



Year 2/3 Progression in curriculum strands:		
Speaking and Listening:	Vocabulary:	Grammatical Understanding:
<ul style="list-style-type: none"> - 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 begin to link the spelling, sound and meaning of words. - Engage in conversations: begin to ask and answer questions, express opinions and respond to the opinions of others. - Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases - Describe things and actions orally. 	<p>Refer to vocabulary mat.</p> <p>Classroom Language: Bravo! (<i>Well done!</i>) Super! Chouette! (<i>Super! Cool!</i>) Fantastique! (<i>Fantastic!</i>) Écoute(z) (<i>Listen</i>) Regarde(z) (<i>Look</i>) Ici! (<i>Here! - responding to register</i>)</p>	<ul style="list-style-type: none"> - Understand that all nouns are either masculine or feminine. - Begin to understand key features and patterns of language. <p>Recognise and use:</p> <ul style="list-style-type: none"> - J' ai – first person of verb 'avoir' – 'to have' – <i>I have</i> - Il/elle a – third person of verb 'avoir' – 'to have' – <i>He/She/It has</i> (including use to describe age – <i>J'ai huit ans.</i> - Je suis – first person of verb 'être' - 'to be' - <i>I am</i> - Il/elle est - third person of verb 'être' - 'to be' - <i>He/she/it is</i> - J' aime – first person of verb 'aimer' - 'to love/like' – <i>I love</i> - Tu aimes – second person of verb 'aimer' - 'to love/like' – <i>You like</i> - Je <u>n'</u>aime pas ... negative – 'I don't like...
Reading:	Writing:	Cultural Understanding:
<ul style="list-style-type: none"> ➤ Read carefully and show understanding of words and phrases. ➤ Appreciate stories, songs, poems and rhymes in the language. ➤ Begin to link the spelling, sound and meaning of words. 	<ul style="list-style-type: none"> ➤ Describe things and actions in writing. 	<ul style="list-style-type: none"> ➤ Begin to recognise that French is spoken in more countries around the world than just France. ➤ Begin to appreciate that the names of French children are different to those of children in the UK.



St James' First School

Modern Foreign Languages

Skills Progression

Year 2/3 Progression in curriculum strands:

- Begin to appreciate some games that French children play.
- Begin to learn about significant French artists.
- Begin to recognise differences and similarities in foods eaten in France and the United Kingdom.



Year 3/4 Progression in curriculum strands:		
Speaking and Listening:	Vocabulary:	Grammatical Understanding:
<ul style="list-style-type: none"> - 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 the opinions of others. - 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. - Describe people, places, things and actions orally. 	<p>Refer to vocabulary mat.</p> <p>Classroom Language: C'est super/magnifique/fantastique! It's great/magnificent/fantastic! Regardez. Look Repetez. Repeat. Écoutez. Listen. Levez-vous. Stand up. Asseyez-vous. Sit down. Taisez-vous. Be quiet. Levez la main. Put your hand up.</p>	<ul style="list-style-type: none"> - Understand that all nouns are either masculine or feminine, taking 'le' or 'la', and begin to understand application of 'un' or 'une'. - Begin to understand key features and patterns of language: adjective position and agreement. <p>Recognise and use:</p> <ul style="list-style-type: none"> - J' ai – first person of verb 'avoir' – 'to have' – I have - Il/elle a – third person of verb 'avoir' – 'to have' – He/She/It has (including use to describe age – J'ai huit ans.) - Je suis – first person of verb 'être' - 'to be' - I am - Il/elle est - third person of verb 'être' - 'to be' - He/she/it is - J' aime – first person of verb 'aimer' - 'to love/like' – I love - Tu aimes – second person of verb 'aimer' - 'to love/like' – You like - Je n'aime pas ... negative – 'I don't like...' - Je vais – first person of verb 'aller' – 'to go' – I go - Je fais – first person of verb 'faire' - applied to activity – I do eg Je fais du vélo.



Year 3/4 Progression in curriculum strands:		
		<ul style="list-style-type: none">- <i>Il fait</i> - third person of verb 'faire' – when applied to weather - It is eg <i>Il fait froid</i> (It's cold).- <i>et</i> - conjunction - and
Reading:	Writing:	Cultural Understanding:
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Describe people, places, things and actions in writing.	<ul style="list-style-type: none">- Begin to understand that French is spoken in more countries than just France.- Understanding French currency is the Euro. ·- Begin to appreciate music by French composers.- Begin to learn about more significant French artists (Monet, Manet.)