

## Appendix 1 – A breakdown of skills and knowledge for each year group

### Year 3 – Skills and Knowledge

#### Skills

- Listen and show understanding of single words through physical response
- Listen and identify rhyming words and particular sounds in songs and rhymes
- Recognise a familiar question and respond with a simple rehearsed response
- Name objects and actions and link words with a connective in a simple rehearsed statement
- Join in with actions to accompany familiar songs, stories and rhymes and say some of the words
- Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words
- Read and show understanding of familiar single words
- Identify and use strategies for memorising new vocabulary
- Write and say simple familiar words to describe people, places, things and actions using a model
- Write single familiar words from memory with understandable accuracy
- Name a noun, adjective, verb, pronoun, conjunction in the language being studied
- Use the 1st and 2nd person pronouns with a regular verb

#### Knowledge

- Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction
- 1<sup>st</sup> and 2<sup>nd</sup> person pronouns with a regular -er verb ending and 2 irregular high frequency verbs
- Awareness that there are 2 groups of nouns in French
- 2 forms of 'you' in French
- Awareness that letters in French can make a different sound to English and silent letters are frequent
- Awareness that French is spoken in other countries besides France
- Some of the traditions of Christmas and New Year in France

### Year 4 – Skills and Knowledge

#### Skills

- Listen and show understanding of short phrases through physical response
- Listen and demonstrate understanding of words in songs and rhymes
- Ask and answer several simple and familiar questions with a rehearsed response
- Use familiar vocabulary to say simple sentences to give information using a language scaffold
- Join in with the words of a rhymes, song or story sometimes from memory
- Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules
- Read and show understanding of simple familiar phrases and short sentences
- Use a bi-lingual dictionary to find the meaning of a word or its translation
- Write and say a simple phrase to describe people, places, things and actions using a language scaffold
- Write simple familiar short phrases from memory with understandable accuracy
- Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural
- Demonstrate understanding of the position of the majority of adjectives

#### Knowledge

- Concept of gender of nouns
- Formation of a question with rising intonation
- Pattern of questions with question words
- Better understanding of silent letters
- Awareness of elision
- Rules for making nouns plural
- Formation of 1<sup>st</sup> and 2<sup>nd</sup> person singular of 2 irregular high frequency verbs
- Partitive in plural
- Making a sentence say not
- Position of colour adjectives in a sentence
- Some French speaking countries in Europe
- Facts about the Eiffel Tower

### Year 5 – Skills and Knowledge

#### Skills

- Listen and show understanding of more complex familiar phrases and sentences
- Follow the text of familiar rhymes and songs identifying the meaning of the words
- Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help
- Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
- Follow the simple text of a familiar song or story and sing or read aloud

- Read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules
- Read and show understanding of a complex sentence using familiar language
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs
- Write and say a more complex sentence to describe people, places, things and actions using a language scaffold
- Write a familiar complex sentences from memory with understandable accuracy
- Apply the rules of the agreement of adjectives in the singular and plural with some accuracy
- Produce positive and negative sentences with high frequency verbs and pronouns

#### **Knowledge**

- Rules of agreement of adjectives in the singular and plural
- Position of majority of adjectives in a sentence
- Concept of liaison
- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and 3<sup>rd</sup> person plural of an irregular high frequency verb
- Development of understanding of formation of questions
- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular pronouns and 3<sup>rd</sup> person plural pronouns and verb conjugation for regular -er verbs and an irregular high frequency verb
- Formation of the definite article
- Traditional songs and rhymes

#### **Year 6 – Skills and Knowledge**

#### **Skills**

- Listen and show understanding of more complex sentences containing familiar and unfamiliar words
- Read aloud the text of familiar rhymes and songs
- Engage in a short conversation using familiar questions and express opinions
- Manipulate familiar language to present own ideas and information in more complex sentences
- Understand the gist of an unfamiliar text using some familiar language
- Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
- Read and show understanding of a series of complex sentences using familiar language
- Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary
- Write and say a complex sentence manipulating familiar language, using a dictionary for new language
- Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy
- Use the correct form of the definite article in singular and plural sentences
- Apply all grammatical knowledge learnt to build complex sentences

#### **Knowledge**

- Formal use of 'you' with regular and irregular high frequency verbs
- Formation of a relative clause
- Consolidation of grammatical knowledge from Years 3 to 5

**Appendix 2: CAVE LANGUAGES KS2 SCHEME OF WORK & OVERVIEW OF LANGUAGE**

YEAR 3 (Stage 1 Lessons 1 – 30)

| AUTUMN TERM<br>Stage 1 Lessons 1- 8<br>Christmas lessons 1-4   |  | SPRING TERM<br>New Year lessons 5-6<br>Stage 1 Lessons 9-18  |   | SUMMER TERM<br>Stage 1 Lessons 19-30   |   |
|--|--|--|---|--|---|
| LANGUAGE CONTENT   | SKILLS<br>GRAMMAR CONCEPTS   | LANGUAGE CONTENT   | CONCEPTS/SKILLS   | LANGUAGE CONTENT   | CONCEPTS/SKILLS   |
| Greetings<br>Classroom commands – listening/speaking<br>Feelings – question/answer<br>5 colours-recognition<br>Christmas vocabulary – sentence<br><i>Here is/and</i> | Introduction to the sounds of French<br>Language learning strategies<br>Simple sentence with a connective<br>Indefinite article - un<br>Introduction to some adjectives, nouns and verbs | Numbers 0-6<br>5 colours - reading/writing<br>Name – question/answer<br>Quickly and slowly   | An introduction to letters and sounds<br>An introduction to a bi-lingual dictionary<br>Pronouns – <i>je/tu</i><br>Introduction to adverbs | Er – verbs – 1 <sup>st</sup> and 2 <sup>nd</sup> person<br>Numbers 7-10<br>Ask for something politely<br>Please/thank you<br>6 Pencil case items<br><i>Je veux</i><br><i>Tu veux</i> | Develop an understanding of letter and sound connections<br>Simple sentence with I/You + verb<br>2 forms of ‘you’<br>Introduction of concept of gender<br>Indefinite article – un/une |
| SONGS/STORIES  | OTHER  | SONGS/STORIES  | OTHER   | SONGS/STORIES  | OTHER   |
| <b>Stories</b><br>Toutes les couleurs<br>Silence Père Noël<br><b>Rhymes/Songs</b><br>Voici ma main<br>Bonjour ça va  | French speaking countries<br>Christmas traditions  | <b>Stories</b><br>Roule galette<br>L’automne arrive<br><b>Rhymes/Songs</b><br>J’aime la galette<br>2 petits oiseaux<br>Monsieur Pouce<br>Meunier tu dors | Epiphany Festival<br>Dance - galette  | <b>Stories</b><br>Je veux manger<br><b>Rhymes/Songs</b><br>Meunier tu dors<br>1 à 12<br>Une poule sur un mur<br>Que fait ma main<br><i>Dans ma trousse j’ai</i>                      | Formal and informal use of ‘you’  |

**Example sentence:** Voici un chien et une souris. – introduction of gender of nouns + sentence with simple connective

YEAR 4 (Stage 1 Lessons 31 – 53 & Stage 2 Lessons 1 – 12)

| AUTUMN TERM<br>Stage 1 Lessons 31 - 42  |   | SPRING TERM<br>Stage 1 Lessons 43 - 53   |   | SUMMER TERM<br>Stage 2 Lessons 1 - 12  |   |
|---|---|--|---|--|---|
| LANGUAGE CONTENT  | CONCEPTS/SKILLS   | LANGUAGE CONTENT   | CONCEPTS/SKILLS   | LANGUAGE CONTENT   | CONCEPTS/SKILLS   |
| 5 items of clothing in singular<br>Je mets<br>Tu mets<br>Oui/non<br>Des<br>J'ai<br>Tu as<br>Counting nouns beginning with a consonant | Gender of nouns<br>I/You + verb<br>Question form using rising intonation<br>Development of understanding of letters and sound connections<br>Elision<br>Plural nouns<br>Silent letter rules | Numbers 11-20<br>Days of the week<br>Plural nouns<br>C'est   | Development of understanding of letters and sounds<br>Development of understanding of plural nouns<br>Elision<br>Silent letters | C'est<br>Ce n'est pas<br>Qui est-ce?<br>More colours<br>De quelle couleur est-ce?<br>Parts of the body | Sentence building – this is/it is<br>3 <sup>rd</sup> person singular - être<br>Question form using rising intonation<br>Formation of a question with question word<br>Elision<br>Negatives<br>Introduction of position of colour adjective<br>Silent letter rules |
| SONGS/STORIES   | OTHER   | SONGS/STORIES  | OTHER   | SONGS/STORIES  | OTHER   |
| <b>Stories</b><br>Je m'habille et je te croque<br><b>Rhymes/Songs</b><br>Beau front<br>Eiffel Tower                                   |   | <b>Stories</b><br>Par une sombre nuit de tempête<br><b>Rhymes/Songs</b><br>11 à 20<br>Days of the week<br>1,2,3 je m'en vais au bois | 2 times table<br>Le monstre a faim – mini-book  | <b>Rhymes/Songs</b><br>De quelle couleur est-ce?<br>Une souris verte                                   | French speaking countries in Europe   |

**Example sentence:** C'est un chien brun. J'ai deux crayons. – introduction of position of most adjectives, plural nouns and high frequency verbs

YEAR 5 (Stage 2 Lessons 13 – 51)

| AUTUMN TERM<br>Stage 2 Lessons 13 - 24  |  | SPRING TERM<br>Stage 2 Lessons 25 - 39   |  | SUMMER TERM<br>Stage 2 Lessons 40 - 51  |   |
|---|--|--|--|---|---|
| LANGUAGE CONTENT  | CONCEPTS/SKILLS  | LANGUAGE CONTENT   | CONCEPTS/SKILLS  | LANGUAGE CONTENT  | CONCEPTS/SKILLS   |
| Qu'est-ce que c'est?<br>C'est un<br>Masculine animal nouns<br>Feminine animal nouns<br>Colour adjectives in masculine and feminine forms                | 3 <sup>rd</sup> person singular - être<br>Question form using rising intonation<br>Liaison<br>Elision<br>Silent letter rules<br>Sentence building<br>Position of colour adjective<br>Gender of nouns<br>Development of French phonics<br>Using a bi-lingual dictionary | Etre – 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> person singular and 3 <sup>rd</sup> person plural<br>Ce sont des<br>Plural nouns<br>Petit/grand<br>Je suis<br>Je ne suis pas<br>Tu es<br>Assez/très<br>Il y a<br>Qu'est-ce qu'il y a?<br>Dans + nouns(places)<br>Le/la/l'/les | Singular and plural nouns<br>Sentence building<br>Liaison<br>Developing understanding of question construction<br>Position of adjectives of size<br>Agreement of adjectives in singular and plural<br>Definite article<br>Sentence building<br>Revision of question word sentences<br>Development of French phonics<br>Silent letter rules | Danser<br>Marcher<br>Voler<br>Nager<br>Manger<br>Sauter<br>Pets<br>Family members<br>J'ai<br>Je n'ai pas de<br>Tu as<br>Je veux<br>Il/Elle<br>Ils/Elles<br>s'appelle/ent s'appelle/ent<br>J'aime<br>Aimer | Developing understanding of question construction<br>Pronouns<br>Development of use of bi-lingual dictionary<br>Complex sentence building<br>Questions and answers<br>Verb endings 1 <sup>st</sup> and 2 <sup>nd</sup> person singular<br>Verb ending for 3 <sup>rd</sup> person singular and plural–er verbs |
| SONGS/STORIES   | OTHER  | SONGS/STORIES  | OTHER  | SONGS/STORIES   | OTHER   |
| <b>Stories</b><br>Va t'en grand monstre vert<br><b>Rhymes/Songs</b><br>Savez-vous planter les choux?<br>Mon Ane<br>Une souris verte<br>Léon le caméléon |  | <b>Rhymes/Songs</b><br>Des amies sages<br>Alouette<br>Petit ballon<br>Il court le furet<br>Trois petits chats<br>Valentine's poem  |  | <b>Stories</b><br>Bon appétit Monsieur Lapin<br>Qui conduit?<br>Pourquoi?   | Sandwich surprise project   |

**Example sentence:** Dans le jardin, il y a des grands chiens bruns et une petit souris blanche. Je n'ai pas de frères ou de soeurs– introduction of adjectival agreement in singular and plural according to gender with a sentence starter; use of negatives with high frequency verbs and regular –er verbs.

YEAR 6

| <b>AUTUMN TERM</b><br>Shape Book – 5 lessons<br>Colour Poem – 5 lessons                  |  | <b>SPRING TERM</b><br>Monster description – 8 lessons<br>Mini-book ‘Moi et toi’ – 10 lessons  |  | <b>SUMMER TERM</b><br>Guess the animal – 7 lessons<br>Ours brun story – 6 lessons  |   |
|--|--|---|--|--|---|
| LANGUAGE CONTENT   | CONCEPTS/SKILLS  | LANGUAGE CONTENT  | CONCEPTS/SKILLS  | LANGUAGE CONTENT   | CONCEPTS/SKILLS   |
| <b>C'est</b><br>Shapes – un rectangle, un cercle, un triangle<br>Colours<br>Le/la/l'/les | Indefinite article – a<br>Position of colour adjective<br>Agreement of adjectives in feminine singular<br>Gender of nouns<br>Word class revision<br>Definite article – the<br>Singular and plural nouns<br>Bi-lingual dictionary to find nouns in French<br>Question form using rising intonation<br>Liaison<br><br><b>Phonics Review(optional)</b><br>Vowels – a/e/è/é/i/o/u<br>Combined vowels – ai,ei/au,eau/eu,oeu/oi/ou | Parts of the body<br>Colours<br>Name<br>Pets<br>Character<br>Physical description<br>Brothers and Sisters<br>Birthday<br>Likes and dislikes<br>Numbers 1-31 | Indefinite article<br>Singular and plural nouns<br>3 <sup>rd</sup> person singular/plural – avoir<br>Position of colour adjectives<br>Position of adjectives of size<br>Adjectival agreement singular and plural<br>Bi-lingual dictionary for plural nouns<br>Bi-lingual dictionary for adjectives<br>1 <sup>st</sup> and 2 <sup>nd</sup> person singular/plural and 3 <sup>rd</sup> person singular and plural pronouns<br>Negatives<br>Question form – rising intonation<br>Er verbs – 1 <sup>st</sup> and 2 <sup>nd</sup> person singular/plural<br>Questions<br>Use of tu/vous | Habitats<br>Animal parts of body<br>Verbs – eat, hunt, fly, swim, live, jump, has, is<br>Animal<br>Colours<br>Prepositions - place | Qui – relative clause<br>3 <sup>rd</sup> person singular – er verbs<br>3 <sup>rd</sup> person singular – avoir/être<br>Position of colour adjectives<br>Position of adjectives of size<br>Bi-lingual dictionary for –er verbs<br>Negatives<br>3 <sup>rd</sup> person plural – er verbs<br>High frequency irregular verbs – 3 <sup>rd</sup> person |
| SONGS/STORIES  | OTHER  | SONGS/STORIES   | OTHER  | SONGS/STORIES  | OTHER   |
| <b>Stories</b><br>Qui conduit?<br><b>Songs</b><br>Le/la song                             | Zig zag shape book<br>Poem based on colours  | <b>Songs</b><br>Tête, épaule, genou..<br>Mon monster<br>Une patate  | Design, write and draw a monster<br>Produce a mini-book fact file about themselves   | <b>Stories</b><br>Ours brun  | Design a lift the flap book to describe and animal<br>Cartoon version of ours brun  |

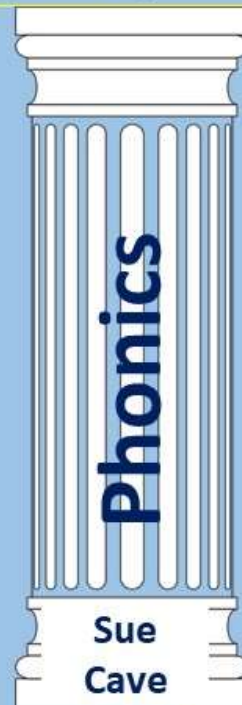
**Example sentence:** Dans le jardin, il y a une petite souris blanche qui saute et (more able children) deux grands chiens bruns qui marchent dans l’herbe. – use of regular er verbs in singular and plural (for more able children)

Appendix 3: 5 Pillars of progression in language learning.



# Primary Languages Conference - Online Pillars of Progression Saturday 17<sup>th</sup> October 2020

Key Note Speaker – Michael Wardle – Ofsted Lead Languages



[www.tinyurl.com/primarylangconf](http://www.tinyurl.com/primarylangconf)

Appendix 4: **Cave Languages – French - Suggested Key Attainment Targets for KS2 Year Groups – 3 levels**

Speaking and listening targets / Reading and writing targets / Songs, stories and rhymes / Grammar targets

| Level                         | Year 3   | Year 4   | Year 5   | Year 6   |
|-------------------------------|--|--|--|--|
| <b>Emerging</b>               | <ul style="list-style-type: none"> <li>Listen and recognise some vocabulary</li> <li>Repeat some vocabulary</li> <li>Join in with some actions in songs, stories and rhymes</li> <li>Recognise and copy some written words</li> </ul>  | <ul style="list-style-type: none"> <li>Listen and recognise key vocabulary in a simple sentence</li> <li>Say a simple sentence with support</li> <li>Answer a familiar question</li> <li>Join in with some words from a song, story or rhyme</li> <li>Read and recognises key vocabulary of simple sentence</li> <li>Write familiar words using a model</li> </ul>   | <ul style="list-style-type: none"> <li>Listen and understand a simple sentence</li> <li>Respond to some familiar questions with support</li> <li>Join in with the words of song, story or rhyme</li> <li>Say, read and write a more complex sentence with support</li> </ul>   | <ul style="list-style-type: none"> <li>Listen, understand, say and write a more complex sentence with support if necessary</li> <li>Ask and answer several questions with support</li> <li>Follow and read aloud text of familiar songs, stories and rhymes</li> <li>Use a dictionary to find nouns and gender</li> <li>Read aloud familiar words in sentences</li> </ul>  |
| <b>Expected</b>               | <ul style="list-style-type: none"> <li>Listen and recognise most of vocabulary encountered</li> <li>Recognise a familiar question and respond</li> <li>Say a simple sentence maybe with a connective</li> <li>Join in with actions of songs, stories and rhymes and say some words</li> <li>Read, recognise and say aloud familiar words</li> <li>Write familiar words using a model and some from memory</li> </ul> | <ul style="list-style-type: none"> <li>Listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective</li> <li>Ask and answer familiar questions with support</li> <li>Use familiar vocabulary to say simple sentences</li> <li>Join in with the words of a song, rhyme, story sometimes from memory</li> <li>Recognise the sound of some letter strings</li> <li>Read aloud simple sentences</li> <li>Find meanings in a bi-lingual dictionary</li> <li>Read and write a simple sentence using a model and some from memory</li> </ul> | <ul style="list-style-type: none"> <li>Listen and understand a more complex sentence</li> <li>Ask and answer a variety of questions with support</li> <li>Manipulate vocabulary to say a more complex sentence positive and negative with support</li> <li>Follow the text of a familiar song, story or rhyme</li> <li>Use a bi-lingual dictionary to find the gender of a noun</li> <li>Read (aloud) and show understanding of a more complex sentence</li> <li>Write familiar complex sentences using a model and some from memory using articles, nouns, verbs, adjectives, adverbial phrase</li> <li>Demonstrate understanding of gender of nouns</li> <li>Explain position of colour adjective</li> </ul> | <ul style="list-style-type: none"> <li>Understand and say a complex sentence to present own ideas using a bi-lingual dictionary or similar</li> <li>Engage in a short conversation/exchange using familiar language</li> <li>Follow and understand a song or story with more complex language</li> <li>Pronounce some unfamiliar words using phonic knowledge</li> <li>Read and write sentences demonstrating a good grasp of grammatical concepts encountered</li> <li>Write some complex sentences from memory with understandable accuracy</li> </ul> |
| <b>Exceeding (Expected +)</b> | <ul style="list-style-type: none"> <li>Produce a simple sentence manipulating vocabulary</li> <li>Identify rhyming words in a song or rhyme</li> <li>Say a rhyme or sing a song from memory</li> <li>Name some letter strings for sounds</li> <li>Explain a strategy to memorise new vocabulary</li> <li>Say, read and write confidently almost all vocabulary encountered including some from memory</li> </ul>     | <ul style="list-style-type: none"> <li>Produce confidently a sentence negative or positive with an indefinite article, noun singular and maybe adjective or plural noun and high frequency verb</li> <li>Ask familiar questions and answers confidently</li> <li>Read familiar sentences confidently using phonic knowledge and silent letter rules</li> <li>Write simple sentences from memory with accuracy</li> <li>Demonstrate understanding of plural nouns</li> <li>Explain why there are 3 words for indefinite article in French (un, une &amp; des).</li> </ul>   | <ul style="list-style-type: none"> <li>Produce confidently a more complex sentence including e.g. positive, negative, noun, pronoun adjectives, verb, adverbial phrase, definite/indefinite article</li> <li>Ask and answer confidently a variety of questions</li> <li>Apply phonic knowledge to read aloud unfamiliar words</li> <li>Write complex sentences from memory with accuracy</li> <li>Apply the rules of adjectival agreement with accuracy</li> </ul>   | <ul style="list-style-type: none"> <li>Engage in a short conversation or present information without support</li> <li>Understand the gist of a simple unfamiliar text; maybe using a dictionary</li> <li>Read aloud confidently unfamiliar words with a high degree of accuracy</li> <li>Apply an excellent understanding of key grammar concepts encountered in speaking and writing maybe from memory</li> </ul>   |



**Appendix 5: Suggestion from Sue Cave about how progress 'will look'**

Year 3 – Voici un chien et une souris. – introduction of gender of nouns + sentence with simple connective

Year 4 – C'est un chien brun. J'ai deux crayons. – introduction of position of most adjectives, plural nouns and high frequency verbs

Year 5 – Dans le jardin, il y a des grands chiens bruns et une petit souris blanche. Je n'ai pas de frères ou de soeurs– introduction of adjectival agreement in singular and plural according to gender with a sentence starter; use of negatives with high frequency verbs and regular -er verbs

Year 6 – Dans le jardin, il y a une petite souris blanche qui saute et (more able children) deux grands chiens bruns qui marchent dans l'herbe. – use of regular er verbs in singular and plural (for more able children)