

**HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL**  
**Modern Foreign Languages**  
**Curriculum Progression**  
**2024-2025**

**Intent**

Our French SoW offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunities for children to gradually build on their skills. Our SoW enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of our scheme is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy. Through our scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

**Implementation**

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson.

**Speaking and Listening**

NC	Year 3	Year 4	NC	Year 5	Year 6
<b>Children listen attentively to spoken language and show understanding by joining in and responding.</b>	Children can: <ul style="list-style-type: none"> <li>● repeat modelled words;</li> <li>● listen and show understanding of single words through physical response;</li> <li>● repeat modelled short phrases;</li> <li>● listen and show understanding of short phrases through physical response.</li> </ul>		<b>Children listen attentively to spoken language and show understanding by joining in and responding.</b>	Children can: <ul style="list-style-type: none"> <li>● listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>● listen and understand the main points from short, spoken material in the target language;</li> <li>● listen and understand the main points and some detail from short, spoken material in French.</li> </ul>	

<p><b>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● recognise a familiar question and respond with a simple rehearsed response;</li> <li>● ask and answer a simple and familiar question with a response;</li> <li>● express simple opinions such as likes, dislikes and preferences;</li> <li>● ask and answer at least two simple and familiar questions with a response.</li> </ul>	<p><b>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● engage in a short conversation using a range of simple, familiar questions;</li> <li>● ask and answer more complex questions with a scaffold of responses;</li> <li>● express a wider range of opinions and begin to provide simple justification;</li> <li>● converse briefly without prompts.</li> </ul>
<p><b>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● name objects and actions and may link words with a simple connective;</li> <li>● use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>● speak about everyday activities and interests;</li> <li>● refer to recent experiences or future plans.</li> </ul>	<p><b>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● say a longer sentence using familiar language;</li> <li>● use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>● refer to everyday activities and interests, recent experiences and future plans;</li> <li>● vary language and produce extended responses.</li> </ul>
<p><b>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● identify individual sounds in words and pronounce accurately when modelled;</li> <li>● start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>● adapt intonation to ask questions or give instructions;</li> <li>● show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>● appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>● start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>● adapt intonation, for example to mark questions and exclamations.</li> </ul>
<p><b>Children present ideas and information orally to a range of audiences.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● name nouns and present a simple rehearsed statement to a partner;</li> <li>● present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>● present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>Children present ideas and information orally to a range of audiences.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● manipulate familiar language to present ideas and information in simple sentences;</li> <li>● present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>● present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
<p><b>Children describe people, places, things and actions orally.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● say simple familiar words to describe people, places, things and actions using a model;</li> </ul>	<p><b>Children describe people, places, things and actions orally.</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>● say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> </ul>

	<ul style="list-style-type: none"> <li>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>		<ul style="list-style-type: none"> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
<b>Reading and Writing</b>			
<b>Children read carefully and show understanding of words, phrases and simple writing.</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>read and show understanding of familiar single words;</li> <li>read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<b>Children read carefully and show understanding of words, phrases and simple writing.</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>read and understand the main points from short, written material;</li> <li>read and understand the main points and some detail from short, written material.</li> </ul>
<b>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>use strategies for memorisation of vocabulary;</li> <li>make links with English or known language to work out the meaning of new words;</li> <li>use context to predict the meaning of new words;</li> <li>begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<b>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>use a bilingual dictionary to identify the word class;</li> <li>use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>
<b>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>identify individual sounds in words and pronounce accurately when modelled;</li> <li>start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>adapt intonation to ask questions;</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<b>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
<b>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>write single familiar words from memory with understandable accuracy;</li> <li>write familiar short phrases from memory with understandable accuracy;</li> </ul>	<b>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>write a simple sentence from memory using familiar language;</li> <li>write several sentences from memory with familiar language with understandable accuracy;</li> </ul>

	<ul style="list-style-type: none"> <li>replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>		<ul style="list-style-type: none"> <li>replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
<b>Children describe people, places, things and actions in writing.</b>	Children can: <ul style="list-style-type: none"> <li>copy simple familiar words to describe people, places, things and actions using a model;</li> <li>write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<b>Children describe people, places, things and actions in writing.</b>	Children can: <ul style="list-style-type: none"> <li>write several simple sentences containing adjectives to describe people, places, things and actions using language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

**Stories, Songs, Poems and Rhymes**

<b>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</b>	Children can: <ul style="list-style-type: none"> <li>listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<b>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</b>	Children can: <ul style="list-style-type: none"> <li>listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
<b>Children appreciate stories, songs, poems and rhymes in the language.</b>	Children can: <ul style="list-style-type: none"> <li>join in with actions to accompany familiar songs, stories and rhymes;</li> <li>join in with words of a song or storytelling.</li> </ul>	<b>Children appreciate stories, songs, poems and rhymes in the language.</b>	Children can: <ul style="list-style-type: none"> <li>follow the text of a familiar song or story;</li> <li>follow the text of a familiar song or story and sing or read aloud;</li> <li>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>

**Year 3 Themes**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Getting to Know You	All About Me	Food, Glorious Food	Family and Friends	Our school	Time

**Year 4 Themes**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All Around Town	On the Move	Going Shopping	Where in the World?	What's the Time?	Holidays and Hobbies

**Year 5 Themes**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Pleased to Meet You	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling

**Year 6 Themes**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Let's Visit a French Town	Let's Go Shopping	This is France	All in a Day	Our Precious Planet	More to Explore