



Woodbury C of E Primary School

French Skills Progression



Curriculum Statement:

Statement of Intent

Woodbury C of E Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements. Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Woodbury C of E Primary School's aim is to develop the confidence and competence of each child in the French language. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education and to be able to become life-long language learners.

Statement of Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in French through regularly taught and well-planned weekly lessons in KS2 which will be taught by class teachers. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

The planning of different levels of challenge and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate **grammar** concepts will be taught throughout all units at all levels of challenge.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered with three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

Statement of Impact

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool.

			Language Angels Units			
	NC Strand	Main Skill Focus	Year 3	Year 4	Year 5	Year 6
1	<i>"Listen attentively to spoken language and show understanding by joining in and responding."</i>	LISTENING	Little Red Riding Hood	Habitats, Goldilocks, Tudors, Romans	World War II, Habitats, Planets	Tudors, World War II, Romans, Planets
2	<i>"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."</i>	LISTENING	Little Red Riding Hood	Habitats, Goldilocks, Tudors, Romans, Olympics	World War II, Habitats, Planets, Olympics	Tudors, World War II, Romans, Planets, Olympics
3	<i>"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."</i>	SPEAKING	Instruments, I Can...	Presenting Myself, Family, Do You Have A Pet?, At The Café	At School, Weekend Activities, Healthy Lifestyles	Healthy Lifestyles
4	<i>"Speak in sentences, using familiar vocabulary, phrases and basic language structures."</i>	SPEAKING	All units	All units	All units	All units
5	<i>"Develop accurate pronunciation and intonation so that others understand when they are</i>	SPEAKING	All units	All units	All units	All units

	<i>reading aloud or using familiar words and phrases."</i>					
6	<i>"Present ideas and information orally to a range of audiences."</i>	SPEAKING	All units	All units	All units	All units
7	<i>Read carefully and show understanding of words, phrases and simple writing."</i>	READING	Little Red Riding Hood	Habitats, Goldilocks, Tudors, Romans, Olympics	World War II, Habitats, Planets, Olympics	Tudors, World War II, Romans, Planets, Olympics
8	<i>"Appreciate stories, songs, poems and rhymes in the language."</i>	READING	Little Red Riding Hood	Habitats, Goldilocks, Tudors, Romans, Olympics	World War II, Habitats, Planets, Olympics	Tudors, World War II, Romans, Planets, Olympics
9	<i>"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."</i>	READING	All units	All units	All units	All units
10	<i>"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."</i>	WRITING	I can...	Family, At The Café, The Weather, What Is The Date?, Habitats, Romans, Olympics	At School, Weekend Activities, World War II, Healthy Lifestyles, Planets, Habitats, Olympics	World War II, Healthy Lifestyles, Planets, Romans, Olympics
11	<i>"Describe people, places, things and</i>	WRITING	I can... (Actions)	Family (PEOPLE), At The Café (THINGS), The Weather	At School (THINGS), Weekend Activities (THINGS & ACTIONS),	World War II (THINGS & PLACES), Healthy Lifestyles

	<i>actions orally and in writing."</i>			(THINGS), Habitats (PEOPLE, PLACES & THINGS), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS)	World War II (THINGS & PLACES), Healthy Lifestyles (THINGS & ACTIONS), Planets (THINGS & PLACES), Habitats (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS)	(THINGS & ACTIONS), Planets (THINGS & PLACES), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS)
12	<i>"Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."</i>	GRAMMAR (GENDER & ARTICLES)	Instruments, Animals	Do You Have A Pet?, The Classroom	At School	
GRAMMAR (CONJUGATION OF HIGH FREQUENCY VERBS)			Clothes Unit (verb 'to wear')	At School Unit (verb 'to go'), Regular Verbs Unit, Irregular Verbs Unit		
GRAMMAR (PARTITIVE ARTICLE)		Instruments		Healthy Lifestyles	Healthy Lifestyles	
GRAMMAR (ADJECTIVAL AGREEMENT)				Planets	Planets	
GRAMMAR (USING CONNECTIVES)				Weekend Activities, At School		