



Wortham Primary School

EYFS Skills and Knowledge Progression Document

Subject area: French

Age 3 to 4

Communication and Language - Listening, Attention and Understanding & Speaking

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Start a conversation with an adult or a friend and continue it for many turns.

Literacy – Comprehension

- Engage in extended conversations about stories, learning new vocabulary.

Understanding the World - People, Culture and Communities

- Notice differences between people.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design - Being Imaginative and Expressive

- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs

Reception

Communication and Language - Listening, Attention and Understanding & Speaking

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.

	<ul style="list-style-type: none"> • Learn rhymes, poems and songs <p>Understanding the World - People, Culture and Communities</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. <p>Expressive Arts and Design - Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing in a group or on their own (<i>increasingly matching the pitch and following the melody</i>)
ELG	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>ELG: Literacy - Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Understanding the World - People, Culture and Communities</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: Expressive Arts and Design - Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

