**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 |
| **I am learning French** | Flash back:  I can recall five different colours in French | Flash back:  I can recall five more colours in French | Flash back:  I can recall numbers 1-10 | Flash back:  I can respond to ‘how are you?’ in French. | Flash back:  I can say ‘goodbye’ in French |
| I will be introduced to the Francophone world and French as a subject on their curriculum. | I will be able to say ‘hello’, ‘goodbye’, as well as ask and answer the question ‘how are you?’ in the foreign language. | I will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question ‘what is your name?’ in the foreign language. | I will be able to recognise, recall and spell numbers 1-10 in the foreign language. | I will be able to recognise, recall and spell ten different colours in the foreign language with the aim of using this knowledge to say what their favourite colour is by the end of the lesson. |

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| **Year 4, Year 5 and Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **En Classe**  **In the classroom** | Flash back:  I can recall the different members of my family | Flash back:  I can answer the questions ‘ do you have any siblings? | 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 seven different classroom items with their indefinite articles/determiners in the foreign language. | I will be able to recognise, recall and spell a further five different classroom items with their indefinite articles/determiners in the foreign language. | w I will be able to ask and answer the question: ‘what is in your pencil case?’ in the foreign language. | I will revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit. | I will revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases. |