**National Curriculum:**

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**

**Pupils should be taught to:**

♣ 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 structures

♣ 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 2 & Year 3** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Fruits** | Flash back:  I can recall different colours | Flash back:  I can say ‘my name is…’ in French. | Flash back:  I can say ‘how are you?’ in French. | Flash back:  I can respond to ‘how are you?’ in French. | Flash back:  I can say ‘goodbye’ in French |
| will be able to recognise, recall and spell five different fruits with the singular indefinite article/determiner in the foreign language. | I will be able to recognise, recall and spell a further five different fruits with the singular indefinite article/determiner in the foreign language. | I will be able to say the ten fruits introduced in the previous two lessons in plural form. | I will be able to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure ‘I like…’. | I will be able to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure ‘I do not like…’. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 4, Year 5 and Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **As-tu un animal?**  **Do you have a pet?** | Flash back:  I can recall some items in the classroom | Flash back:  I can answer the question, What is in your pencil case? | Flash back:  I can recall numbers 1-31 | Flash back:  I can say the date | Flash back:  I can say when my birthday is. |
| I will be able to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language. | I will be able to use the irregular high frequency verb ‘I have’, along with the conjunction ‘and’ in order to say which pets they have. | I will be introduced to the structure ‘that is called’ in the foreign language, to allow them to introduce their pets. | I will be introduced to negative structures in the foreign language, as they will be expected to say which animals they do not have as pets. | I will be able to use the conjunction ‘but’ to make their sentences more complex and interesting in the foreign language. |