

French KS2 Learning Journal Year 5 2023 2024			
AUTUMN	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I can introduce myself and ask others about themselves	<input type="checkbox"/> I combine my learning to construct paragraph giving lots of information about myself	<input type="checkbox"/> I demonstrate a clear understanding when presented with a paragraph 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	<input type="checkbox"/> I can select relevant information from a series of sentences
Developing	<input type="checkbox"/> I can introduce myself and sing along to familiar songs	<input type="checkbox"/> With support, I can create simple sentences to introduce myself	<input type="checkbox"/> I can listen to key rhythms and sound patterns to locate information
Emerging	<input type="checkbox"/> I can join in with simple songs	<input type="checkbox"/> I can copy key words	<input type="checkbox"/> I can listen to the rhythm of French in a range of songs
SPRING	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I can discuss the contents of my pencil case and classroom	<input type="checkbox"/> I can adapt familiar sentences to create my own.	<input type="checkbox"/> I can apply self-manager skills to work out the meaning of unfamiliar vocabulary
Secure	<input type="checkbox"/> I can describe the colour of pencil case items	<input type="checkbox"/> I can write phrases about my pencil case from memory	<input type="checkbox"/> I can read and listen to a short text and locate key information
Developing	<input type="checkbox"/> I can talk about items in my pencil case	<input type="checkbox"/> I can follow an example to write about my pencil case	<input type="checkbox"/> I can locate key words in simple sentences, using vocabulary sheets to help me
Emerging	<input type="checkbox"/> I can state some items in my classroom and pencil case	<input type="checkbox"/> With support, I can create simple sentences about my pencil case	<input type="checkbox"/> I can identify familiar key words
SUMMER	Speaking:	Writing:	Reading and Listening:
Mastery	<input type="checkbox"/> I can engage in a conversation about imaginary monsters	<input type="checkbox"/> I can select the correct from of <i>avoir</i> and <i>être</i> when describing in the third person.	<input type="checkbox"/> I can locate key information from extended paragraphs
Secure	<input type="checkbox"/> I can describe an imaginary monster	<input type="checkbox"/> From memory, I can write sentences to describe a range of imaginary monsters	<input type="checkbox"/> I can identify relevant information within paragraphs
Developing	<input type="checkbox"/> I can make statements about made up monsters	<input type="checkbox"/> I can write statements about an imaginary monster	<input type="checkbox"/> I can locate relevant information from simple sentences
Emerging	<input type="checkbox"/> I can list some body parts	<input type="checkbox"/> I can fill in the gaps to describe a monster	<input type="checkbox"/> I can use a vocabulary sheet to locate familiar words

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National Curriculum Aim	Speaking: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt		Reading and Listening: <ul style="list-style-type: none">• 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	