



EYFS and Key Stage 1		Key Stage 2:						
Statutory Framework Objectives	<p>There are no statutory objectives for teaching foreign languages in EYFS and KS1.</p> <p>At Hitherfield we teach some aspects of basic conversational French during the EYFS and KS1 to help prepare children for a more formal study of the language when they enter KS2.</p>	<p>In Key Stage 2 Pupils should be taught to:</p> <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 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. 						
	Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Listen and understand		Listen to and understand familiar spoken words/phrases - classroom commands.	Listen to and understand familiar spoken words and phrases.	Listen to and understand familiar spoken words and phrases.	Listen to and understand familiar spoken words and phrases.	Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences.	Listen to and understand the main points and some detail in extended sentences and short passages.	Listen to and understand the main points and key details from a range of passages including complex language and reference to past and future tenses.
Listen and recount			Follow along and repeat key words, phrases or short sentences from a song.	Follow along and repeat key words, phrases or short sentences from a song.	Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story.	Join in the re-telling of simple stories, songs, rhymes or poems including	Listen to and recount familiar stories, songs, rhymes or poems, including the use	Listen to and recount from memory familiar stories, songs, rhymes and poems.



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						the use of visual cues or prompts.	of visual cues or prompts.	
Identify sound-spelling link					Identify phonemes in the target language and use them to aid understanding.	Use strings of phonemes to help understand new words and short phrases.	Listen and apply knowledge of phonemes to help understand extended sentences.	Listen and apply knowledge of phonemes to help understand more complex extended sentences.
Transcribe					Listen to the phoneme or words including the phoneme and transcribe accurately.	Listen to high-frequency familiar words and phrases and transcribe accurately.	Listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge.	Listen to and write extended sentences with complex structures mostly accurately by applying phonic knowledge.
Read and understand					Read and understand some familiar written words and short phrases, sometimes using visual cues.	Read and understand a range of familiar written phrases and simple sentences.	Read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts.	Read and understand a variety of texts (for gist or detail) including extended and complex sentences on a range of familiar topics.
Read aloud					Read aloud individual words and short phrases with accurate pronunciation.	Read aloud a series of sentences with accurate pronunciation and intonation.	Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning.	Read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely.



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<p>Use reference materials</p>					<p>Identify familiar words in a text.</p>	<p>Use a dictionary to find the meaning and gender of nouns from English to French and French to English.</p>	<p>Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to French and French to English.</p>	<p>Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to French and French to English.</p>
<p>Apply phonic knowledge</p>					<p>Read aloud words and short phrases, applying some phonic knowledge.</p>	<p>Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation.</p>	<p>Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge.</p>	<p>Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge.</p>
<p>Apply knowledge of alphabet</p>						<p>Be able to recognise and use letters of the alphabet to spell short basic words with support.</p>	<p>Be able to recognise and use letters of the alphabet excluding accented letters with support.</p>	<p>Be able to recognise and use letters of the alphabet including accented letters.</p>
<p>Speak</p>			<p>Repeat and say familiar words and short simple phrases with an Introduction to expressing likes and dislikes including using understandable pronunciation.</p>	<p>Repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation.</p>	<p>Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation.</p>	<p>Produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with good pronunciation and intonation.</p>	<p>Use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an audience, on a range of familiar topics with good pronunciation and intonation and increasing</p>



								confidence, fluency and spontaneity.
Listen & speak			Ask and answer simple questions with support.	Ask and answer simple questions with support.	Ask and answer simple pre-learned questions from memory and use several short phrases and questions.	Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.	Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons.	Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future.
Write with support					Copy words and short phrases accurately.	Write sentences accurately using support such as a sentence builder or word list to check spellings.	Write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support.	Write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.
Write independently					Write some familiar simple words from memory, with plausible spelling.	Write several short phrases or sentences from memory with understandable spelling.	Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.	Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.
Adapt a written model					Substitute one element in a simple phrase or	Adapt different elements of a sentence to	Use a short text as a model for an independent	Use a text with complex structure as a model for an



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					sentence to vary the meaning (e.g. the colour adjective or the noun).	create new sentences using a sentence builder.	piece of writing on a familiar topic, using reference materials to proof read to improve accuracy.	independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy.
Translate			Translate words from French to English	Translate words from French to English	Translate words from French to English and English to French.	Translate phrases or simple sentences from French to English and English to French including the use of a dictionary or supporting resource.	Translate sentences or short texts from French to English and English to French including the use of a dictionary or supporting resource.	Translate texts including subordinate clauses or complex language from French to English and English to French including the use of a dictionary or supporting resource.
Grammar: Articles			Introduction to the concept of indefinite (<i>un, une</i>) articles in masculine and feminine nouns	Introduction to the concept of indefinite (<i>un, une</i>) articles in masculine and feminine nouns	Use indefinite (<i>un, une, des</i>) articles in the masculine, feminine and plural nouns. Use definite (<i>le, la, l', les</i>) articles in the masculine, feminine and plural nouns.		Use definite and indefinite articles with increasing accuracy.	Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.
Nouns			Use simple singular nouns	Use simple singular nouns	Form regular plural nouns.	Use a variety of plural nouns, including some irregular ones.	Build a bank of further nouns through use of a dictionary.	



<p>Adjectives</p>			<p>Introduction to simple adjectives</p>	<p>Introduction to simple adjectives</p>	<p>Identify adjective and noun position.</p> <p>Identify position of more than one adjective with a noun.</p> <p>Use masculine, feminine and plural adjectives correctly.</p>	<p>Use adjectives (agreement and position) with more confidence.</p> <p>Use possessive adjectives (<i>mon, ma, mes</i>).</p>	<p>Use adjectival agreements in a wider range of topics.</p> <p>Understand word order and agreements: nouns, adjectives.</p>	<p>Agree adjectives for number and gender after <i>ils/elles</i></p> <p>Understand word order and agreements: nouns, adjectives, verbs</p>
<p>Conjunctions</p>					<p>Use the conjunctions <i>et, aussi, mais</i>.</p>	<p>Use the conjunctions <i>parce que</i> and <i>car</i>.</p>	<p>Use conjunctions <i>comme, en plus</i></p>	
<p>Verbs</p>			<p>Introduction to simple verbs.</p>	<p>Introduction to simple verbs.</p>	<p>Use the high-frequency verb forms in the 1st person with regular opinion verbs and and irregular verbs: (e.g. <i>j'ai, je suis</i>) and opinion verbs confidently.</p> <p>Use <i>c'est</i>.</p> <p>Use <i>je voudrais</i> to express a desire or request.</p>	<p>Use the high-frequency verb forms in the 1st and 3rd person (eg <i>j'ai, il/elle a, je suis, il/elle est</i>) confidently.</p> <p>Use opinions + infinitive verbs.</p> <p>Use <i>je voudrais</i> to express a desire or request.</p>	<p>Use wider range of conjugated opinion verbs with infinitive verbs.</p> <p>Use 1st, 2nd and 3rd singular and 1st person plural of several regular 'ER' verbs in the present tense in addition to the irregular high frequency verbs including <i>avoir</i> (to have), <i>être</i> (to be) and <i>aller</i> (to go).</p> <p>Use weather phrases <i>faire</i>.</p>	<p>Use the full conjugation of the verbs <i>être</i> and <i>avoir</i> in several different contexts, still with some errors.</p> <p>Use the perfect tense with auxiliary <i>avoir</i> and <i>or être</i> with regular verbs in the 1st person.</p> <p>Imperfect phrases; e.g. <i>c'était., j'étais, j'avais</i></p>



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							<p>Use the near future tense with singular subject pronouns.</p> <p>Use <i>je voudrais</i> with an infinitive verb to express a desire or request.</p> <p>Use the near future tense in the 1st person singular <i>je vais</i> and 1st person plural <i>nous allons</i> with variety of infinitives</p>	<p>Introduction to reflexive verbs in the 1st person relating to daily routine.</p> <p>Modal verb; <i>je peux</i> + infinitive (I can ...)</p> <p>Use near future with <i>aller</i> + infinitive using various subject pronouns</p> <p>Focus on verb + partitive</p> <p>Use the proper future in the 3rd person singular to add reasons.</p>
Negatives					Use the negative ' <i>ne...pas</i> ' with opinion verbs in the 1 st person.	Use the negative ' <i>ne...pas</i> ' with a range of high frequency verbs in the 1 st and 3 rd person.	Use the negative <i>ne... pas</i> with variety of high frequency verbs and parts including ' <i>il n'y a pas de</i> '.	Use of different negative structures (<i>ne... pas, ne... plus, ne... que, ne... rien</i>) with variety of high frequency verbs.
Prepositions							<p>Prepositions of place and location (countries), (<i>sur, sous, devant</i>).</p> <p>Verb with prepositions: (<i>faire de, jouer à</i>)</p>	Prepositions of direction relating to location in towns/rooms (<i>près de, loin de, à gauche, à droite</i>)



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<p>Adverbs</p>						<p>Adverbs of intensity (très, assez)</p>	<p>Adverbs of frequency: (quelquefois, toujours, tous les jours)</p>	<p>Adverbs of time, sequence) (analogue times), (après, ensuite, le soir)</p>
<p>More complex language</p>								<p>Use comparative language (<i>plus/moins que</i> and <i>mieux/pire</i>).</p> <p>Use subordinating connectives <i>si</i> (if) and some may be able to use <i>que</i> (which).</p> <p>Form question words.</p>
<p>Cultural capital</p>					<p>Foster children's curiosity about France: an introduction to France and its capital city. Key vocabulary relating to traditional events, i.e. Christmas and Easter.</p> <p>Appreciate authentic songs and rhymes.</p>	<p>Foster children's curiosity about life in France: an introduction to daily life in France. Typical customs and traditions e.g. April Fool's Day.</p> <p>Appreciate authentic songs, poems and rhymes.</p>	<p>Introduction to the French-speaking world.</p> <p>Learn about festivals, such as Mardi Gras and wider coverage of French traditions, such as Epiphany.</p> <p>Appreciate French fables (the Fox and the Crow).</p>	<p>Deepen children's understanding of the wider French-speaking world and beyond. Ordering food in authentic setting. Independent research into a French-speaking country.</p> <p>A global focus including authentic resources such as French menus. Children's lives around the world.</p>