



SOUND AND DISTRICT PRIMARY SCHOOL

KS2 **FRENCH** PROGRESSION MAP
SUBSTANTIVE KNOWLEDGE END POINTS
2023-24



Scheme followed: **PRIMARY LANGUAGE NETWORK**

Rationale

"Should I teach independent content to one year group within the class, then the other?"

This is more difficult to do than in some other subjects where you can easily start one year group off on an independent task, whilst addressing and teaching the other year group.

Many language lessons in primary will be centred around speaking and listening activities, and rightly so. Oracy skills are the most important building blocks in language learning whatever the year group. Even when focusing on developing the *Reading and writing* strand, you will need to ensure that pupils have an existing level of oracy competence.

This can make French lessons more teacher-led than many other subjects and therefore if you teach the whole class together, opportunity to extend or support particular students of a particular cohort would be only for a small portion of the lesson, when you are content that others are confident enough to work independently.

"How do I ensure younger pupils are not left behind and older and more able pupils are stretched and can expand their knowledge?"

According to the Department of Education, "Language teaching should provide the foundation for learning further languages" – the all-important building blocks, not only in vocabulary and phrases, but also the skills and confidence to master a new language. As confidence increases, so does fluency and spontaneity, the ability to communicate what they want to say, whilst all the time improving the accuracy of pronunciation. These aims set out by the Department of Education potentially support learning in a mixed-age class as there is more opportunity to repeat and rehearse vocabulary and grammatical structures when the new cohort is introduced to them for the first time.

This is also backed up by the Ofsted Language Review 2021 which states that spaced learning – where knowledge is rehearsed for short periods over a longer time – can be highly beneficial compared to mass practice, which can leave the pupil feeling overwhelmed. In so doing, with careful planning and delivery, information is stored in the long-term memory, which consists of structures (schemata) where knowledge is linked or embedded with prior learning.

"How can I prevent younger pupils from feeling demotivated because their peers may have greater subject knowledge?"

Arguably, children are used to the delivery of each lesson as a mixed-age cohort, as most of their learning will be conducted in this way. Therefore, language classes are likely to be no different. However, ensuring a growth mindset amongst pupils in a supportive classroom environment, perhaps using the older cohort of children as 'teachers' or 'mentors' can help younger pupils develop a have-a-go attitude to language learning.

Here, vital language structures and skills can be revisited in different contexts, and as pupils progress through Key Stage 2, simpler vocabulary and structures evolve into more complex written sentences.

General tips for delivery and differentiation in the classroom

- Teach French to the whole class, rather than dividing them into separate year groups. By teaching to everyone, the correct pronunciation can be modelled, and any errors quickly picked up and corrected.
- For group activities, team older children with younger children – a mix of higher and lower ability – or perhaps younger children would feel more confident working within their own peer group.
- Support a group or circulate around the room, during group tasks giving immediate feedback and encouragement and taking the opportunity to add extension tasks to the older children. Equally, a short 1:1 burst may encourage a less confident child to have a go! Some young children feel very exposed when making these new French sounds, especially in front of the class but once they are over the initial hurdle, they normally start to fly!
- Assess the older pupils' prior knowledge by asking targeted questions. The assessment section on the lesson plan provides useful criteria for the teacher to be able to identify which pupils are showing a secure understanding and who is working at greater depth.
- Older children may feel comfortable in playing the role of the teacher for part of the task or be willing to perform their short role play. This stretches them and really helps build their confidence. Younger children in the class may just learn the key words, but it is worth noting that some may have a natural "penchant" for the language and work at a similar level to the older children anyway! C'est magnifique!

- Useful differentiation suggestions are listed on each French lesson plan, for those needing extra support and also extension tasks for pupils working at greater depth. For example, the younger children could work on recalling single words or short phrases, while, by comparison, the older children may be able to join phrases together or be confident in both asking and answering a question.
- With the very essence of language learning being all about listening, repeating, and recall, the extra rehearsal time that mixed-age groups may encounter can actually play huge dividends and leave the learner engaged and feeling positive about their language learning experience. It is essential for embedding the new vocabulary and rules, allowing the language to flourish, thus enabling pupils to make substantial progress in the new language.

SOUND AND DISTRICT PRIMARY SCHOOL THREE YEAR ROLLING PROGRAMME

	SEPT 22 /23	SEPT 23/24	SEPT 24/25
OPAL	MIXED 1/2 Project A	MIXED 1 /2 Project B	MIXED 1/2 Project A
TOPAZ	STAGE 2	STAGE 3	STAGE 2/3
ONYX	STAGE 4	STAGE 4	STAGE 4

Vocabulary Expectations- *please see separate Powerpoints*

Implementation:

Children in KS2 learn French. In KS2 children are taught by the class teacher once a week (for a minimum of 30 minutes) and school aims to follow up activities when appropriate outside of the language lesson.

The Curriculum:

Our school follows the **Primary Languages Network** scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Teaching and Learning:

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

	Core skills of learning			
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <u>a few familiar</u> spoken words and phrases.	Can <u>say/repeat a few words and short simple phrases</u> and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and <u>read out a few familiar words</u> and phrases.	Can <u>write or copy a few simple words</u> or symbols as an emergent writer of the target language.
Stage 2	Can understand <u>a range of familiar spoken phrases</u> and is able to listen for specific words and phrases.	Can <u>ask and answer simple questions and give basic information</u> . Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can <u>understand simple written phrases</u> . Can match sounds to familiar written words.	Can <u>spell some familiar written words and phrases accurately</u> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <u>the main points from a series of spoken sentences</u> (including questions.) May require some repetition.	Can <u>ask and answer simple questions on several topics and can express opinions</u> . Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can <u>understand the main point(s) from a short, written passage in clear printed script</u> . Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <u>write two or three short sentences as a personal response</u> , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <u>the main points and some detail from a short, spoken passage</u> with comprising of familiar language.	Can <u>take part in a simple conversation and can express simple opinions</u> . Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can <u>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)</u> . Can use a bilingual dictionary to access unfamiliar language.	Can <u>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</u> in the present tense on a familiar topic using reference materials, support if necessary.

NB: To ensure differentiation, use the CORE SKILLS OF LEARNING to identify the skill for each lesson, for the relevant year group. Where necessary offer greater challenge by moving into the proceeding year or those requiring support, the pre-ceeding stage.

Overviews Mixed Age Project Overview - Stage 1 and 2

Mixed Age Projects Overview In each project there will be a mixture of lessons from Stage 1 and Stage 2, with the option to follow Click 2 Teach or Be Creative. We recommend following Project A one year, then Project B the following year. Refer to the Planning Tools area for key documentation for the two stages.	
Stages 1 and 2 (Years 3 and 4)	
Autumn 1 Project A	<i>Learn simple greetings</i> <i>Ask and answer simple feelings</i> <i>Ask and answer name</i> <i>Count 0-10</i> <i>Months and days</i> <i>Classroom objects</i>
Autumn 1 Project B	<i>Greetings and feelings</i> <i>Asking and answering personal information questions</i> <i>Numbers to 10</i> <i>Number games</i> <i>Colours</i> <i>Classroom objects</i>
Autumn 2 Project A	<i>Days</i> <i>Months</i> <i>Listening and responding to target language</i> <i>Practising sounds</i> <i>Respond to simple question</i> <i>Asking the day / month</i> <i>Ask birthday month</i>
Autumn 2 Project B	<i>Days, months, colours</i> <i>Listening and responding to target language</i> <i>Practising sounds</i> <i>Shops in town</i>

	Finding out where a place is Respond to simple question
Spring 1 Project A	Exploration of nouns (singular /plural and gender) Animal nouns Ask and answer a like/dislike Following a story, simple sentences with adjectives. Family members
Spring 1 Project B	Exploration of nouns (singular /plural and gender) Animal nouns Colours as adjectives Family members Asking likes and dislikes questions and answers
Spring 2 Project A	Carnival Exploration of nouns (singular/plural) Expressing opinions (likes and dislikes) Family member nouns Parts of the face nouns Using colours as adjectives Writing a description
Spring 2 Project B	Counting Colours Personal information questions and answers Body part nouns Using colours adjectives Speaking and writing simple descriptive sentences
Summer 1 Project A	Polite request

	Listening and responding to polite requests Following, joining in and performing a story Nouns Playing a board game Fruits and vegetables
Summer 1 Project B	Polite request Listening and responding Following and performing a dialogue Fruits and flavours Ice creams Following, joining in and performing a story
Summer 2 Project A	Nouns Following, joining in and performing a story Speaking and writing simple descriptive sentences Counting Colours Personal information questions and answers Body part nouns Place nouns and phrases
Summer 2 Project B	Nouns Following, joining in and performing a story Speaking and writing simple descriptive sentences Counting Colours Personal information questions and answers Body part nouns Jungle animal nouns

Teacher guidance

Substantive Knowledge comprises of the content or 'substance' that we aim for the children to build up and acquire. This includes:

- Language Content
- Transactional language
- Personal Information
- Elements of culture and celebration
- Grammar
- Key sounds
- Language Learning skills including the four core skills

Disciplinary Knowledge refers to *how* the children acquire the substantive knowledge, and the elements which are unique to learning languages.

At primary level, Substantive Knowledge outweighs Disciplinary Knowledge. This is because we are exposing the children to the disciplines of language learning as 'language detectives' i.e. allowing the children to explore, rather than explicitly teaching the disciplines. This can then be further developed at KS3 and beyond.

Substantive Knowledge End Points

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KS2 – Stage 1 - Substantive Knowledge End Points

A new start	<ul style="list-style-type: none">• To say greetings in the target language.• To ask and answer about feelings in the target language• To say, recall, identify numbers between 1 and 10 in the target language• To write some colours in the target language
Calendar and celebrations	<ul style="list-style-type: none">• To understand basic classroom commands• To understand and say days of the week in the target language.• To understand, say and try to write some months of the year in the target language.• To recall some facts about Christmas traditions in the target language country.
Animals I like/I don't like	<ul style="list-style-type: none">• To say and read the name of some animals in the target language.• To begin to recognise some plural nouns for animals in the target language.• To begin to understand a simple story in the target language.• To begin to copy some names of animals in the target language.• To say a simple sentence to say their favourite animal.• To begin to write simple sentences about animals.
Carnival Using numbers	<ul style="list-style-type: none">• To know some facts about Carnival in the target language country.• To say and begin to write numbers 1-15• To say simple sentences about themselves• To begin to read and write dates in the target language
Fruits and Vegetables Hungry Giant story	<ul style="list-style-type: none">• To understand and participate in games involving fruit and vegetable nouns in the target language.• To ask politely for some fruit or vegetable item in the target language.• To listen, understand and enjoy a story in the target language.• To write, with support, a simple sentence or several sentences in 1st person singular.
Going on a picnic Aliens in _____ (France/Spain/Germany)	<ul style="list-style-type: none">• To recall nouns for picnic items in the target language• To write a simple phrase, using verb, noun and adjective.• To complete some simple sentences to say where they live.• To ask a simple question and understand the answer• To apply their language skills to begin to learn other languages

KS2 – Stage 2 - Substantive Knowledge End Points

Welcome to school super learners	<ul style="list-style-type: none"> To ask and answer questions about self in the target language To listen, recall and respond to classroom instructions in the target language To say and write the name of rooms in school in the target language To say and write nouns for some classroom objects in the target language
My Local Area/Your Local Area	<ul style="list-style-type: none"> To say and recognise some places in a town in the target language To give simple directions to places in a town in the target language To read and understand some useful directions in the target language To copy some names of places in a town: Church, shop, park, pharmacy in the target language To write a sentence using nouns of shops in a town.
Family and faces	<ul style="list-style-type: none"> To know some important facts about Epiphany in the target language country To say some family nouns in the target language To write personal information sentences in 1st person singular about a family member in the target language To understand the nouns for face parts in the target language To write a simple descriptive sentence to describe a face
Face and Body Parts	<ul style="list-style-type: none"> To understand and respond to body part nouns and commands in the target language To understand and participate in yoga sequences including commands and body part nouns To identify singular and plural body parts in the target language To write some body parts in the target language To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective
Feeling Unwell/ Jungle Animals	<ul style="list-style-type: none"> To understand and say phrases to describe feeling unwell, aches and pains To remember some jungle animal nouns in the target language To understand adjectives to describe jungle animals in the target language To write a simple sentence or sequence of sentences to describe a jungle animal in the target language
The Weather/ Ice creams	<ul style="list-style-type: none"> To say different types of weather phrases in the target language To name the seasons in the target language To write a simple sentence to describe the weather in the target language To say ice cream flavours and spot sounds in the flavours in the target language To say an ice cream order in the target language To apply their language skills to learn other languages

KS2 – Stage 3 - Substantive Knowledge End Points

Talking about us/ School subjects and opinions	<ul style="list-style-type: none"> To know how to introduce themselves using extended sentences about how they are feeling and a reason why they are feeling this way. To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live. To say a third person singular sentence with details about someone else. To know at least five nouns for school subjects and can use this language in a spoken sentence. To say an extended opinion of a school subject including a reason for liking/disliking a subject.
In the city	<ul style="list-style-type: none"> To recall some facts about a city in the target language country To say and understand nouns for places in a city To ask for and give simple directions To participate in a dialogue for buying a ticket To write simple descriptive sentences to describe their town/city.
Healthy Eating / Going to market	<ul style="list-style-type: none"> To say some fruit and vegetables in the target language and use these in simple dialogues. To read and understand some fruit and vegetables in written texts in the target language. To understand plural nouns and how to write them To know to say 'I have' in the target language and that we use part of the verb to have . To understand how to say I haven't in the target language (negating) To write some fruits and vegetables To read and understand a recipe To write a recipe including ingredients and instructions
Clothes	<ul style="list-style-type: none"> To say nouns for some items of clothing in the target language. To read and write descriptive sentences with nouns and colour adjectives in the target language. To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives in the target language To explore and use the verb 'to wear'
Out of this world	<ul style="list-style-type: none"> To ask and answer questions about someone's identity in the target language. To read and recognise names of planets in the target language To read some simple information about planets in the target language. To read and write simple sentences about an imaginary planet in the target language.
At the seaside	<ul style="list-style-type: none"> To read aloud and understand sentences about the seaside in the target language To creative simple persuasive extended sentences in the target language To read and understand facts about going to the beach in the target language To explore beach culture in the target language country To apply their language skills to learn other languages

KS2 – Stage 4 - Substantive Knowledge End Points

Daily routine	<ul style="list-style-type: none"> • To recall phrases to describe feelings in the target language • To understand 'o'clock' phrases in the target language • To talk about daily routine in the target language • To answer questions about daily routine in the target language
Homes and Houses	<ul style="list-style-type: none"> • To understand the nouns for rooms in a house in the target language • To understand the nouns for some items of furniture • To read and understand some simple descriptions of rooms in a house in the target language. • To follow and understand a descriptive story • To write descriptive sentences using adjectives of colour and size • To recognise and understand some familiar and unfamiliar nouns in the target language • To understand some prepositions
Playing and Enjoying Sport	<ul style="list-style-type: none"> • To create opinions about a sport in the target language • To look at and use the verb 'to play' • To understand and write simple information about a sport in the target language • To express a like or dislike of a sport in the target language
Funfair and Favourites	<ul style="list-style-type: none"> • To know some nouns for fun fair rides and food in the target language • To write simple sentences about a funfair in the target language • To express opinions of favourite things in the target language, recalling prior learning • To recall some key facts about a tradition in the target language country
Café culture	<ul style="list-style-type: none"> • To know some facts about café culture • To ask politely for snacks and drinks in the target language • To understand information about food and meals • To explore breakfast foods and different types of breakfast
Performance time	<ul style="list-style-type: none"> • To participate in short sketches using familiar language • To recall familiar core language in the target language • To apply their language skills to learn other languages

Disciplinary Knowledge End Points

LKS2 End Points (Stages 1 and 2):

To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language.

To begin to form educated guesses based on the context of the language.

To begin to use memory hooks to help remember.

To begin to understand what helps make me a better language learner

To engage with opportunities to practise to aid long-term memory

To develop confidence to 'have a go' and learn from any mistakes.

To write single words and set phrases with support

To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language.

To begin to practise bilingual dictionary skills.

To develop as global citizens through broadening the understanding of the target language and culture.

Disciplinary Knowledge End Points

UKS2 End Points (Stages 3 and 4):

To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language.

To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them.

To use reading comprehension strategies such as skim and scan to understand unfamiliar language

To use context to form educated guesses and use this and prior learning to aid translation

To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language.

To develop the ability to speak fluently (without conscious thought)

To use a model effectively to aid writing grammatically accurate and extended sentences.

To develop the ability to use and create memory hooks to remember more.

To develop metacognitive strategies to learn and remember more language.

To know how to use opportunities to practise to improve long-term memory and recall.

To use a bilingual dictionary independently to look up unfamiliar words

To develop as global citizens through broadening the understanding of the target language and culture.

Sound and District Primary School