**French Key Language progression framework for P1-7**

**Instructions for use**

The following framework has been developed based on the language progression of the **PowerLanguage Schools (PLS)** online resource, available to all schools in Argyll & Bute. The Language content in this document is taken from the assessment passports which are available in this resource. PowerLanguage Schools has an assessment document for each year which is designed to track the progress of individual pupils and share learning with parents. The document which has been produced below is a concise version of these passports. It has been developed in consultation with primary practitioners, as there was seen to be a need for a streamlined version of these documents, in order to track progress through primary and transition into secondary school.

This document is designed to be easier to use with multi-composite classes as the language progression is from P1-7. It also means that the same document can be passed on by the class teacher through the entire primary stage. At present, this document covers expected progression for P1-7. However, in future this progression framework will be developed further to create two documents- a First Level and Second Level Key Language Progression Framework. This will be created once there is a full 7 year progression pathway for French.

This document can be used to record the key language which has been taught to a class. In this case, you may wish to use the empty box to the right of the language content to indicate the date this was completed. You may also wish to use this document to track the individual progress of a pupil and use the boxes for a traffic light system of recording or date accomplished.

However, if you prefer to continue using the passport system contained within the PowerLanguage Schools (PLS) resource this is also a very effective way of tracking progress. These passports follow exactly the planning documents within the resource and are a more detailed version of the document below.

The overall aim is for P7 pupils to have had a broadly similar experience, in terms of the content of their language learning, when they enter into S1. The intention is for this document to be a user friendly way of recording progress in French throughout the primary stage.

The Language within the progression framework has been categorised into **Key Language** and **Extension Language**. Next to each example of French language you will see **PLS1, PLS2, PLS3, or PLS4**. This is the new terminology for **Year 1, 2, 3, and 4** of the PowerLanguage Schools resource. This allows you to see where you will find resources in order to teach the specific language content. On the last page of the document you will find empty boxes to record any **additional language** which has been covered in French. For example, if you have been teaching an IDL minibeast project the children may have learned the vocabulary to name minibeasts in French.

|  |
| --- |
| **Greetings/How are you?** |
| **Key Language** |  | **Extension Language** |  |
| I can say hello (*bonjour*) and goodbye (*au revoir*). PLS1 |  | I can use greetings and salutations, such as: hi (*salut*), see you tomorrow (*à demain*), have a good weekend (*bon week-end*) PLS1 |  |
| I can say how I am feeling (*Ça va bien*. *Ça ne va pas bien. Ça va comme ci comme ça*.). PLS1 |  | I can use greetings and salutations in conversation and in writing, such as: Dear (*Cher/Chère*) and See you later (*à plus*). PLS2 |  |
| I can describe some of my emotions/feelings (*Je suis triste. Je suis content / contente, etc*.). PLS2 |  | I can describe someone else’s emotions/feelings (Il/Elle est triste. Il est content / Elle est contente, etc.). PLS1 |  |
|  |  | I can talk about my physical needs and emotions such as: I am cold (J’ai froid.), I am scared (J’ai peur.), etc**.**PLS1 |  |

|  |
| --- |
| **Introductions- Talking about yourself/personal information/describing yourself** |
| **Key Language** |  | **Extension Language** |  |
| I can tell someone what my name is (*Je m’appelle….*). PLS1 |  | I can say where I live (*J’habite à Edimbourg, en Écosse*) and describe where I live (*J’habite à côté de Glasgow. C’est une grande ville, etc*.) and in what part of the country *(Au nord/Au sud de, etc*.). PLS2 |  |
| Ask someone what they are called (*Comment tu t’appelles ?*). PLS1 |  | I can say which part of my body hurts (*J’ai mal à la tête. J’ai mal au pied, etc*.). PLS2 |  |
| I can tell someone my age (*J’ai …. ans*.) PLS1 |  | I can name other parts of my body such as: the arm (*le bras),* finger *(le doigt*), etc. PLS3 |  |
| I can ask someone their age (*Quel âge tu as ?*). PLS1 |  | I can say what my school is called… (*Mon école s’appelle …)* PLS4 |  |
| I can say where I live (*J’habite à Glasgow*) PLS2 |  | I can describe my school uniform *(À l’école, je porte une jupe ou une robe.)* PLS4 |  |
| Ask someone where they live *(Où habite tu?) PLS2* |  |
| I can describe my eye colour (*J’ai les yeux marron*.) and my hair colour (*J’ai les cheveux blonds*.). PLS2 |  | I can describe the colour of my clothes *(Aujourd’hui, je porte un pull noir et un polo vert.)* PLS4 |  |
| I can name some parts of my face and body (*C’est mon nez. Voilà mes yeux, etc*.). PLS2 |  |  |  |

|  |
| --- |
| **Useful everyday phrases and questions** |
| **Key Language** |  | **Extension Language** |  |
| I can say yes (*oui*) and no (*non*). PLS1 |  | I can use a number of phrases starting with “Can I…?” (*Je peux aller aux toilettes, etc*.). PLS2 |  |
| I can say please (*s’il te plaît*) and thank you (*merci*). PLS1 |  |  |  |
| I can take part in registration (*Présent ! Présente !*). PLS1 |  |  |  |
| There is……. (Il y a) PLS1 |  |  |  |
| I can ask what something is (*Qu’est-ce que c’est ?*). PLS1 |  |  |  |
| I can talk about my likes and dislikes, using phrases like; I like red (*J’aime le rouge.*) / I do not like blue (*Je n’aime pas le bleu*.). PLS1 |  |  |  |
| Do you like red? (*Tu aimes le rouge ?* ). PLS1 |  |  |  |
| I can wish someone a happy birthday (*Joyeux Anniversaire !*) and a Merry Christmas (*Joyeux Noël !*) . PLS1 |  |  |  |
| I can tell someone if I’m having a school lunch (*Je mange à la cantine.*), a packed lunch (*Je mange un pique-nique.*) or a home lunch (*Je mange à la maison*.). PLS2 |  |  |  |

|  |
| --- |
| **Numbers** |
| **Key Language** |  | **Extension Language** |  |
| I can count to ten (*un, deux. trois, etc*.) PLS 1 |  | I can say number sentences, such as; 12 add/less 5 makes? *(12 plus/moins 5 égale* ?) PLS1 |  |
| I can count to 20 |  | I can answer questions about how many objects there are (*Il y a combien d’objets ?* ). PLS1 |  |
| I can count to 31  |  | I can count to 50 |  |
| In the context of the game “What’s the time Mr Wolf”, I can ask someone what the time is (*Quelle heure est-il M. le Loup* ?) and tell someone what time it is in o’clock times (*Il est deux heures*). PLS1 |  | I can count to 70 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Colours** |  |  |  |
| **Key Language** |  | **Extension Language** |  |
| I can say red, blue, yellow etc. (*rouge, bleu, jaune, vert, orange, noir, blanc, rose, violet, gris, marron) PLS1* |  | I can say what my favourite colour is (*Ma couleur préférée, c’est le bleu.*). PLS3 |  |
| I can use and understand phrases about colour, such as: What colour is it? (*C’est quelle couleur ?*) / It is blue (*C’est bleu*.) Touch a red object (*Touchez un objet rouge*.). PLS1 |  | I can say additional colours *(+ doré, argenté, multicolore*) light/dark (clair/foncée) PLS4 |  |

|  |
| --- |
| **Days, weather, months and seasons (Calendar daily routine)** |
| **Key Language** |  | **Extension Language** |  |
| I can tell someone which day of the week it is *(C’est lundi/mardi/etc*.). PLS3 |  | I can say the date of my birthday (*Mon anniversaire, c’est le 24 décembre)*. PLS1 |  |
| I can talk about the weather such as: saying whether it is cold (*Il fait froid.)* or hot *(Il fait chaud.),* raining *(Il pleut.)* or sunny *(Il y a du soleil.), etc. pls3* |  | I can talk about what the weather is typically like in different seasons, such as: In winter, it is cold and it snows (*En hiver, il fait froid et il neige.*). PLS3 |  |
| I can say what season of the year it is: winter (*C’est l’hiver*), spring (*C’est le printemps),* summer (*C’est l’été)* or autumn (*C’est l’automne). PLS3* |  | I can say what my favourite season is (*Ma saison préférée, c’est …*). PLS3 |  |
| I can tell someone which month it is (*C’est le mois de mars.*) and I can say the date (*C’est jeudi 12 avril*). PLS1 |  |  |  |

|  |
| --- |
| **Classroom Instructions** |
| **Key Language** |  | **Extension Language** |  |
| I can understand and use some classroom instructions (*Écoutez / Répétez / Regardez / Levez la main, etc*.). PLS1 |  | I can follow and use a good range of classroom instructions such as Travaillez en silence/en groupe/deux par deux, etc. PLS2 |  |
| I can understand some simple classroom instructions (*Asseyez-vous / Levez-vous / Levez la main, etc*.). PLS2 |  | I can understand instructions for lining up (*Rangez-vous.*) and going in (*Entrez.*) or out (*Sortez.*) of my classroom. PLS3 |  |
|  |  | I can understand instructions for tyding up (*Rangez*) chairs (*les chaises*), tables (*les tables), etc. PLS3* |  |
|  |  | I can understand instructions for putting down and picking up objects *(Posez/Prenez)* PLS4 |  |
|  |  | I can understand instructions to be used around the school (*Marchez en silence/ Ne courez pas / Marchez à droite / Marchez à gauche*) PLS4 |  |

|  |
| --- |
| **Family** |
| **Key Language** |  | **Extension Language** |  |
| I can introduce some members of my family: my mum (*C’est ma maman.*), my dad (*mon papa*), my sister (*ma soeur*) and my brother (*mon frère*). PLS2 |  | I can say what members of my family are called (*Mon papa s’appelle Jim*). PLS2 |  |
|  |  | How old they are (*Ma soeur a 15 ans.). PLS2* |  |
|  |  | I can say how many brothers and/or sisters I have or don’t have (*J’ai une soeur mais je n’ai pas de frère.). PLS2* |  |

|  |
| --- |
| **Pets** |
| **Key Language** |  | **Extension Language** |  |
| I can say what pet I have at home (*Moi, j’ai un chat*.) or that I don’t have a pet (*Je n’ai pas d’animal*.). PLS2 |  | I can say what pet I would like to have (*Je voudrais un chien*.). PLS2 |  |
|  |  | I can talk about a pet (*C’est un lapin*.), say its name (*Il s’appelle Pinpin*.) and describe its colour (*Il est blanc et marron.*). PLS2 |  |
|  |  | I can give a very simple description of an animal: its size (*Il est grand / Il est petit.*) and its colour (*Il est gris.*). PLS2 |  |
|  |  | I can ask someone to describe an animal (Il/elle est comment ?). PLS2 |  |
|  |  | I can describe a pet or another animal, using adjectives of size and colour, and words for parts of an animal’s body (*Elle a 4 pattes, elle a des poils, etc*.). PLS2 |  |

|  |
| --- |
| **Verbs/Actions** |
| **Key Language** |  | **Extension Language** |  |
| I can describe some movements I am making such as: I am running (*Je cours*.), I am jumping (*Je saute*.), etc. PLS3 |  |  |  |

|  |
| --- |
| **Hobbies/Sports** |
| **Key Language** |  | **Extension Language** |  |
| I can say what sport or activity I like doing using I like (*J’aime*) or I love (*J’adore*). PLS3 |  | I can say what sport or activity I like doing using phrases such as: I like a lot (J’aime beaucoup) or I quite like (*J’aime bien*). PLS3 |  |
| I can say what sport I practise such as: playing football (*Je fais du football.*) or dancing (*Je fais de la danse*.). PLS3 |  | I can talk about what I like doing in my spare time such as: watching telly (*regarder la télé*), reading (*lire*), listening to music (*écouter de la musique*), etc. PLS3 |  |

|  |
| --- |
| **P5-7**  |
| **Key Language** |  | **Extension Language** |  |
| I can spell out my name (*Ça s’écrit….*). PLS1 |  | I can ask someone how their name is spelt (*Comment ça s’écrit?)PLS1* |  |
| I can tell someone my nationality (*Je suis écossais*.) and I can tell someone the nationality of someone else (*Il est français*.). PLS1 |  | I can tell what someone looks like and describe aspects of their personality (*Il est grand/ Elle est grande, Il est timide/Elle est sérieuse, etc*.). PLS2 |  |
| I can say if something is French (*C’est français*.) or Scottish (*C’est écossais*.). PLS1 |  | Saying if objects belong to you  *(C’est mon crayon, ma gomme, Ce sont mes ciseaux) PLS4* |  |
| I can say which country I live in (*J’habite en Écosse*.) and I can say which country someone else lives in (*Il/Elle habite en France*.). PLS1 |  | Describing objects *(Ma trousse est grande et noire.**C’est un stylo bleu.) PLS4* |  |
| I can say if something is in France (*C’est en France*.) or in Scotland (*C’est en Écosse*.). PLS1 |  | I can talk about the people around the school *(C’est la maîtresse, elle s’appelle Mme Brown, elle aime …) PLS4* |  |
| I can say and write the date (Aujourd’hui, c*’est jeudi 12 avril*). PLS1 |  | I can say what furniture there is in my classroom *(Dans ma classe il y a des tables, un tableau, etc.)* PLS4 |  |
| I can count to 69 and I can use phrases such as; What number is it? (*C’est quel nombre* ?), 24 add/less 12 makes? (*24 plus/moins 12 égale* ?) and how many objects are in front/behind (*Il y a 5 objets devant/derrière*.). PLS1 |  | I can name rooms and spaces in the school *(C’est la cour de récréation/la cantine. Ce sont les toilettes.) PLS4* |  |
| I can use greetings and salutations in writing, such as: Dear (*Cher/Chère*) PLS2 |  | I can position objects in the class using *(sur, sous, devant, derrière, dans, entre, à droite de, à gauche de) PLS4* |  |
| I can say which class I am in (*Je suis en classe de P5.*) and what my school is called (*Mon école s’appelle…*).PLS2 |  |  |  |
| I can say what subjects I am studying at school (*Aujourd’hui, on fait de la musique/des maths/du sport.*) and talk about my favourite school subjects (*Mes matières préférées sont….*). PLS2 |  |  |  |
| I can describe some aspects of my personality (*Je suis timide, sportif, sportive, etc*.). PLS2 |  |  |  |
| Saying what objects there are in your pencil case/in your classroom (Dans ma trousse il y a un crayon, une gomme, etc.) PLS4 |  |  |  |
| Giving directions *(Allez tout droit.Tournez à gauche, à droite. Continuez.)* PLS4 |  |  |  |

|  |
| --- |
| **Additional Language** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |