

## Foreign Languages Curriculum Progression of Skills and Knowledge



A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Westfields Junior School, our overarching aim for our Foreign Languages (FL) curriculum is to provide children with the experience of Foreign languages that allows for progression and is taught in an active way through games, songs, reading, writing, speaking and listening activities. In addition to learning vocabulary, grammar and phonics we develop children's knowledge and understanding of the culture of countries that use the languages taught. Through their time at Westfields Junior School, our children have the opportunity to learn French in Years 3-5 and then Spanish is introduced in the summer term of Year 5, continuing into Year 6 so that children are prepared for future learning of languages, travel and have the opportunity to further develop an understanding of different countries, cultures, traditions, developing acceptance of these.

### The National Curriculum for Foreign Languages

#### Years 3 - 6

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.

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.

SKILLS	Progression of Skills			
	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Show an understanding through listening to a range of familiar spoken phrases e.g. when playing 'Simon Says' (Jacques - a- dit.</li> <li>• Listen and understand the meaning of sentences using learnt vocabulary.</li> <li>• Listen and begin to understand the meaning of longer passages/songs of French when surrounding a similar and</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a question and answer (using mostly familiar words) and understand what is being discussed.</li> <li>• Listen to and accurately repeat particular words in songs and rhymes.</li> <li>• Identify learnt 'family' vocabulary.</li> <li>• Show understanding through listening to a range of familiar spoken phrases, for example</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to someone orally describe themselves and work out some key information e.g. She is 12 and she has 2 brothers.</li> <li>• Listen to an exchange between 2 people and work out some key information e.g. How much something cost or what they wanted to order at the shop.</li> <li>• Listen and understand questions about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in questions and answers about themselves and others.</li> <li>• Listen to someone orally describe themselves and work out some key information e.g. She is 12 and she has a black cat.</li> <li>• Listen to some words and phrases (both familiar and not) and using phonic knowledge match them to the written form.</li> </ul>

	<p>explored topic e.g. greetings/about one's self.</p> <ul style="list-style-type: none"> <li>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings e.g. j and rolling r's.</li> </ul>	<p>following a set of instructions e.g. silence s'il vous plait. (in Jacques -a-dit) or games such 'as tu?'</p> <ul style="list-style-type: none"> <li>Follow the gist of a small conversation or role play listen to questions and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in playscripts.</li> <li>Use prompts to take part in role plays.</li> <li>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings e.g. silent h and j's.</li> <li>Compare similarities in how words sound across 3 languages e.g.: Grey=English Gris= (gree)French Gris = (grees) Spanish</li> </ul>	<p>E.g. llamas (using knowledge that llamas make a 'y' sound).</p> <ul style="list-style-type: none"> <li>Gain an overall understanding of an extended oral text (e.g. video, cartoon, song, story) which includes some familiar language. This will include orally summarising what has occurred and discussing the meaning of new words and phrases.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Ask and answer simple questions about personal information e.g. Quelle age as tu? J'ai huit ans.</li> <li>Repeat sentences heard and make simple adaptations to them e.g. when greeting, considering what answer they will give for favourite colours or how they feel. or alter the adjective e.g. the dog is blue etc.</li> <li>Use phonics to improve pronunciation skills.</li> <li>Explore cognates as a method to learning new words.</li> <li>Pronounce well-rehearsed words with some accuracy and speak with confidence with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Make varied adaptations to create new sentences, using familiar sentences as models e.g. C'est un stylo rouge.</li> <li>Show an awareness that French does not always pronounce the last sound e.g. vert is said ver (green).</li> <li>Use vocabulary for family to answer questions.</li> <li>Recall learnt 'family' vocabulary</li> <li>Continue to learn phonics that will improve pronunciation and understanding.</li> <li>Ask and answer a range of questions such as 'would you like?' s or greetings.</li> <li>Read aloud using some accurate pronunciation and present a short-learnt piece for performance e.g. a playscript for shopping.</li> <li>Use fairly accurate pronunciation and speak clearly when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Speak with confidence and join in well-known songs and phrases.</li> <li>Engage in a 2 way conversation describing themselves including likes/dislikes.</li> <li>Recall learnt vocabulary (ice creams).</li> <li>Respond to questions about themselves.</li> <li>Express opinions about food.</li> <li>Take part in playscripts.</li> <li>Use prompts to take part in role plays.</li> <li>Use phonic knowledge to improve pronunciation.</li> <li>Repeat sentences heard and make simple adaptations to e.g. when greeting, consider what answer they could give for their favourite colour or how they feel.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in questions and answers about themselves and others. e.g. Cuantos anos tienes? Yo soy diez.</li> <li>Join in with songs.</li> <li>Use phonic knowledge to begin to pronounce words with more accuracy.</li> <li>Begin to use intonation to differentiate between sentence types, engaging an audience.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Recognise some familiar words and phrases in written form e.g. colour.</li> <li>Read some familiar words aloud using mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>Read simple sentences using mostly learnt vocabulary and gain understanding e.g. Dans le sac il y a un serpent vert.</li> <li>Find the gist of the information.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud and understand some words, phrases and short sentences containing mostly familiar language, using fairly</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of phonemes and spelling to attempt the reading and pronunciation of unfamiliar words e.g. j makes a 'h' sound so Jueves (Thursday)</li> </ul>

	<p>pronunciation e.g. colour pet words and greetings.</p> <ul style="list-style-type: none"> <li>• Use phonics to improve reading.</li> <li>• Memorise new words encountered in reading e.g. colour and pet words.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite a song or poem using the written text for support e.g. ma famille.</li> <li>• Use dictionaries or words banks (KO-knowledge organisers) to read new words.</li> <li>• Read simple sentences with learnt vocabulary and show a general understanding.</li> </ul>	<p>accurate pronunciation e.g. Dan le sac il y a un chien bleu.</p> <ul style="list-style-type: none"> <li>• Find the gist of the meaning of written words by looking at context, comparing to English and similar working French words. E.g. work out the contents of a menu.</li> <li>• Use dictionaries to extend vocabulary on a given topic and develop an ability to use different strategies to work out the meaning of unfamiliar words.</li> <li>• Recite a song or poem using the written text for support e.g. los colores.</li> <li>• Make links to written words from other languages e.g. verde and vert (Spanish and French for green).</li> </ul>	<p>is actually pronounced hu-wevays.</p> <ul style="list-style-type: none"> <li>• Read aloud and understand a short text/sentences using mostly accurate pronunciation, e.g. Me tengo una turtuga. Me gustan mascotas.</li> <li>• Read words that may have familiar roots e.g. alternate spellings for colour e.g. rojo and roja.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write simple sentences using a word back.</li> <li>• Write some single words from memory e.g. colour words, pets etc.</li> <li>• Include simple adjectives such as colours to describe things when writing simple phrases e.g. le chat est noir. (not following noun at this stage and masculine only).</li> </ul>	<ul style="list-style-type: none"> <li>• Write words and short phrases from memory.</li> <li>• Write descriptive sentences using a model e.g. Le chat est noir et petit. (including feminine nouns).</li> <li>• Write sentences using verbs in different forms as well as adjectives.</li> <li>• Use a range of adjectives to describe things in more detail, colour and size, showing an awareness of the order of such adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Use word banks create sentences with (but not at the same time) adverbs of place, adjectives, conjunctions (and, because).</li> <li>• Express opinions in writing.</li> <li>• Use adjectives at the end of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences using verbs in different forms.</li> <li>• Write some single words and short phrases from memory e.g. colour words, pets etc.</li> <li>• Write descriptive sentences using a model e.g. = El gato es negro.</li> <li>• Write simple scripts using learnt vocabulary.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Recognise the main word classes e.g. nouns, adjectives and verbs.</li> <li>• Begin to identify that French nouns have a gender and recognise clues to identify this, such as the difference in articles/determiners.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use determiners for my/the and one/a.</li> <li>• Identify how to use adjectives big and small (preceding the noun and in the correct gender form).</li> <li>• Demonstrate understanding that verbs change spelling when conjugated.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use 2 new adverbs (fast and slow).</li> <li>• Demonstrate understanding that some words will change to ensure gender agreement (flavour).</li> <li>• Be aware and begin to use inverted question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding that nouns have gender.</li> <li>• Demonstrate understanding that nouns have gender and recognise clues to identify this, such as the difference in articles/determiners.</li> <li>• Make links to French with regard to adjective placement.</li> </ul>

		<ul style="list-style-type: none"> <li>Recognise questions and negative sentences words from memory e.g. Je n'ai pas de animal.</li> </ul>		
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>Understand that many people speak a different language to their own.</li> <li>Describe some of the ways French people celebrate.</li> <li>Understand and respect that there are people and places in the world around them that are different to where they live and play.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to their own.</li> <li>Explore/describe some Easter traditions in France.</li> <li>Identify similarities and differences in their culture to that of another.</li> </ul>	<ul style="list-style-type: none"> <li>Describe in how French schooling differs from English.</li> <li>Explore different food items from France.</li> <li>Compare and contrast our culture in relation to holidays or greetings, exploring 3 cultures- English, French, Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast our culture in relation to holidays or greetings, exploring 3 cultures- English, French, Spanish.</li> <li>Compare own life to that in Spain.</li> <li>Describe some of the ways Spanish people celebrate Easter/Christmas.</li> <li>Talk about, discuss and present information about a particular country's culture.</li> <li>Respect and understand cultural diversity.</li> </ul>

KNOWLEDGE	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know a range of questions and responses related to greetings, practising them with their peers.</li> <li>Know the French vocabulary for 8 colours and numbers to 12, using them in context.</li> <li>Know about customs at Christmas surrounding gifts.</li> <li>Know the vocabulary related to pets, creating simple sentences.</li> <li>Know and use key phrases to start sentences.</li> <li>Know about some of the customs of France and French speaking nations, comparing some of these to our own customs.</li> <li>Know the vocabulary related to classroom stationery, using these in context with their peers.</li> <li>Know and focus on language related to where we live.</li> </ul>	<ul style="list-style-type: none"> <li>Recall pet vocabulary and adding this to questions and responses to explain what pets children have.</li> <li>Recall colours learnt and write simple sentences, using this vocabulary to explain what colour children's belongings are.</li> <li>Recall numbers from 1-12 and know the numbers up to 20.</li> <li>Know about Christmas cuisine customs in France.</li> <li>Using their knowledge, explore atlases and places within France.</li> <li>Know the vocabulary related to family, using questions and answers to discuss families at home.</li> <li>Know how to conjugate the verb 'to have' and use within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Know numbers up to 31 and the months of the year to be able to ask, answer and understand when birthdays are.</li> <li>Know how to say the date, asking and responding to peer questions.</li> <li>Know about life in French schools and comparing this to British schools.</li> <li>Research and know about Christmas customs in France.</li> <li>Know the vocabulary required to order ice-creams.</li> <li>Know what foods originate or are specialities in France.</li> <li>Discover and know which countries speak Spanish using atlases.</li> <li>Know the Spanish vocabulary for colours, using them in context.</li> </ul>	<ul style="list-style-type: none"> <li>Know about Spanish life including vocabulary, customs, schooling and geography.</li> <li>Know the numbers 1-12 in Spanish and using them in context with peers.</li> <li>Know how to conjugate the verb 'to live' and use within a sentence.</li> <li>Know the Spanish names for pets.</li> <li>Discover and know that Spanish have gendered nouns, comparing this to French.</li> <li>Know how to express likes and dislikes about colours, animals (while considering plurals) and food.</li> <li>Know what foods originate or are specialities in Spain.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know where to place object words in sentences.</li> <li>• Know that French use gender for nouns.</li> <li>• Know about some iconic buildings in Paris including the Eiffel tower.</li> <li>• Play typical French games to know and understand about Bastille day.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the vocabulary related to fruit, using this vocabulary to describe how many fruit the children have.</li> <li>• Explore and know how gender alters the spelling and pronunciation of adjectives within sentences.</li> <li>• Know about the effects of singular and plural on spelling and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about and know about some customs of Spanish life.</li> <li>• Know a range of questions and responses related to Spanish greetings, practising them with peers.</li> </ul>	
<b>Language</b>	<ul style="list-style-type: none"> <li>• Know that how a word sounds and how it is spelt can be different and that French has a phonetic spelling system (similar to English).</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand that adjectives may change form according to the noun they relate to, and select the appropriate form e.g. some colours change spelling depending on the gender e.g. une souris verte un chat vert.</li> <li>• Using their knowledge, have a basic understanding of the usual order of words in sentences in the target language e.g. that adjectives go after the noun.</li> <li>• Know and notice that the target language may contain phonemes similar to English and some that sound very different. e.g. C and an H makes a sh sound in French.</li> <li>• Know that the articles 'the' and 'a' can be gendered or plural.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and notice that Spanish contains different phonemes to English and that some similar sounds may be spelt differently to English e.g. h (silent) and j.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand some of the nuances of the Spanish language e.g. particular phonics bespoke to Spanish, spelling changes for adjectives to agree with gender and also an understanding that Spanish has 2 words for 'To be'.</li> </ul>