

## French: values-linked progression of skills

❖ Love yourself / Independence & wellbeing

❖ Love learning / Knowledge & skills

❖ Love others / Inclusivity & respect

❖ Love the world you live in / Awe & wonder

❖ Love God / Spirituality & insight

Values & Intentions	Focus of development	Linked EYFS Outcomes	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
<b>Love yourself</b>  <b>Independence and wellbeing</b>	Self-knowledge  Self-esteem  Metacognition  Self-evaluation  Creativity  Courage  Resilience  Joy			<ul style="list-style-type: none"> <li>• Recognise and celebrate your own efforts and the progression of your skills</li> <li>• Understand the importance to your own wellbeing and self-image of valuing your effort and progress over your outcomes</li> <li>• Work in an independent and focused way to develop skills you have been shown</li> <li>• Judge your own work against your own past efforts, not the work of others</li> <li>• Recognise how unfavourable outcomes can help guide future progression</li> <li>• Take joy in the process of learning a new language</li> <li>• Be prepared to experiment and take risks, and ready to learn from the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between all areas of creative expression</li> <li>• Recognise and value the process of learning a language in all its forms as an opportunity for developing vocabulary for self-expression</li> <li>• Demonstrate resilience and perseverance when faced with challenges</li> <li>• View unfavourable outcomes as a step in a developmental journey, not as a failure</li> <li>• Show understanding of the joy to be found in the focused “flow” state of artistic expression</li> <li>• Demonstrate understanding that risk-taking and exploration are vital parts of the process of learning a new language and new vocabulary</li> </ul>

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<p><b>Love others</b></p> <p><b>Inclusivity &amp; respect</b></p>	<p>Critical thinking</p> <p>Collaboration</p> <p>Evaluation</p> <p>Respect</p> <p>Honesty</p> <p>Humility</p>			<ul style="list-style-type: none"> <li>• Actively seek opportunities to learn from the efforts and skills of others</li> <li>• Collaborate constructively on a range of topics to learn new vocabulary</li> <li>• Give feedback and suggestions in a sensitive and constructive way</li> <li>• Become aware of the similarities and differences between cultures and language</li> </ul>	<ul style="list-style-type: none"> <li>• Take inspiration from the efforts and skills of others</li> <li>• Demonstrate understanding of strategies for collaborating successfully with others</li> <li>• Show awareness of the impact on others of giving feedback in different ways</li> <li>• Appreciate the similarities and differences between cultures and language</li> </ul>
<p><b>Love God</b></p> <p><b>Spirituality &amp; insight</b></p>	<p>Wisdom</p> <p>Spirituality</p> <p>Depth of reflection</p> <p>Understanding of art as a means of the communication of ideas</p>			<ul style="list-style-type: none"> <li>• Understand that learning vocabulary from a new language is an important means of communicating</li> <li>• Recognise the importance of learning different aspects of languages to fully engage and communicate in another language</li> <li>• Discuss how all aspects of languages are needed to express ideas in speaking and written communication</li> <li>• Know that learning a new language can appeal to our senses, our emotions and our critical minds</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate your understanding of a new language as a means of communicating</li> <li>• Use verbal and non-verbal expression in a variety of ways to communicate knowledge and ideas on a range of fundamental themes and “Big Questions”</li> <li>• Demonstrate how all aspects of learning a language are needed to express ideas in speaking and written communication effectively</li> <li>• Be able to discuss ways in which learning a new language can appeal to our senses, our emotions and our critical minds</li> </ul>
<p><b>Love learning</b></p>	<p><b>Listening and Speaking / Oracy</b></p>			<ul style="list-style-type: none"> <li>• Repeat modelled words</li> <li>• Listen and show understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and show understanding of simple sentences containing</li> </ul>

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<b>Knowledge &amp; skills</b>	<p>Listen attentively and respond.</p> <p>Engage in conversation</p> <p>Speak in sentences</p> <p>Develop accurate pronunciation and intonation</p>			<p>of single words through physical response</p> <ul style="list-style-type: none"> <li>• Repeat modelled short phrases</li> <li>• Listen and show understanding of short phrases through physical response.</li> <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> <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> <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> </ul>	<p>familiar words through physical response</p> <ul style="list-style-type: none"> <li>• Listen and understand the main points from short, spoken material in French</li> <li>• Listen and understand the main points and some detail from short, spoken material in French.</li> <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> <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> <li>• Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules</li> </ul>
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	<p>Present to a range of audiences.</p> <p>Describe people, places, things and actions orally.</p>			<ul style="list-style-type: none"> <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> <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> <li>• Say simple familiar words to describe people, places, things and actions using a model</li> <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>• 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> <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> <li>• Say several simple sentences containing adjectives to describe people, places, things and actions using a 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</li> </ul>
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					descriptions of people, places, things and actions.
	<p><b>Reading and Writing/ Literacy</b></p> <p>Broaden vocabulary and use a dictionary.</p> <p>Develop own accurate pronunciation and</p> <p>Write ideas clearly.</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> <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> <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> <li>• Write single familiar words from memory with</li> </ul>	<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> <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> <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</li> </ul>

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	Describe people, places, things and actions in writing			<p>understandable accuracy</p> <ul style="list-style-type: none"> <li>• Write familiar short phrases from memory with understandable accuracy</li> <li>• Replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> <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>	<p>words</p> <ul style="list-style-type: none"> <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> <li>• Write a simple sentence from memory using familiar language</li> <li>• Write several sentences from memory with familiar language with understandable accuracy;</li> <li>• Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> <li>• Write several simple sentences containing adjectives to describe people, places, things and actions using a 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>
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	<p><b>Stories, Songs, Poems and Rhymes</b></p> <p>Explore the patterns and sounds of language</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>			<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> <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>	<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> <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>
	<p><b>Grammar</b></p>			<ul style="list-style-type: none"> <li>• Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>• Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>• Recognise and use partitive articles;</li> </ul>	<ul style="list-style-type: none"> <li>• show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>• Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>• Recognise and use partitive articles;</li> </ul>

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				<ul style="list-style-type: none"> <li>• Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li>• Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li>• Use a simple negative form (ne... pas);</li> <li>• Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>• Recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>• Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>• Conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>• Use simple prepositions in their sentences;</li> </ul>	<ul style="list-style-type: none"> <li>• Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li>• Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li>• Use a simple negative form (ne... pas);</li> <li>• Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>• Recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>• Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>• Conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>• Use simple prepositions in their sentences;</li> </ul>
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				use the third person singular and plural of the verb 'être' in the present tense.	use the third person singular and plural of the verb 'être' in the present tense.
Love the world you live in	Developing your own creative ideas			<ul style="list-style-type: none"> <li>• Use new vocabulary to name and label objects</li> <li>• Use simple conversation starters and answers</li> <li>• Develop conversations from starting points throughout the curriculum and beyond the classroom</li> <li>• Continue to learn new vocabulary</li> <li>• Adapt and refine ideas as they progress</li> <li>• Explore using new vocabulary in a variety of conversations</li> <li>• Discuss how your experiences of the world have informed your vocabulary and knowledge of languages</li> <li>• Discuss and explain how using different learning techniques helps to develop your speaking and listening skills</li> <li>• Show understanding of why we should use only our fair share of resources</li> <li>• Show understanding of why tidying up after ourselves shows respect for our environment and classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentences when speaking and writing in French</li> <li>• Understand and use grammatically correct conventions of French when speaking and writing</li> <li>• Demonstrate understanding of a new culture through learning the language</li> <li>• Create projects which show a range of influences and styles from the new culture</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum</li> <li>• Demonstrate language skills by speaking about different topics using an increasingly wide vocabulary</li> <li>• Use grammatical features to enhance ideas</li> <li>• Spot the potential in unexpected results as work progresses</li> <li>• Explain why wasting resources or taking more than our share violates fundamental values and the rights of others, and how our usage and conservation of</li> </ul>
Awe & wonder	<p>Taking inspiration from nature and the world around you</p> <p>Taking inspiration from great artists, classical and modern</p> <p>Respecting the world we live in and understanding its limited resources</p>				

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					<p>resources at school links directly to broader global problems with consumption</p> <ul style="list-style-type: none"><li>• Take responsibility for tidying and organising resources after work has finished, demonstrating awareness of why this is important to show respect for the environment and others in the class</li></ul>
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