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