

French		KS2 Learning Journal		Year 6	2023 2024
AUTUMN	Speaking:	Writing:	Reading and Listening:		
Mastery	<input type="checkbox"/> I can give a detailed explanation about myself and others	<input type="checkbox"/> I combine my learning to construct paragraphs in the first and third person, using the correct syntax	<input type="checkbox"/> I demonstrate a clear understanding when presented with texts on a familiar topic		
Secure	<input type="checkbox"/> I can follow an example to talk about myself and others	<input type="checkbox"/> Following a model, I can write about myself and others	<input type="checkbox"/> I can select relevant information from increasingly long passages		
Developing	<input type="checkbox"/> With support, I can give detailed information about myself	<input type="checkbox"/> With support, I can create simple sentences to describe myself	<input type="checkbox"/> I can use the sentence builder to locate and understand key phrases linked to the topic		
Emerging	<input type="checkbox"/> I can give basic information about myself	<input type="checkbox"/> I can copy key words	<input type="checkbox"/> I can locate key vocabulary from spoken and written passages about a familiar topic		
SPRING	Speaking:	Writing:	Reading and Listening:		
Mastery	<input type="checkbox"/> I can discuss pets and engage increasingly more complex discussion	<input type="checkbox"/> I can adapt familiar sentences to create my own.	<input type="checkbox"/> I can apply my prior knowledge to work out the meaning of new words in familiar contexts		
Secure	<input type="checkbox"/> I can ask and answer questions about pets using an increasingly convincing accent	<input type="checkbox"/> I can write phrases about pets from memory	<input type="checkbox"/> I can read and listen to a text and locate key information		
Developing	<input type="checkbox"/> I can respond to questions about pets	<input type="checkbox"/> I can follow an example to write about pets	<input type="checkbox"/> I can listen to key rhythms and sound patterns to locate information		
Emerging	<input type="checkbox"/> I can link phonics sounds to new vocabulary to improve my pronunciation	<input type="checkbox"/> With support, I can create simple sentences about pets	<input type="checkbox"/> I can identify key topic vocabulary within songs		
SUMMER	Speaking:	Writing:	Reading and Listening:		
Mastery	<input type="checkbox"/> I can engage in a conversation to discuss similarities and differences between France and England	<input type="checkbox"/> I can apply time adverbials to write about the school day in chronological order	<input type="checkbox"/> I can extract key information from a range of sources		
Secure	<input type="checkbox"/> I can use conjunctions to extend my spoken sentences	<input type="checkbox"/> From memory, I can write sentences about the school day	<input type="checkbox"/> I can identify relevant information within a range of sources		
Developing	<input type="checkbox"/> I can list school subjects and express and opinion	<input type="checkbox"/> I can write statements about the school day	<input type="checkbox"/> I can locate school related information from simple texts		
Emerging	<input type="checkbox"/> I can identify similarities between French and English words	<input type="checkbox"/> I can express my opinion, in written form, about some subjects	<input type="checkbox"/> I can use a vocabulary sheet to locate familiar words		

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<i>National Curriculum Aim</i>	<p>Speaking:</p> <ul style="list-style-type: none"> • <i>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</i> 	<p>Writing:</p> <ul style="list-style-type: none"> • <i>write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</i> 	<p>Reading and Listening:</p> <ul style="list-style-type: none"> • <i>understand and respond to spoken and written language from a variety of authentic sources</i> • <i>discover and develop an appreciation of a range of writing in the language studied.</i> 		

My personal progress:

<i>Baseline score</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>	<i>Target</i>