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| **French KS2 Learning Journal Year 5** | | | |
| **AUTUMN** | **Speaking:** | **Writing:** | **Reading and Listening:** |
| **Mastery** | * + I can introduce myself and ask others about themselves | * + I combine my learning to construct paragraph giving lots of information about myself | * + I demonstrate a clear understanding when presented with a paragraph on a familiar topic |
| **Secure** | * + I can follow an example to talk about myself and others | * + Following a model, I can write about myself | * + I can select relevant information from a series of sentences |
| **Developing** | * + I can introduce myself and sing along to familiar songs | * + With support, I can create simple sentences to introduce myself | * + I can listen to key rhythms and sound patterns to locate information |
| **Emerging** | * + I can join in with simple songs | * + I can copy key words | * + I can listen to the rhythm of French in a range of songs |
| **SPRING** | **Speaking:** | **Writing:** | **Reading and Listening:** |
| **Mastery** | * + I can discuss the content of my pencil case and classroom | * + I can adapt familiar sentences to create my own. | * + I can apply self-manager skills to work out the meaning of unfamiliar vocabulary |
| **Secure** | * + I can describe the colour of pencil case items | * + I can write phrases about my pencil case from memory | * + I can read and listen to a short text and locate key information |
| **Developing** | * + I can talk about items in my pencil case | * + I can follow an example to write about my pencil case | * + I can locate key words in simple sentences, using vocabulary sheets to help me |
| **Emerging** | * + I can state some items in my classroom and pencil case | * + With support, I can create simple sentences about my pencil case | * + I can identify familiar key words |
| **SUMMER** | **Speaking:** | **Writing:** | **Reading and Listening:** |
| **Mastery** | * + I can engage in a conversation about imaginary monsters | * + I can select the correct from of *avoir* and *être* when describing in the third person. | * + I can locate key information from extended paragraphs |
| **Secure** | * + I can describe an imaginary monster | * + From memory, I can write sentences to describe a range of imaginary monsters | * + I can identify relevant information within paragraphs |
| **Developing** | * + I can make statements about made up monsters | * + I can write statements about an imaginary monster | * + I can locate relevant information from simple sentences |
| **Emerging** | * + I can list some body parts | * + I can fill in the gaps to describe a monster | * + I can use a vocabulary sheet to locate familiar words |

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| *National Curriculum Aim* | **Speaking:**   * *speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation* | **Writing:**   * *write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt* | **Reading and Listening:**   * *understand and respond to spoken and written language from a variety of authentic sources* * *discover and develop an appreciation of a range of writing in the language studied.* |
| *My personal progress: Year 5*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Baseline score* | *Autumn* | *Spring* | *Summer* | *Target* | |  |  |  |  |  | | | | |