

## **Aims of Language programme of study:**

The national curriculum for languages aims to ensure that all pupils

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

## **Key Stage 2 National Curriculum Expectations**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structure
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## How we are meeting Age Related Expectations

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	Understand spoken words and phrases including classroom language and praise words <b>e.g. écoutez, levez-vous, bravo</b>	Understand basic questions and identify key points in a few short spoken sentences <b>e.g. Q &amp; A lesson openers</b> <b>Listening for opinions about sports</b>	Understand the main points and some detail in a short text when spoken slowly and clearly. <b>e.g. Identifying classmates from paragraph of basic information read aloud</b>	Understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. <b>e.g. when listening to alibis</b>
	Follow along and repeat key words from a song, rhyme or poem. <b>e.g. the songs- "Quel âge as-tu?", "Bonjour! Salut!"</b>	Join in the re-telling/playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases. <b>e.g. "Le Gruffalo"</b> <b>Tu as un animal? Song</b> <b>Le facteur rhyme and game</b>	Join in with familiar stories, songs, rhymes or poems or parts of them when listening to the source material. <b>e.g. Je suis une pizza</b>	Produce from memory familiar parts of known stories, songs, rhymes and poems. <b>e.g. remembering phrases from "Une patate à vélo"</b>
	Identify letter sounds in another language and use them to help understanding. <b>e.g. looking at pronunciation differences of French words used in English</b> <b>e.g. croissant</b>	Use strings of letter sounds to help me understand new words. <b>e.g. family vocab- look for recurring patterns</b>	Listen and apply knowledge of letter sounds to help understand more complex new words and short phrases. <b>e.g. Fun French Plays- "Rapunzel et La Tour Eiffel"</b>	Listen and apply knowledge of letter sounds to help understand new phrases or short sentences. <b>e.g. est-ce que ça se peut?</b> <b>Ça ne se peut pas!</b>
<b>Listening (&amp; writing)</b>	Listen to the phoneme in isolation	Listen to high-frequency familiar words when	Listen to and write familiar words	Write individual words accurately, building from

	<p>and write it accurately.  <b>e.g. listening to names spelt out, hangman in pairs</b></p>	<p>spoken slowly and clearly and apply in writing with understandable spelling.  <b>e.g. Table surveys of pets and picnic foods</b></p>	<p>reasonably accurately by applying phonic knowledge when spoken slowly and clearly.  <b>e.g. transcribing lists of pizza toppings</b></p>	<p>written syllables or write short phrases with understandable spelling, when delivery is slow, clear and repeated. <b>e.g. Listening to “alibis” and recording to find inconsistencies.</b></p>
<b>Reading</b>	<p>Understand some familiar written words and short phrases.  <b>e.g. body parts and j'ai mal, je porte and clothing</b></p>	<p>Read and understand a range of familiar written phrases and simple sentences.  <b>e.g. Word wall in class, stories such as “Ours Brun”</b></p>	<p>Read and understand a short text made up of short sentences with familiar language on a familiar topic.  <b>e.g. instructions to make a pizza</b></p>	<p>Read and understand a text made up of a range of sentences with some familiar language on a familiar topic.  <b>e.g. “Une patate...”</b></p>
	<p>Use the visual cues and context to follow the gist of a short text  <b>e.g. La chenille qui fait des trous</b></p>	<p>Identify the overall type of text from contextual cues and a few familiar words and start to use prior knowledge to work out meaning.  <b>e.g. story- Le Gruffalo, song- La Francophonie, rhyme- Le Facteur</b></p>	<p>Spot new words introduced into short sentences made up of a familiar material and use prior knowledge of the TL and English and the surrounding words to guess their meaning.  <b>e.g. spotting changes in recipe to make a sandwich</b>  <b>e.g. working with realia such as gift catalogue pages</b></p>	<p>Work out meaning of new language introduced into a text made up of mainly familiar material and use prior knowledge of the TL and English and the surrounding words to work out meaning.  <b>e.g. “Une patate...”</b></p>
	<p>Use a word list to locate specific words.  <b>e.g. Cue cards around classroom</b></p>	<p>Use a word list (or dictionary or online resource) to check the spelling of a word.  <b>e.g. dictionary lesson on animals and use of</b></p>	<p>Appreciate how to use a bi-lingual dictionary and know that there may be more than one entry for each word.</p>	<p>Use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</p>

		<b>dictionaries for graffiti wall</b>	Find the meanings of new words. <b>e.g. using dictionaries to make a gift catalogue</b>	<b>e.g. When writing own version of “Une patate....”</b>
<b>Speaking and Reading</b>	Read aloud some words and phrases applying some phonics knowledge  <b>e.g. Sharing of written work</b>	Match sound to print, by reading aloud familiar words and short sentences, applying some phonics knowledge.  <b>e.g. table surveys on animals and picnic food</b>	Read short phrases and sentences accurately that contain mostly familiar language, applying phonics knowledge.  <b>e.g. reading aloud mini books</b>	Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonics knowledge.  <b>e.g. reading alibis</b>
	Ask and answer simple pre-learned questions from memory and use several short phrases and questions in predictable classroom interaction  <b>e.g. Lesson starters always include Q &amp; A</b>	Rehearse and perform short role plays drawing on one topic with 2-3 exchanges and secure pronunciation.  <b>e.g. using word wall to interview partner</b>	Ask and answer simple questions on the current topic. Can adapt models successfully to give own information, including simple opinions, substituting individual words.  <b>e.g. talking about school subjects</b>	Ask and answer simple questions on a few familiar topics, including expressing opinions and responding to those of others.  <b>e.g. Asking and answering about favourite things</b>
	Repeat and say familiar words and short simple phrases, using understandable pronunciation  <b>e.g. Asking for breakfast items</b>	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation.  <b>e.g. giving opinions on sport and sharing aloud written work on families</b>	Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.  <b>e.g. when playing production games on new topics</b>	Use phrases and simple sentences independently (or more complex sentences with support) to describe people, places, things and actions, with good pronunciation. <b>e.g. when giving alibis</b>
<b>Writing</b>	Write some single words from memory, with plausible spelling	Write simple words and several short phrases from	Write words, phrases and short simple sentences from memory	Write a short, simple text from memory, using simple sentences from

	<b>e.g. Brainstorming how many fruits can you remember?</b>	memory with understandable spelling. <b>e.g. writing phrases about families on whiteboard for guess who?</b>	from a familiar topic with understandable spelling. <b>e.g. Ma pizza préféré c'est....</b>	familiar topics, with understandable spelling. <b>e.g. remembering alibis</b>
	Copy words and short phrases accurately. <b>e.g. Worksheet where gap-filling get more challenging</b>	Write words and phrases accurately using support such as a model or word bank to check spellings. <b>e.g. family tree activity</b>	Write sentences accurately on a few topics using a model or a writing frame for support. <b>e.g. writing a recipe for pizza/sandwich</b>	Write a few simple, possibly complex sentences accurately using support such as dictionaries, a model or a writing frame. <b>e.g. writing alibis</b>
	Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). <b>e.g. Je porte un T-shirt...</b>	Change a range of elements in sentences to create new sentences using a model. (e.g. change the noun or adjective or verb or qualifier) <b>e.g. Dessine un monstre</b>	Use a short text as a starting point for an independent piece of writing on a familiar topic, using reference materials to redraft and improve accuracy. <b>e.g. when making town triarama</b>	Use a text as a starting point for an independent piece of writing on familiar topics, using reference materials to redraft and improve accuracy. <b>e.g. Short text on favourite things</b>

<b>Grammar</b>	Use indefinite articles in the singular with masculine and feminine nouns <b>e.g. When using je voudrais and je porte</b> Recognise definite articles and plural indefinites. <b>e.g. la tête, la bouche je porte des chaussettes</b>	Use indefinite articles in singular and plural and definite articles in both singular and plural. <b>e.g. j'ai un chien, je voudrais des raisins, j'aime les chiens, le foot, la natation</b> Use the definite article with verbs of like/dislike and verbs of sport	Use definite and indefinite articles with increasing accuracy. <b>e.g. in talking about pizza toppings</b> Can use the connectives parce que/ car. <b>e.g. Ça val mal parce que...</b> Agree adjectives for number and gender	Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. <b>e.g. when writing about favourite things</b>  Use gender and articles (singular and plural) showing knowledge of the patterns learnt but still frequent errors and
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	<p>Recognise the definite article with verbs of like/dislike or sports/il y a..</p> <p><b>e.g. j'aime les pommes, also constructions like j'ai mal à la tête, au nez</b></p> <p>Form regular plural nouns</p> <p><b>e.g. C'est une banana, j'aime les bananes</b></p> <p>Identify adjective and noun position.</p> <p><b>e.g Je porte un t-shirt vert</b></p> <p>Use some singular masculine adjectives correctly.</p> <p><b>e.g. un stylo bleu</b></p> <p>Use the high-frequency verb forms in the 1<sup>st</sup> person (e.g. j'ai, je suis confidently).</p> <p><b>e.g. J'ai sept.ans</b></p> <p><b>Je suis contente</b></p> <p><b>J'aime les fruits</b></p> <p>Use of the negative "Ne..pas"</p> <p><b>e.g. Je n'aime pas les ananas</b></p>	<p><b>e.g. J'aime les chats, jouer au cricket, faire du vélo</b></p> <p>Use a variety of plural nouns including some irregular ones.</p> <p><b>e.g. animals- les oiseaux</b></p> <p>Use adjectives (agreement and position) with more confidence.</p> <p><b>e.g. Dessine un monstre activity</b></p> <p>Can use the connectives and but and also.</p> <p><b>e.g. lists of animals, siblings, descriptions</b></p> <p>Use the high frequency verb forms in the 1<sup>st</sup> and 2<sup>nd</sup> (e.g. j'ai, tu as, je suis, tu es) confidently.</p> <p><b>e.g. questions and answers- Tu aimes le sport?, Tu as un animal?</b></p> <p><b>Tu habites-où?</b></p> <p>Use of the negative "Ne..pas"</p> <p><b>e.g. je n'ai pas d'animal, je n'ai pas de frères où des sœurs, je n'aime pas le foot.</b></p>	<p>after "because it is/they are."</p> <p><b>e.g. expressing opinions about school subjects</b></p> <p>Use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person several regular verbs in the verbs in the present tense in addition to the irregular high frequency verbs.</p> <p><b>e.g. aimer, jouer, avoir, être</b></p> <p>Use time phrases such as the days of the week in sentence formation.</p> <p><b>e.g. talking about school day and leisure activities</b></p>	<p>omissions in independent use.</p> <p><b>e.g. when writing alibis</b></p> <p>Agree adjectives for number and gender after it is/they are, but still makes errors.</p> <p><b>e.g. when giving reasons for preferences -parce que c'est... / ce sont....</b></p> <p>Can use the verbs "to be" and "to have" in several different contexts, still with some errors.</p> <p><b>e.g. in alibi- je suis allé(e)</b></p> <p><b>j'ai mangé as well as simpler sentences</b></p> <p>Can use subordinating connectives (if, because) and some may be able to use "which".</p> <p><b>e.g. creating sentences for mini book "Est-ce quer ça se peut?"- une tomate qui chante etc.</b></p>
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