Northwood Park Primary School

Languages Knowledge and Skills Progression

Strand	By end of Y3	BY end of Y4	By end of Y5	By end of Y6
Phonics	Key sounds/ phonemes, 'ch' In French this phoneme is pronounced like the 'sh' sound in the English word 'shop'. 'ou' n French this phoneme is pronounced like the 'oo' sound in the English word 'tooth'. 'on*' This is pronounced as a nasal sound and is very similar to the long 'on' sound in the English word 'honk'. See notes below for more details regarding nasal vowels. 'oi' This is pronounced like the English 'wah' sound found in the word 'wagon'. This is a vowel pairing we see a lot in French.	Key sounds/phonemes, 'I' The French letter 'i' is pronounced very closely to how we pronounce the letter combination 'ee' in English, such as in the English word 'see'. 'in*' This is pronounced as a nasal sound and is similar to the long 'an' sound in the English word 'clang'. See notes below for more details regarding nasal vowels. 'ique' This French sound is made up of two phonemes: the 'i' vowel sound followed by a hard 'k' sound as in our English word 'kick'. The French phoneme 'ique' is pronounced very much like the 'eek' sound in our English word 'week'.	Key sounds/phonemes, 'eau', 'eux', 'é', 'è', 'e', This lesson explores a variety of French 'e' sounds/phonemes (including two with accents). This will be slightly more challenging for the pupils than the previous two 'Phonics & Pronunciation' lessons. The two 'e' letters with accents are: • 'é' accent aigu (acute accent) • 'è' accent grave (grave accent) Accents on the letter 'e' change the pronunciation.	Key sounds/phonemes, 'qu', 'gne', 'ç', 'en', 'an' Both an and en belong to a group of sounds called nasal vowels. This group does not exist in English, so it can therefore be tricky. Nasal vowels are produced by allowing air to flow through the nose as well as the mouth; all other vowels are produced by allowing air to flow through the mouth only. To help understand this technique better, try saying 'huh', whilst putting your finger under your nose. You should feel a slight push of air flowing through your nose. French vowels often become nasal when they are followed by the letters

		‘ille’ This sound is again made up of two phonemes: the French vowel ‘i’ followed by a ‘yuh’ sound. It should sound like ‘ee-yuh’, with emphasis on the ‘eey’ part.		‘m’ or ‘n’. When this happens, the ‘m’ or ‘n’ consonants themselves are actually not pronounced, but just serve to nasalise the preceding vowel. The two phonemes ‘en’ and ‘an’ are often grouped together because they sound the exact same but are just spelt differently. They are very similar to the ‘on’ phoneme from Lesson 1, but the tongue should be positioned even lower in the mouth to produce a sound somewhat in between the ‘on’ in ‘song’ and the ‘a’ in ‘car’.
Grammar	Start to understand the concept of noun gender and	Better understand the concept of gender and which articles to use for	Revision of gender and nouns and learn to use and	Consolidate our understanding of gender

	the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like…' 'I play…' 'I am called…' Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs.	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...' Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form	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 of colour EG: 'My blue coat'. Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form. Conjunctions / Connectives. Introduce the concept of whole regular verb conjugation.	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 conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. Opinions Introduce the concept of whole irregular verb conjugation.
Writing	Write familiar words & short phrases using a model	Write some short phrases based on familiar topics and begin to use connectives/conjunctions	Write a paragraph using familiar language incorporating	Write a piece of text using language from a variety of units covered and learn to

	or vocabulary list. EG: 'I play the piano'. 'I like apples'.	and the negative form where appropriate. EG: My name, where I live and my age.	connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	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. EG: A presentation or description of a typical school day including subjects, time and opinions.
Reading	Read familiar words and short phrases accurately by applying knowledge from	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand	Understand longer passages in the foreign language and start to decode meaning of unknown words using	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from

	'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	most of what we read in the foreign language when it is based on familiar language.	cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge,	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.

		incorporate a negative reply if and when required.	confidence and spontaneity.	Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using	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

			the decoding skills we have developed.	hearing language that has not been taught or covered.
