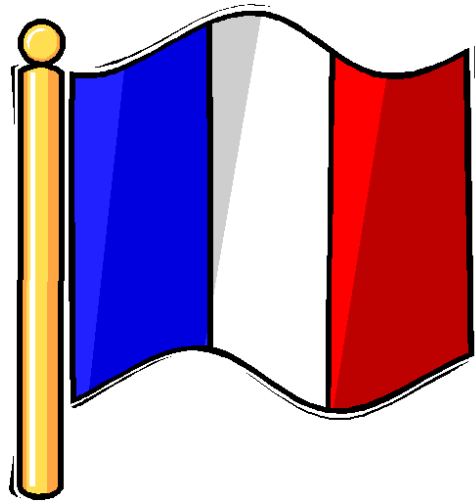


Class: ___ French Teacher: _____

Gayton Junior School

Progression of Skills in French Y3 – Y6



This document is aimed at supporting your understanding of the progression of languages across all year groups at Gayton.

The first section identifies the main vocabulary encountered in the LCP scheme used by all staff and how this is consolidated and developed upon year on year. The second section summarises the key skills introduced each year. Please keep a record of what your class has covered by highlighting the vocabulary and skills the children have learned. I would recommend that this is done at the end of each unit, so that the information can be fed forward during transition.

Key points:

~The main teaching of languages should be fun, interactive and carried out in a safe environment where children are not afraid to speak up and make mistakes. Research suggests children in Years 3 and 4 learn languages best through games, songs and paired talk. Higher up the school, children become more interested in reflecting upon language and learning the patterns and rules behind what they are saying.

~ Language should initially be taught using speaking, visual clues such as flashcards and actions. Showing children the written text too soon often causes them to pronounce the French incorrectly. Once children can say a word or phrase, and they have had opportunities to say it, then reading and finally writing can be introduced in the lesson.

~ Languages should be taught little and often, so that children do not forget what they have learnt. Really easy fixes for these are

Taking the register in French, greeting the children with *bonjour* as they enter class, playing a warm up game in PE using French actions, using French colour vocabulary in art, counting out worksheets using French numbers as you are giving them out on each table/ or when grouping children, saying words for food in French when giving out dinners, praising in French – *bravo, excellent, fantastique!*

~Teachers of French should show competency in the language. Although the LCP lessons are very comprehensive, you do need to read the lesson through carefully before it is taught, be aware of the key objectives and make sure you know how to pronounce the vocabulary. I am happy to help with any questions you may have about the scheme, there are vocabulary files on the server you can listen to and the internet makes it really easy to find sound files and explanations also.

~As writing is a key component in the curriculum, there must be evidence of the children writing in French in pupils' books. Lower down the school, this can take the form of words and supported phrases. By years 5 and 6 children should be encouraged to write two or more sentences.

~Children should be given the opportunity to use French dictionaries. It is a good idea to begin the year with a lesson dedicated to using these, so that children can use them more independently in later lessons.

Progression of Skills in French

Year 3 – LCP Units 1 – 6

<u>Listening and Responding</u>	<u>Speaking</u>	<u>Reading and Responding</u>	<u>Writing</u>
<p>To understand basic classroom instructions.</p> <p>To understand short statements.</p> <p>To understand simple questions.</p> <p>To understand clearly spoken speech.</p> <p>To understand a range of familiar questions.</p> <p>To understand a range of familiar statements.</p>	<p>To answer with a single word.</p> <p>To answer with a short phrase.</p> <p>To give short and simple responses to what they see and hear.</p> <p>To name and describe people.</p> <p>To name and describe places.</p> <p>To name and describe objects.</p> <p>To use set phrases.</p>	<p>To read and understand a single word.</p> <p>To read and understand short phrases.</p> <p>To read aloud single words and phrases.</p> <p>To use books and glossaries to find out the meaning of new words.</p>	<p>To copy a single word correctly.</p> <p>To label items.</p> <p>To choose the right word to complete a phrase.</p> <p>To choose the correct words to complete a sentence.</p> <p>To copy a short familiar phrase.</p> <p>To write set phrases we use in class.</p>

Progression of Skills in French

Year 4 – LCP Units 7 – 12

<u>Listening and Responding</u>	<u>Speaking</u>	<u>Reading and Responding</u>	<u>Writing</u>
<p>To understand short passages made up of familiar language.</p> <p>To understand instructions, messages and dialogues within short passages.</p> <p>To identify and note the main points and give a personal response on a passage.</p>	<p>To have a short conversation with 2 exchanges.</p> <p>To use short phrases to give a personal response.</p>	<p>To read and understand short texts using familiar language.</p> <p>To identify and note the main points and give a personal response.</p> <p>To read 2 sentences independently.</p> <p>To use a bilingual dictionary to look up new words.</p>	<p>To write 2 sentences on a familiar topic.</p> <p>To say what they like or dislike about a familiar topic e.g. food.</p>

Progression of Skills in French

Year 5 – LCP Units 13 – 18

<u>Listening and Responding</u>	<u>Speaking</u>	<u>Reading and Responding</u>	<u>Writing</u>
<p>To understand longer passages made up of familiar language in simple sentences?</p> <p>To identify the main points.</p>	<p>To hold a simple conversation with 3 exchanges.</p> <p>To use their knowledge of grammar to adapt and substitute single words and phrases.</p>	<p>To understand a short story or factual text and note some of the main points.</p> <p>To use context to work out unfamiliar words.</p>	<p>To write a paragraph of around 3 simple sentences.</p> <p>To adapt and substitute individual words and set phrases.</p> <p>To use a dictionary or glossary to check words they have learnt.</p>

Progression of Skills in French

Year 6 – LCP Units 19 - 24

<u>Listening and Responding</u>	<u>Speaking</u>	<u>Reading and Responding</u>	<u>Writing</u>
<p>To understand longer passages made up of familiar and some unfamiliar language in simple sentences.</p> <p>To identify the main points and some details.</p>	<p>To hold a simple conversation with up to 4 exchanges.</p> <p>To use their knowledge of grammar to adapt and substitute single words and phrases.</p>	<p>To understand a short story or factual text and note some of the main points.</p> <p>To use context to work out unfamiliar words.</p>	<p>To write a paragraph of 4 simple sentences.</p> <p>To adapt and substitute individual words and set phrases.</p> <p>To use a dictionary or glossary independently to check words they have learnt.</p>