



## Together We Can

# FEDERATION OF ST JOSEPH'S INFANT, JUNIOR AND NURSERY SCHOOLS

## WHOLE SCHOOL CURRICULUM INTENT

We deliver a broad and balanced curriculum that meets the needs of all our pupils within the school community. We ensure our pupils achieve their full potential and with a growth mindset and resilience, based on our belief that 'we learn to love, we love to learn' Our curriculum is driven by:

- ❖ **A strong moral purpose based on Christ's teachings of tolerance, respect and empathy**
- ❖ **High expectations where everyone encourages pupils to be aspirational and reach their potential**
- ❖ **A wide range of opportunities for our pupils to be confident, articulate young people with strong thinking and reasoning skills and a lifelong love for learning**
- ❖ **Passionate staff who empower pupils to be confident with English and Maths skills and in a range of other subjects**
- ❖ **Preparing pupils with the skills and knowledge to thrive in a fast-changing world**
- ❖ **Teaching our pupils about their local, national and global community and encouraging them to know they can make a difference**



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## PROGRESSION PLAN FOR KNOWLEDGE AND SKILLS

### FRENCH

Knowledge, Skills and Understanding breakdown for			
YEAR 1			
Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> <li>Do they understand simple classroom commands?</li> <li>Do they understand short statements?</li> <li>Do they understand simple questions?</li> <li>Do they understand clearly spoken speech?</li> </ul>	<ul style="list-style-type: none"> <li>Can they answer with a single word?</li> <li>Can they answer with a short phrase?</li> </ul>	<ul style="list-style-type: none"> <li>Can they read and understand a single word?</li> </ul>	<ul style="list-style-type: none"> <li>Can they copy a single word correctly?</li> <li>Can they label items?</li> <li>Can they choose the right words to complete a phrase?</li> <li>Can they choose the right words to complete a short sentence?</li> </ul>
<p><i>May need a lot of help, e.g. gesture and repetition.</i></p>	<p><i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<p><i>Presented in clear script in familiar context. May need visual cues.</i></p>	

**Knowledge, Skills and Understanding breakdown for**

YEAR 2

<b>Listening and responding</b>	<b>Speaking</b>	<b>Reading and responding</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>• Do they understand a range of familiar statements?</li> <li>• Do they understand a range of familiar questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give short and simple responses to what they see and hear?</li> <li>• Can they name and describe people?</li> <li>• Can they name and describe places?</li> <li>• Can they name and describe objects?</li> <li>• Can they use (set) phrases?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they read and understand short phrases?</li> <li>• Can they read aloud single words and phrases?</li> <li>• Can they use books or glossaries to find the meanings of new words?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they copy a short familiar phrase?</li> <li>• Can they write or word-process set phrases we use in class?</li> </ul>
<p><i>May need items repeated</i></p>	<p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>		<p><i>When they write familiar words from memory their spelling may be approximate.</i></p>

**Knowledge, Skills and Understanding breakdown for**

YEAR 3 and 4

<b>Listening and responding</b>	<b>Speaking</b>	<b>Reading and responding</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>• Do they understand short passages made up of familiar language?</li> <li>• Do they understand instructions, messages and dialogues within short passages?</li> <li>• Can they identify and note the main points and give a personal response on a passage?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they have a short conversation where they are saying 2-3 things?</li> <li>• Can they use short phrases to give a personal response?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they read and understand short texts using familiar language?</li> <li>• Can they identify and note the main points and give a personal response?</li> <li>• Can they read independently?</li> <li>• Can they use a bilingual dictionary or glossary to look up new words?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they write 2-3 short sentences on &lt;a familiar topic&gt;?</li> <li>• Can they say what they like and dislike about &lt;a familiar topic&gt;?</li> </ul>
<p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>		<p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

**Knowledge, Skills and Understanding breakdown for**

YEAR 5 and 6

<b>Listening and responding</b>	<b>Speaking</b>	<b>Reading and responding</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>• Do they understand longer passages made up of familiar language in simple sentences?</li> <li>• Can they identify the main points and some details?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they hold a simple conversation with at least 3-4 exchanges?</li> <li>• Can they use their knowledge of grammar to adapt and substitute single words and phrases?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they understand a short story or factual text and note some of the main points?</li> <li>• Can they use context to work out unfamiliar words?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they write a paragraph of about 3-4 simple sentences?</li> <li>• Can they adapt and substitute individual words and set phrases?</li> <li>• Can they use a dictionary or glossary to check words they have learnt?</li> </ul>
<p>Spoken at near normal speed with no interference. May need some items to be repeated.</p>	<p>Their pronunciation is generally accurate and they show some consistency in their intonation.</p>		<p>They will draw largely on memorised language.</p>