Wincanton Primary School Language Progression: French KS2 Curriculum

[1] The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

SCC – Sound Symbol Correspondences

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	**Recognition & Production** Sound to Print Listening to Reading	• To learn and remember the SSC and phonics • To listen to and transcribe the SSCs that I know • To enjoy listening to and joining in with simple songs and rhymes.	• To link SSC to new words I hear. • To listen and transcribe SSC within single words with some success. • To use sound-spelling links to follow when I listen and read. • To enjoy listening to and joining in with simple songs and rhymes.	• To learn about vowel combinations and stress patterns. • To identify these when listening. • To connect sound and spelling by transcribing a range of new words and parts of words. • To enjoy listening to and joining in with songs and short poems.	• To listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. • To enjoy listening to and joining in with songs and short poems.
	Recognition & Production Print to Sound Reading to Speaking	• To readily read aloud the SSC and phonics key words. • To carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	• To read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. • To develop usually comprehensible pronunciation	• To read aloud many familiar words with clear and comprehensible pronunciation. • To decode unfamiliar words more slowly and carefully using SSC knowledge.	• To read familiar words and short sentences aloud with clear and comprehensible pronunciation. • To read aloud single unknown words more readily.
Vocabulary	**Understanding** Aural and Print Listening and Reading	• To understand around 100 words when listening and reading them as single items and in short sentences which describe people, places, things and actions.	• To understand around 200 words when listening and reading them as single items and in short sentences which describe people, places, things and actions. • To look words up in an alphabetical word list.	• To understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. • To begin to use the words I know in a sentence to work out likely meanings of single unknown words. • To use a dictionary.	• To understand around 400 words when listening and reading them as single items and in short and compound sentences which describe people, places, things and actions. • To use the words that I know in a sentence to work out likely meanings of single unknown words. • To use a dictionary.

	Production Oral and Written Speaking and Writing	• To use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • To speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	• To use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • To speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures	• To use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • To speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	• To use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • To speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
Grammar[1]	**Understanding** Aural and Written Listening and Writing	• To distinguish and understand (in listening and writing), to use o singular and plural articles (indefinite and definite) o singular verbs ÊTRE, AVOIR, (il y a) o regular -ER o singular adjective agreement and position (-e, -eux/-euse) o regular plural noun marking (-s) o intonation questions, including question words (quoi, où, combien, comment, quand)		• To distinguish and understand (in listening and writing), to use o singular and plural articles (indefinite and definite) o singular and plural forms of ÊTRE, AVOIR, (il y a) o regular -ER verbs o singular ALLER, FAIRE (including weather expressions) o 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive o singular and plural adjectives (-(e)s, -eux/-euses) o intonation questions (including with quoi, où, combien, comment, quand, qui) o Est-ce que questions (with WH-words) o negation (ne…pas)	
	Production Oral and Written Speaking and Writing	• To describe people, places, things and actions (in speaking and writing), to use o singular and plural articles (indefinite and definite) o singular verbs ÊTRE, AVOIR il y a o regular -ER o singular adjective agreement and position (-e, -eux/-euse) o regular plural noun marking (-s) o intonation questions, including question words (quoi, où, combien, comment, quand)		• To describe people, places, things and actions (in speaking and writing), to use o singular and plural articles (indefinite and definite) o singular and plural forms of ÊTRE, AVOIR, (il y a) o regular -ER verbs o singular ALLER, FAIRE (including weather expressions) o 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive o singular and plural adjectives (-(e)s, -eux/-euses) o intonation questions (including with quoi, où, combien, comment, quand, qui) o Est-ce que questions (with WH-words) o negation (ne…pas)	