, le cheval, le chien, le poisson, in animal/les animaux, l'oiseau, le chat, la souris, j'ai, quel âge as-tu ?, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, la tête, les épaules, les genoux, les pieds, les oreilles, les yeux, le nez, la bouche, j'ai mal, le/la/les, le facteur/la factrice, le médecin, le fermier, la fermière, le musicien /enne, toucher, voler, sauter, danser, tourner, parler, écouter, répéter, copier, éliminer, j'aime, je n'aime pas, car c'est, amusant, barbant, relaxant, calmant, intéressant, passionnant, marron, brun, la musique, onze, douze, treize, quatorze, quinze, seize, Dix-sept, Dix-huit, Dix-neuf, vingt, vingt-et-un, vingt-deux....trente, Merci, s'il vous plaît, de rien</i></p> <p><b>Phonics examples</b></p> <ul style="list-style-type: none"> <li>- Giraffe, je, jouer, Gaston, gorille, guitare</li> <li>- Café, cliché, soufflé, déjà vu, fiancé</li> <li>- Gazon, pantalon, tends, éléphant</li> <li>- Magnifique, lasagne, araignée</li> <li>- hérisson, j'habite, hélicoptère</li> <li>- chocolat, vache, pêche, cloche</li> <li>- hôtel, hôpital, guêpe,</li> </ul>	<p>Language is a code.</p>
<p><b>UKS2</b></p>		<p><b>Year 5</b></p> <p>Appreciate a range of stories, songs, poems and rhymes in the language that introduce cultural figures;</p> <p>listen attentively to a range of spoken language and show understanding by joining in and responding wherever possible in sentences</p> <p>Systematic instruction broadens to nearly the full range of phonemes and graphemes including dissimilar letter names.</p> <p>Apply questions and techniques to lengthen conversations</p> <p>Present and listen to ideas and information with different peer groups</p>	<p>In UKS2 pupils are challenged to pronounce accurately, write more and manipulate lexical items to express themselves with some creativity. We continue to take in different topics of interest to young learners so that they can talk about themselves and their interests and build on their confidence and spontaneity. We further develop linguistic metaskills (decoding, dictionary) and knowledge (etymology, cognates). Songs and games continue to be a mainstay of the lesson.</p> <p><b>Core content:</b> revision of LKS2 and number to 1000, colour, months, countries beyond Europe, describe appearance, character, hometown, family, food, objects and noun gender, connectives, opinions &amp;</p>	<p><b>Are languages related?</b></p> <p><b>Power &amp; governance: Why is French a global language?</b></p> <p><b>Language is an artefact.</b></p>

		<p>Read texts with some unfamiliar content and decode</p> <p>Phonics knowledge allows pupils to read aloud familiar language with increasing accuracy</p> <p><b>Year 6 (as above and progressing to...)</b></p> <p>Appreciate a range of literature, cultural figures and 'big questions'</p> <p>listen attentively to a range of spoken language and show understanding by joining in and responding in lengthening syntax</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words with tailored phonics recall</p> <p>Combine question and answers spontaneously (using the correct register)</p> <p>speaking in full sentences of increasing length.</p> <p>Phonics knowledge allows pupils to read aloud a wider range of language with increasing accuracy and fluency.</p> <p>(where possible) interact with less familiar French speakers i.e. Year 6 transition; Turing partner schools</p> <p>Read texts well above the standard that they can produce</p> <p>Confident use of a bilingual dictionary to check nouns, verbs, adjectives</p> <p>Adapt and substitute lexical items</p>	<p><i>activities, adjectives &amp; intensifiers, relative pronoun/clause, etymology, further phonics</i></p> <p><i>il y a, un restaurant, une forêt, un supermarché, un pont, un terrain de jeu, une école, le nord, le sud, l'est, l'ouest, j'habite, je viens de, jouer, lire, être, avoir, un peu, assez, complètement, triste, malade, fatigué, stressé, peur, froid, faim, soif, chaud, quelle catastrophe, quel désastre, quel/le est ton/ta __ préféré/e, où habites-tu, et toi, il/elle, qui s'appelle/nt, cheveux, barbe, corne, jambe, bras, corps, gris, petit, grand, et, mais, mon/ma/mes, l'équitation, la natation, le foot, le jogging, le cyclisme, j'adore, je déteste, à tout à l'heure, à bientôt, je voudrais, c'est combien, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, le crayon, le stylo, le cahier, le sac, le livre, Quarante, cinquante, soixante, soixante-Dix, quatre-vingts, quatre-vingts-Dix, cent, mille</i></p> <p><b>Phonics examples</b></p> <ul style="list-style-type: none"> <li>- <i>quiche, quel, quatorze,</i></li> <li>- <i>Bois, loup, nid, chat, noix</i></li> <li>- <i>Avec, car, oeuf, carnaval</i></li> <li>- <i>Doit, Savoir, boît, bois</i></li> </ul> <p><b>Terminology</b></p> <p><i>Etymology, adjectival placement, adjectival agreement, masculine, feminine, déterminer, noun, noun gender, adjective, verb, conjugation, adverb, tense (imparfait, présent, futur simple), culture,</i></p>	
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