

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Foreign Languages

| Features                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:                             <ul style="list-style-type: none"> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Grammar</li> <li>Vocabulary</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.</li> </ul>                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.</li> </ul>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains all words used for Foreign Languages for their age group.</li> </ul>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| National Curriculum Subject Content                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Strand                                                                                                                                                                                                                                                                                                                 | Speaking and Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reading                                                                                                                                                                                                                                                                       | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| EYFS                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Children to be exposed to some French language e.g Bonjour to greet the children, counting when lining up etc</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Key Stage 1                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Children to be exposed to some French language e.g Au revoir to say goodbye</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Key Stage 2                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Present ideas and information orally to a range of audiences</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Describe people, places, things and actions orally</li> </ul> | <ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> </ul> | <ul style="list-style-type: none"> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Describe people, places, things and actions in writing</li> <li>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</li> </ul> |

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Foreign Languages

| Strand                        | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and listening</b> | <ul style="list-style-type: none"> <li>Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught</li> <li>Communicate with others using simple words and short phrases covered in the units</li> </ul> <p><b>Know that actions can be used to respond to some key nouns</b></p> <p><b>Know that simple words or phrases can be used to communicate</b></p> <p><b>Know that that letters make different sounds in a different language</b></p> | <ul style="list-style-type: none"> <li>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units</li> <li>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required</li> </ul> <p><b>Know that a few phrases can be used to communicate</b></p> <p><b>Know that new words need to be accurately pronounced</b></p> <p><b>Know that opinions can be shared using key vocabulary</b></p> | <ul style="list-style-type: none"> <li>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed</li> <li>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</li> </ul> <p><b>Know that notes can be made which include key words and information</b></p> <p><b>Know that phrases can be used to communicate</b></p> <p><b>Know that opinions can be both asked for and given</b></p> | <ul style="list-style-type: none"> <li>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered</li> <li>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate</li> </ul> <p><b>Know that longer sentences have meaning</b></p> <p><b>Know that words need to be pronounced with accurate intonation</b></p> |

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Foreign Languages

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Know that a topic can be presented using longer sentences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading and Writing</b> | <ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language</li> <li>Write familiar words &amp; short phrases using a model or vocabulary list<br/>EG: 'I play the piano'. 'I like apples'</li> </ul> <p>Know that stories, songs, poems and rhymes in French can be joined in with</p> <p>Know that the French word banks are used to support reading</p> <p>Know that text type and visual clues can be identified</p> <p>Know that single words can be translated</p> <p>Know that simple memory techniques are used to learn spelling</p> <p>Know that words must be accurately copied</p> | <ul style="list-style-type: none"> <li>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language</li> <li>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age</li> </ul> <p>Know that familiar stories, songs, poems and rhymes can be read and understood in French</p> <p>Know that using text and visual clues helps to understand a simple text</p> <p>Know that simple phrases can accurately copied and adapted</p> <p>Know that key phrases can be translated</p> <p>Know that memory techniques can be used to help learn spelling and meaning</p> | <ul style="list-style-type: none"> <li>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'</li> <li>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.<br/>EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name</li> </ul> | <ul style="list-style-type: none"> <li>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries</li> <li>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.<br/>EG: A presentation or description of a typical school day</li> </ul> |

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Foreign Languages

|                        |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Know that the text of a story, rhyme or information piece can be read and followed</p> <p>Know that the French and English dictionary is used to find meanings</p> <p>Know that text type and visual clues are used to help understand a range of texts</p> <p>Know that a model can be used to accurately copy and adapt sentences</p> <p>Know that a dictionary can be used to check spelling</p> <p>Know that basic sentences can be translated.</p> <p>Know that memory techniques can be used to help learn spelling, meaning and gender.</p> | <p>including subjects, time and opinions.</p> <p>Know that a bilingual dictionary can be used to check spelling and to develop and extend writing.</p> <p>Know that sentences can be written from memory with understandable accuracy.</p> <p>Know that longer sentences can be translated.</p> <p>Know that memory techniques can be used to help learn longer phrases and sentences.</p> <p>Know that the bilingual dictionary is used to assist, understanding and to check spellings.</p> <p>Know that de-coding techniques including context help understand the gist of an unfamiliar text.</p> |
| Grammar and Vocabulary | <ul style="list-style-type: none"> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</li> </ul> <p>Know that le / la identifies the gender of nouns</p> <p>Know that there are singular and plural nouns</p> | <ul style="list-style-type: none"> <li>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</li> </ul> <p>Know that there is a definitive article- le/la/les and un/une</p> | <ul style="list-style-type: none"> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb</li> </ul>                                                                                                                                                                                                                                                |

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Foreign Languages

|  |                                                         |                                                                                                                |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                   |
|--|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Know that there are some basic adjectives</b></p> | <p><b>Know that adjectives can change word order</b></p> <p><b>Know that there are present tense verbs</b></p> | <p>of colour EG: 'My blue coat</p> <p><b>Know that gender impacts sentences.</b></p> <p><b>Know that there is an agreement and word order for colour and size adjectives.</b></p> | <p>conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p> <p><b>Know that there are key grammatical features from texts.</b></p> <p><b>Know that adjectives of size and colour are to be used correctly.</b></p> <p><b>Know that simple verbs can be conjugated in the present tense.</b></p> |
|--|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|