**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.

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| **Year 2 & Year 3** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Les couleurs et les nombres**  **(Colours & Numbers)** | Flash back:  I can greet people in French. | 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 | Flash back:  I can say ‘see you later’ in french |
| I will be able to recognise and recall five different colours in French | I will be able to recognise and recall a further five different colours in the foreign language. | I will be able to l consolidate all ten colours introduced in the unit so far through a variety of listening and speaking activities. | I will be able to recognise and recall numbers 1-5 in the foreign language. | I will be able to recognise numbers 6-10 in the foreign language. | I will be able to consolidate all numbers from 1-10 in the foreign language through a variety of listening and speaking activities. |

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| **Year 4, Year 5 and Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Ma famille**  **(My Family)** | Flash back:  I can recall the seven days of the week | Flash back:  I can recall the twelve months of the year | Flash back:  I can recall numbers 1-31 | Flash back:  I can say the date | Flash back:  I can say when my birthday is | Flash back:  I can write down the seven days of the week |
| I will be able to recognise, recall and spell different family members with the correct definite article/determiner in the French | I will be able to consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective ‘my’ in French with increasing accuracy. | I will be able to ask and answer the question ‘do you have any siblings?’ in the French | I will be able to consolidate the language needed to introduce their own/ fictitious family members in French. This will involve moving from 1st person singular ‘I am called’ to 3rd person singular ‘he/she is called’. | I will be introduced to numbers 1-70 in the French and will use this knowledge to be able to say how old their own/ fictitious family members are. | I will be able to revise and consolidate all language covered in the unit and complete the end of unit assessment. |