



Progression of French in
St Pius X
2021-2022

Updated: December 2021

Curriculum Intent of French in St Pius X

At St Pius X French is taught once weekly throughout Key Stage 2. We feel that exposing children to the French language will foster their curiosity and deepen their understanding of the world. Through a fun and engaging curriculum, we aim to provide the children with the tools to express themselves both aurally and in writing by the end of Year 6. This would give our children a strong foundation on which to build a love of other languages and learning as they continue into Secondary School. French doesn't naturally link with the thematic design of St Pius X's curriculum. As French is a new skill from year 3, the children are starting at the very beginning of the French language.

There are three areas of focus in French. These are;

- Oracy
- Literacy
- Intercultural Understanding

O r a c y	Year Group	Skills	Knowledge	Coverage
	Year 3	<ul style="list-style-type: none"> Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling. Listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently. Recall, retain and use vocabulary. Ask and answer questions. Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding. 	<ul style="list-style-type: none"> Identify specific sounds, phonemes and words. Recognise commonly used rhyming sounds. Identify specific sounds, phonemes and words. Imitate pronunciation. Hear main word classes. Recognise question forms and negatives. Recognise conventions of politeness. Engage in turn taking. Link sounds to meanings. Recognise negative statements. 	Autumn 1 Autumn 2 Spring 1 Spring 2
	Year 4	<ul style="list-style-type: none"> Learn finger rhymes, poems or a non-fiction text. Learn and say several sentences on a topic. Listen with care. Use physical response to show recognition and understanding of specific words and phrases. Identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds Practise asking and answering questions with a partner. Develop and perform simple role plays. 	<ul style="list-style-type: none"> Recognise negative statements Recognise categories of words (e.g. colours, animals). Extend recognition of word classes. Recognise and apply simple agreements (e.g. gender, singular, plural). Interpret non-verbal communication. Sort words according to sounds. Use question forms. Identify word classes and understand the function of e.g. verbs. 	Autumn 1 Autumn 2 Spring 1 Spring 2
	Year 5	<ul style="list-style-type: none"> Focus on correct pronunciation and intonation. Ask and answer questions. Use tone of voice and gesture to help to convey meaning. Agree and disagree with statements. Understand and express like and dislikes. Understand the main points from speech which includes unfamiliar language Recall, retain and use words, phrases and sentences. Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement. 	<ul style="list-style-type: none"> Develop accuracy in pronunciation and intonation. Manipulate language by changing a single element in a sentence. Use repair strategies to keep a conversation going. Understand and use negative statements Recognise different types (register) of language. Apply knowledge of language rules and conventions when building short sentences. 	Autumn 1 Autumn 2 Spring 1 Summer 2
	Year 6	<ul style="list-style-type: none"> Listen attentively, re-tell and discuss the main ideas. Agree or disagree with statements made about a spoken passage Present a short piece of narrative either from memory or by reading aloud from text. Develop a sketch, role-play or presentation and perform to the class or an assembly. Re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences. Understand and express reasons. Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions. 	<ul style="list-style-type: none"> Recognise the importance and significance of intonation. Use knowledge of language to present information and personal ideas. Notice and manipulate agreements. Use knowledge of words, text and structure to make meaning, using simple language spontaneously 	Autumn 2 Spring 2 Summer 1 Summer 2

		<ul style="list-style-type: none"> Participate in simple conversations on familiar topics. Describe incidents or tell stories from their own experience, in an audible voice. 		
L i t e r a c y	Year 3	<ul style="list-style-type: none"> Understand words displayed in the classroom. Identify and read simple words. Read and understand simple messages.. Pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem. Write simple, familiar words using a model. Write some single words from memory. 	<ul style="list-style-type: none"> Recognise how sounds are represented in written form. Notice the spelling of familiar words. Understand how far letters/letters strings are both similar to and different from English. Recognise that some words occur in both English and the language being learned, although they may sound different. Appreciate that writing systems are different from one another. 	Spring 2 Summer 1 Summer 2
	Year 4	<ul style="list-style-type: none"> Match phrases and short sentences to pictures or themes. Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. Make links between the spoken and written words. Identify common spelling patterns in letter strings. Read aloud words which they use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and phrases accurately with good pronunciation. Write labels for work on wall displays and in their books. Complete a semi-completed e-mail message to someone in a partner school. 	<ul style="list-style-type: none"> Apply phonic and whole word knowledge of the foreign language in order to decode text. Recognise that texts often have the same conventions of style and layout as in English. Use phonic and whole word knowledge to support accurate pronunciation. Recognise the main word classes. Apply phonic and whole word knowledge to write simple words and phrases. 	Spring 2 Summer 1 Summer 2
	Year 5	<ul style="list-style-type: none"> Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet Understand that the order of words in a sentence influences the meaning. Make a sentence using single word cards. Make a short text using word and phrase cards; link to relevant NLS sentence level objectives. Choose words, phrases and sentences and write them into a gapped text or as picture captions. Use a bilingual dictionary to check the spelling of familiar words. 	<ul style="list-style-type: none"> Notice different text types and deal with authentic text Recognise the typical conventions of word order and compare with English and other languages spoken in the class. Apply phonic and whole word knowledge of the new language in order to locate words in a reference source. 	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

	Year 6	<ul style="list-style-type: none"> Read and respond to e.g. an extract from a story, an e-mail message or song. Give true or false responses to statements about a written passage. Read descriptions of people in the school or class and identify who they are. Read for enjoyment an e-mail message, short story or simple text from the Internet. Read and understand the gist of a familiar news story or simple magazine article. Use punctuation to make a sentence make sense. Listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. Apply most words correctly. Construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description. 	<ul style="list-style-type: none"> Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts. Apply knowledge of word order and sentence construction to support the understanding of written text. Use knowledge of the language features, style and layout of different texts to support understanding. Apply knowledge of word order and sentence construction to support the understanding of written text. Apply knowledge of words and text conventions to build meaningful sentences and short texts. 	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2
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I n t e r c u l t u r a l U n d e r s t a n	<u>Year Group</u>	<u>Skills</u>	<u>Knowledge</u>	
	Year 3	<ul style="list-style-type: none"> Increase awareness of linguistic and cultural diversity. Identify some of the countries where the language is spoken, drawing on the knowledge of class members as appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarks, produce. Learn about polite forms of address. Know how to greet native speakers. Recognise some typical names. Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school. 	<ul style="list-style-type: none"> Recognise that many languages are spoken in the UK. Recognise that many languages are spoken across the world Recognise that there are different language conventions to express politeness. Understand that familiar things have different names in different languages eg. Wasser, eau, water. 	Autumn 1
	Year 4	<ul style="list-style-type: none"> Learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of fellow pupils where possible. Compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies. Compare characteristics of simple stories between cultures. Look at the writing system of the language. Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available. 	<ul style="list-style-type: none"> Recognise similarities and differences between languages in the phrases used for celebration. Understand that conventions are respected by native speakers and are important for learners Identify a different writing system. Identify narrative forms in a different language and compare to those in English. Notice similarities and differences in place names. 	Autumn 1
	Year 5	<ul style="list-style-type: none"> Consider aspects of everyday life of children in their own and different countries. Reflect on cultural issues using empathy and imagination to understand other people's experiences. Identify geographical features of a contrasting locality. Learn about buildings and places in different countries 	<ul style="list-style-type: none"> Understand that words will not always have a direct equivalent in the language. Recognise that languages borrow words from other languages. 	Autumn 1

d i n g		<ul style="list-style-type: none"> Learn about symbols representing their own country, culture and community. Learn about symbols and products from another country and culture. 	<ul style="list-style-type: none"> Notice different text types 	
	Year 6	<ul style="list-style-type: none"> Recognise similarities and differences in attitudes amongst children in different cultures. Learn about role models for children in different cultures. Discuss similarities and differences between the cultures they have learned about. Recognise and challenge stereotypes. Perform songs, plays, dances. Use ICT to present information having a greater sense of audience. 	<ul style="list-style-type: none"> Devise questions for authentic use. Recognise that languages have different ways of expressing social relationships. Create spoken and written language using simple sentences. 	Autumn 1