

AVA Progression narrative: French

Concept/Skill		Supporting documents/ reading
<p>Concept 1</p> <p>Phonological awareness</p>	<p>KS2: Students are introduced to key phonological sounds appropriate to the content studied (embedded phonics), this will enable students to develop accurate pronunciation.</p> <p>Students are introduced to French graphemes and phonemes (mirror English) and are able to identify these phonemes within words. Students are exposed to a range of words, to show/find patterns (e.g. <i>Moi</i> and <i>toi</i> – not an <i>oi</i> sound but a <i>wa</i>). Words are mainly monosyllabic. Students are exposed to a different phonological system, emphasis is placed on sound formulation and the position of the tongue, lips and teeth. Students can identify various sounds in a text (underline) They can also recognise silent letters at the end of words (s,t,d,x eg: <i>sous,vert</i>) and make <i>liaisons</i> (<i>les yeux =zyeu</i>), as well as <i>contractions</i> (<i>l'hopital</i>)</p> <p>KS3: Students consolidate their knowledge of phonics and apply this to longer pieces of text; emphasis is being put on the correlation between phonemes and graphemes and accuracy of pronunciation. Dictation skills/techniques are introduced at this key stage.</p> <p>Students can articulate the difference between graphemes in French and English and apply this knowledge to unfamiliar words. Student will apply their knowledge to longer (multisyllabic) words and blending eg- <i>boisson, oiseau</i> Students are able to identify and write sounds heard in a spoken text and can pronounce a longer sequence of text They are able to make connections between sounds and words by identifying the root word, any prefixes and suffixes in shorter passages.</p>	

	<p>They can also recognise silent letters at the end of words (s,t,d,x eg: sous,vert) and make <i>liaisons</i> (les yeux =zyeu), as well as <i>contractions</i> (l'hopital) and be able to apply this rule to a longer passage with an awareness of exceptions.</p> <p>KS4: Students are aware of key phonological differences and can apply those when speaking. They can decode listening texts and make links between phonemes and graphemes.</p> <p>Students are able to make connections between sounds and words by identifying the root word and any prefixes and suffixes in longer, more complex passages. They can recognise silent letters at the end of words (s,t,d,x eg: sous,vert) and make <i>liaisons</i> (les yeux =zyeu), mastering the idea of <i>contractions</i> (l'hopital) and be able to apply to rule to a longer passage with an awareness of exceptions within a Students are able to articulate what the rules are and can demonstrate their understanding in their own work ,within an unfamiliar context.</p>	
<p>Concept 2</p> <p>Grammatical awareness</p>	<p>KS2: Students understand basic grammar appropriate, including adjectival agreement, some high frequency verbs key features and patterns French and how these differ from or are like English. At this stage grammar is taught as part of listening/reading/speaking and NOT as a stand-alone topic.</p> <p>Students are introduced to the gender of nouns (un/une) and are aware that the word order is different in French. They are aware that adjectives “match” the noun they qualify and that they are placed mainly after the noun. Students are aware that the present tense in French encompasses both the simple and the progressive present (Je joue au foot= I play/am playing football)</p> <p>Students can use simple connectives (et, car/parce que/mais/aussi) as well as simple négatives using the ne..pas structure</p> <p>Students are introduced to key set phrases using regular and irregular verbs (je fais/je joue)</p> <p>Student are aware of the meaning of the personal pronoun “je” in both of its form (je joue/j’aime)</p> <p>KS3:</p>	

Students can identify and use tenses or other structures (time markers) which convey the present, past and conditional.

They start to manipulate a variety of key grammatical structures and patterns, they develop and a range of vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions but also, use accurate grammar, spelling and punctuation.

Students can recognise the gender of nouns using definite and indefinite articles, as well as partitive (de la musique/du chocolat)

They are aware that adjectives “match” the noun they qualify and that they are placed mainly after the noun with the exception of BAGS adjectives.

Students are introduced to comparatives and superlative adjectives and possessive pronouns in a range of contexts.

Students can use more complex connectives (cependant, néanmoins, en plus/de plus) and can « layer » their work using time markers, sequencers (puis, ensuite, après) , a range of frequencers (souvent, jamais, parfois) as well as intensifiers (très)

Students can identify high frequency adverbs in their regular or irregular form

Students can use and adapt a greater range of negative structures (ne..plus, ne...que, ne..jamais, personne/rien)

Students can recognise and justify contractions (que/qu', le/l', de/d')

Students are introduced to all subject pronouns and a range of conjugation

Students understand prepositions and how to form them.

Students are exposed to emphatic pronouns (elle, moi, toi, lui) and relative pronouns (qui/que)

Students are aware that the present tense in French encompasses both the simple and the progressive present (Je joue au foot= I play/am playing football) and can make the link with the perfect and the future tense.

KS4:

	<p>Students can identify and use tenses or other structures which convey the present, past, and future. They can use and manipulate a variety of key grammatical structures and patterns, including voices and moods, and develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. Emphasis is put on grammatical accuracy as well as spellings. Grammar is taught explicitly</p> <p>All Ks3 key grammatical knowledge is reviewed .</p> <p>Students are more fluent in the use of adjectives and are introduce to a wider range (interrogative and demonstrative: Quelles/cet/ces).They develop their understanding of a range of pronouns (direct and indirect object, demonstrative :le/la/lui/celle) and are able to use those in different contexts.</p> <p>Tenses are practiced in greater depth (present, past,future) with the introduction of the imperative,the plusperfect tense as well as the subjunctive.</p>	
<p>Concept 3</p> <p>Speaking</p>	<p>KS2: Students can engage in a short conversation as well as ask and answer questions. They can express opinions and respond to those of others with a limited range of adjectives/opinions phrases. They know can seek clarification and help (general questions). Students can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>KS3: Students can initiate and develop conversations, coping with some unfamiliar language and unexpected responses. They can express and develop ideas clearly and with increasing accuracy, speak coherently with less hesitations and with increasingly accurate pronunciation and intonation such as to be understood by a sympathetic speaker.</p> <p>KS4: Students can communicate and interact effectively in speech for a variety of purposes across a range of topics. They can take part in a short conversation, asking and answering questions, and exchanging opinions. They speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies and producing extended sequences of speech.</p>	

	<p>They can make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events, and are able to express and justify their own thoughts and points of view as well as, use accurate pronunciation and intonation such as to be understood by a native speaker.</p>	
<p>Concept 4 Listening</p>	<p>KS2: Student can listen attentively to spoken language and show understanding by joining in and responding. Students explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>KS3: Students listen to a variety of forms of spoken language to obtain information and respond appropriately, they can transcribe words and short sentences that they hear with increasing accuracy.</p> <p>KS4: Students can demonstrate general and specific understanding of different types of spoken language. They confidently follow and understand clear standard speech using familiar language across a range of specified contexts, therefore, being able to: identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language. They are confident in recognising the relationship between past, present and future events and deduce meaning from a variety of short and longer spoken texts, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes. Students recognise and respond to key information, important themes and ideas in more extended spoken text (as appropriate to their level) including authentic sources, adapted and abridged, by being able to answer questions, extract information, evaluate and draw conclusions.</p>	
<p>Concept 5 Reading</p>	<p>KS2: Students can read carefully and show understanding of words, phrases and simple writing. They appreciate stories, songs, poems and rhymes in the language whether created for their context or from original francophone authors.</p> <p>KS3:</p>	

	<p>Students can read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</p> <p>They read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas and gain a cultural awareness of the francophone world.</p> <p>KS4:</p> <p>Students understand and respond to different types of written language and understand general and specific details within texts using high frequency familiar language across a range of contexts</p> <p>They can identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events.</p> <p>Students are more confident at deducing meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes.</p> <p>They can also recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts.</p>	
<p>Concept 6</p> <p>Writing</p>	<p>KS2:</p> <p>Students can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>They can write short phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and opinions.</p> <p>KS3:</p> <p>Students can express and develop ideas clearly and with increasing accuracy, they can write creatively to express their own ideas and opinions and translate short written text.</p> <p>KS4:</p> <p>Students can write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information.</p> <p>They can produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings/contexts.</p> <p>They make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events.</p>	

	<p>Students can make independent, creative and more complex use of the language, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince.</p> <p>They can translate sentences and short texts from English into French (and French to English) to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</p>	
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