

# Scotton Lingerfield Primary School

## Languages Progression

### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### National Curriculum Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

### Our School Aims

The study of modern foreign language supports our aim to foster a respectful understanding of cultural differences. Class libraries include texts that expose children to a variety of written language. This is not unique to the language we teach, it also reflects the languages of the children in our school.

There is no requirement to teach Languages at Key Stage 1. However, at Scotton Lingerfield School we learn to recognise and use simple greetings from around the world in EYFS as part of our broad curriculum.

#### Substantive Knowledge

Listening	To be able to listen attentively and respond to familiar spoken words and phrases. To identify key points in a new context and understand simple facts and opinions, with increasing complexity, in spoken sources.
Speaking	To build up communication skills year on year until students are able to use spoken language, with increasing accurate pronunciation and intonation. To initiate and sustain conversations unfamiliar topics and to describe incidents based on their own experiences. To be able to read aloud from a given text with good expression. To understand and be able to use transactional language. To give a description e.g. of a town, geographical features in a country. To seek clarification of meaning.
Reading	To reading groups, simple play scripts poems ETC To read and understand the main points and key details from a short written passage. To read and understand increasingly detailed texts in terms of vocabulary, structure and length.
Writing and grammar	To write sentences and construct texts, first by using a model and then from memory using knowledge of words, text and structure. To use adjectives to add interest and detail to a description. To understand the basic grammar appropriate to the language of French; Verbs - begin to use the past/future tense, adverbs. To be able to identify and manipulate tenses from a selection of sentence is written in the present, past and future tense.
Independence	To be able to use reference materials such as dictionaries in order to cheque, edit, improve and manipulate vocabulary.
Cultural Awareness	To promote mutual respect for different cultures and those speaking other languages. To have an appreciation of the historical context of linguistic spread.

#### Disciplinary Concepts

Languages are distinct from the other subjects because it is not a discipline, there is nothing but 'substantive knowledge' to study and learn.

C = Core unit, E = Early unit, I = Intermediate Unit, P = Progressive Unit \*Linked to topic

	Year 3/4	Year 5/6
Units of work	<p>Phonics lessons 1&amp;2 C</p> <ul style="list-style-type: none"> <li>Improve French pronunciation</li> <li>Learn the first 8 French sound patterns</li> </ul> <p>*L'ancienne Histoire de la Grande Bretagne E</p> <ul style="list-style-type: none"> <li>Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).</li> <li>Name in French, the six key periods of ancient Britain, introduced in chronological order.</li> <li>Be able to say in French three of the types of people who lived in ancient Britain.</li> <li>Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.</li> <li>Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</li> </ul> <p>Food Les Fruits E</p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in French.</li> <li>Attempt to spell some of these nouns</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> </ul> <p>J'apprends le français E</p> <ul style="list-style-type: none"> <li>Pinpoint France and other French speaking countries on a map of the world</li> <li>Ask and answer the question 'How are you?' in French</li> <li>Say 'Hello' and 'Goodbye' in French</li> <li>Ask and answer the question 'What is your name?' in French</li> <li>Count to ten in French</li> <li>Say ten colours in French</li> </ul> <p>Les couleurs et les nombres E</p> <ul style="list-style-type: none"> <li>Name and recognise up to ten colours in French.</li> <li>Count from 1-10 in French.</li> </ul> <p>*Les Romains I</p> <ul style="list-style-type: none"> <li>Tell somebody in French the key facts and key people involved in the history of the Roman Empire.</li> <li>Say the days of the week in French and learn how these are related to the Roman gods and goddesses.</li> <li>Tell somebody in French what the most famous Roman inventions were.</li> <li>Learn what life was like for a rich and a poor child in Roman times.</li> <li>Introduce the children to the concept of the negative form in French.</li> </ul> <p>Quel Temps fait-il? I</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for weather in French.</li> <li>Ask what the weather is like today.</li> <li>Say what the weather is like today.</li> <li>Create a French weather map.</li> <li>Describe the weather in different regions of France using a weather map with symbols.</li> </ul> <p>Les Salutations E</p> <ul style="list-style-type: none"> <li>Say 'hello' (formally and informally).</li> <li>Say their name.</li> <li>Ask how somebody is feeling and give a reply.</li> <li>Say 'goodbye' and 'see you soon'.</li> </ul> <p>Les Saisons E</p>	<p>Phonics lessons 1&amp;2 C</p> <ul style="list-style-type: none"> <li>Improve French pronunciation</li> <li>Revise the first 8 French sound patterns</li> </ul> <p>*Les Jeux Olympiques I</p> <ul style="list-style-type: none"> <li>Tell somebody in French the key facts of the history of the Olympics.</li> <li>Tell somebody in French the key facts of the modern Olympic games</li> <li>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</li> <li>Say the nouns in French for key sports in the current Olympic games.</li> <li>Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</li> <li>Understand the concept of de la, de l' and du when you say you play a sport in French.</li> </ul> <p>Les Vetements I</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>Use the appropriate genders and articles for these clothes.</li> <li>Use the verb PORTER in French with increasing confidence.</li> <li>Say what they wear in different weather/situations.</li> <li>Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>Use the possessives with increased accuracy.</li> </ul> <p>Chez moi I</p> <ul style="list-style-type: none"> <li>Say whether they live in a house or an apartment and say where it is.</li> <li>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>Tell somebody in French what rooms they have or do not have in their home.</li> <li>Ask somebody else in French what rooms they have or do not have in their home.</li> <li>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul> <p>Boucle d'Or et les trois ours I</p> <ul style="list-style-type: none"> <li>recognise, understand and remember more of the new language.</li> <li>Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</li> <li>Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</li> <li>Attempt to spell in French.</li> </ul> <p>*Les planetes P</p> <ul style="list-style-type: none"> <li>Name and recognise the planets in French on a solar system map.</li> <li>Spell at least five of the planets in French.</li> <li>Say an interesting fact about at least four of the planets.</li> <li>Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</li> </ul> <p>Les Habitats P</p> <ul style="list-style-type: none"> <li>Tell somebody in French some key facts about things that animals and plants need to survive in their various habitats.</li> <li>Tell somebody in French examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise, recall and remember the four seasons in French.</li> <li>• Recognise, recall and remember a short phrase for each season in French.</li> <li>• Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'</li> </ul> <p>Comptines et Chansons E</p> <ul style="list-style-type: none"> <li>• Introduce the children to the familiar nursery rhyme and song Brille, Brille Petite Étoile in French.</li> <li>• Explore the patterns and sounds of language through songs and rhymes.</li> </ul> <p>Je Peux E</p> <ul style="list-style-type: none"> <li>• Recognise some common French verbs/activities. <ul style="list-style-type: none"> <li>• Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>• Use these verbs in the infinitive with je peux...</li> </ul> </li> </ul> <p>La Famille I</p> <ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>• Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>• Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul> <p>Les Habitats I</p> <ul style="list-style-type: none"> <li>• Tell somebody in French the key elements animals and plants need to survive in their habitat.</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in French which animals live in these different habitats.</li> <li>• Tell somebody in French which plants live in these different habitats.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell somebody in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment.</li> <li>• Tell somebody in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment.</li> </ul> <p>Phonics lessons 3&amp;4 C</p> <ul style="list-style-type: none"> <li>• Learn the next 5 French phonemes</li> <li>• Learn the final 5 French phonemes</li> </ul> <p>Je me presente I</p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul> <p>En classe I</p> <ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>• Replace an indefinite article/determiner with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case</li> </ul> <p>Au cafe I</p> <ul style="list-style-type: none"> <li>• Order from a selection of foods from a French menu.</li> <li>• Order from a selection of drinks from a French menu.</li> <li>• Order a French breakfast.</li> <li>• Order typical French snacks.</li> <li>• Ask for the bill.</li> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul> <p>As-tu un animal? I</p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</li> </ul> <p>*Les Vikings P</p> <ul style="list-style-type: none"> <li>• Name in French, the key periods in ancient Britain, in chronological order.</li> <li>• Describe themselves physically by pretending to be a member of a fictitious Viking family.</li> <li>• Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</li> <li>• Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</li> <li>• Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</li> <li>• Recognise and start to understand commonly used reflexive verbs and pronouns.</li> </ul> <p>Moi dans le Monde P</p> <ul style="list-style-type: none"> <li>• Know about the many countries in the Francophone world.</li> <li>• Learn about different festivals (religious and non-religious) around the world.</li> <li>• That we are different and yet all the same.</li> <li>• That we can all help to protect our planet.</li> <li>• How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).</li> </ul>
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Listen more attentively and for longer.

	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.  Listen to longer text and more authentic foreign language material.  Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b>	Communicate with others using simple words and short phrases covered in the units. Communicate with others with improved confidence and accuracy.  Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<b>Reading</b>	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.  Understand the meaning in English of short words I read in the foreign language.  Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.  Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.  Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.  Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.  Decode unknown language using bilingual dictionaries.
<b>Writing</b>	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.  Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.  Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
<b>Grammar</b>	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'  Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.  Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.