**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 salutations**  **Greetings**  **(Yr2)** | To know some very basic greetings in French. | To know how to say ‘my name is…’ in French. | To know how to say ‘how are you?’ in French. | To know how to respond to the question ‘how are you?’ in French. | To know how to say ‘goodbye’ in French | To know how to say ‘see you later’ in the foreign language.  Assessment: To know how to say some basic greetings in French. |

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| **Year 4, Year 5 & Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **La date**  **The date (Y5/6)** | To know how to recognise, recall and spell the seven days of the week in French with the aim of using this knowledge to form a short sentence about what day of the week it is today. | To know how to recognise, recall and spell the twelve months of the year in French | To know how to recognise, recall and spell numbers 1-31 in French | To know the structure necessary to say the date in the foreign language | To know how to say the date by learning how to say when their birthday is in the foreign language. | Assessment: To complete the end of unit assessment. |