

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

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.

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying

	KS2 NC	Y3	Y4	Y5	Y6
Speaking & Pronunciation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 	<p>I can</p> <ul style="list-style-type: none"> - ask and/or answer simple questions - form simple statements with information including the negative - practise speaking with a partner - use short phrases to give information - begin to adapt phrases from a rhyme/song - repeat short phrases accurately, including liaison of final consonant before vowel - listen and repeat key phonemes with care - introduce self to a partner with simple phrases - recognise and use adjectives 	<p>I can</p> <ul style="list-style-type: none"> - recognise and answer simple questions which involve giving personal information - begin to form opinion phrases - begin to use conversational phrases for purposeful dialogue - use a model to form a spoken sentence - speak in full sentences using known vocabulary - compare sounds and spelling patterns with English - listening and repeating further key phonemes with care - rehearse and perform a short presentation 	<p>I can</p> <ul style="list-style-type: none"> - form a question in order to ask for information - present factual information in extended sentences including justification - rehearse and recycle extended sentences orally - plan and present a short descriptive text - use intonation and gesture to differentiate between statements and questions - make realistic attempts at pronunciation of new, vocabulary - listen and repeat key phonemes with care applying pronunciation rules - adapt a story and retell to the class - use adjectives with correct placement and agreement 	<p>I can</p> <ul style="list-style-type: none"> - develop extended sentences to justify a fact or opinion - plan, ask and answer extended questions - engage in conversation and transactional language - plan and present a short text - modify, express and compare opinions - discuss strategies for remembering and applying pronunciation rules - speak and reading aloud with increasing confidence and fluency - compare and apply pronunciation rules or patterns from known vocabulary - give a presentation drawing upon learning from a number of previous topics
Listening	<ul style="list-style-type: none"> - 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 	<p>I can</p> <ul style="list-style-type: none"> - listen and respond to single words and short phrases - follow verbal instructions in French - to objects or images with a phrase or other verbal response - listen and identify key words in rhymes and songs and joining in - begin to identify vowel sounds and combinations - listen and notice rhyming words 	<p>I can</p> <ul style="list-style-type: none"> - identify items by colour and other adjectives - listen and select information - listen to songs, joining in with words and noticing sound patterns - notice and begin to predict key word patterns and spelling patterns - use skills to decode vocabulary 	<p>I can</p> <ul style="list-style-type: none"> - listen and gist information from an extended text using language - listen and follow the sequence of a story, song or text including some unfamiliar language - match unknown written words to new spoken words - recognise blends of sounds and selecting words to recognise common spelling patterns 	<p>I can</p> <ul style="list-style-type: none"> - use prepositions to indicate the location of objects relative to something - understand directional language and phrases and prepositions to describe how to get to places eg the route to school - recognise present and near future tense sentences (using aller + infinitive) - recall and perform an extended song or rhyme - listen to stories, songs or texts in French
Reading & Writing	<ul style="list-style-type: none"> - 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 	<p>I can</p> <ul style="list-style-type: none"> - recognise some familiar words in written form - read aloud some words from simple songs, stories and rhymes - begin to develop dictionary skills - identify cognates and near cognates - recall and write simple words from memory - experiment with simple writing, copying with accuracy - recognise and use adjectives of colour and size 	<p>I can</p> <ul style="list-style-type: none"> - notice and discuss cognates and beginning to identify language detective strategies - follow a short text or rhyme, listening and reading at the same time - become familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words - use cognates and near cognates along with other detective skills to gist information - selecting and writing short words and phrases - make short phrases or sentences using word cards - use adapted phrases to describe an object or person 	<p>I can</p> <ul style="list-style-type: none"> - recognise features of different text types - use a range of language detective strategies to decode new vocabulary including context and text type - read and adapt a range of different format short texts - confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words - use contextual clues and cues to gist and make predictions about meanings - gist information from an extended text - use existing knowledge of vocabulary and phrases to create new sentences - complete a gapped text with key words/phrases - write a short text using word and phrase cards to model or scaffold - using different adjectives, with correct positioning and agreement - use language of metaphor and comparison 	<p>I can</p> <ul style="list-style-type: none"> - make increasingly accurate attempts to read unfamiliar words and phrases - read and use language detective skills to assess meaning including sentence structure - read and responding to, an extract from a story, an e-mail message or song - read short authentic texts for enjoyment or information - use a bilingual dictionary to select alternative vocabulary for sentence building - choose words, phrases and sentences and writing as a text or captions - construct a short text on a familiar topic - use a wide range of descriptive phrases - recognise and use verbs in different tenses
Grammar	<ul style="list-style-type: none"> - 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 - 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. 	<p>I know</p> <ul style="list-style-type: none"> - that every French noun is either masculine or feminine - that if a word is plural, we cannot use un or une and instead use des(some) - that when talking about a specific noun in French we use the definite article le (m./la /l' /m./f. before a vowel) or les (m./f. plural) - that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator - begin to recognise gender of nouns, definite and indefinite article - identify plurals of nouns - that verbs have patterns - that placing ne and pas around a verb makes the verb negative - that most nouns in French become plural by adding an 's' at the end, as in English - that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound - that a cognate is a word that is the same in both French and English e.g. un triangle - that sentences are often structured differently in French and English 	<p>I know</p> <ul style="list-style-type: none"> - that countries have different names in French and that each country is either masculine or feminine - whether to use the pronouns il or elle (he or she) when describing what someone is wearing - that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement - that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine - that most adjectives go after the noun in French - that some adjectives do not change when describing a feminine noun (orange, marron, à pois) - the possessive adjective 'my' and pronouns he/she/it - recognise and using the negative form - use prepositions - comparisons of word order in French and English - that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation - that sentences can be extended using et or mais - that when building 2 digit numbers in French, we say 'twenty and one' or vingt-et-un 	<p>I can</p> <ul style="list-style-type: none"> - use definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' - apply placement and agreement rules for adjectives - recognise and apply verb endings for present regular 'er' verbs - explore verbs in infinitive form - learn and use some high frequency irregular verbs e.g. to have, to be, to go - use comparative language <p>I know</p> <ul style="list-style-type: none"> - that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine - that adjectives of size go before the noun and adjectives of colour go after the noun - that French verbs take different forms. - that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run') - that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re - that the ending of regular -er verbs changes to go with the subject pronoun. - how to conjugate the verbs avoir (to have) and être (to be) - that I can use parce que (because) to extend my sentence - that I can use il y a to mean 'there is' or 'there are' - that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say le père de ma mère (the father of my mother) 	<p>I can</p> <ul style="list-style-type: none"> - recognise and begin to form some verbs in near future tense using aller - recognise and apply verb endings for present regular 'er' verbs - learn and use some common irregular verbs, e.g. faire 'to make/do' - understand how word order differs between French and English - identify word classes within sentence <p>I know</p> <ul style="list-style-type: none"> - that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine - that we use the verb jouer (to play) with some sports and faire (to make) with other sports - that the way verbs change to match the pronoun is called conjugation - each part of the verb aller - to go, depending on the pronoun - that existing written sentences in French can be adapted - that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine <p>I know:</p> <ul style="list-style-type: none"> - how to conjugate the prepositions are used to say going to a country - a range of prepositions to describe the position of objects
Intercultural Understanding		<p>I know</p> <ul style="list-style-type: none"> - awareness of the capital and identifying some key cultural landmarks - the cultural similarities and differences between customs and traditions in France and England - that in French there are formal and informal greetings and when it is appropriate to use each one - the names of some Parisian landmarks - some French playground games 	<p>I know</p> <ul style="list-style-type: none"> - about schools and celebrations between France and the UK - and can compare shops and high streets of France and UK - about the Euro currency - some French-speaking countries - some similarities and differences between French and English schools - some French festivals that happen throughout the year - some similarities and differences between French and English birthday celebrations - that the abbreviation R.S.V.P. which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please' - the names and locations of some of the cities in France - that the currency used in France is Euros and to recognise some of the notes and coins - that the Louvre is a famous French art gallery 	<p>I can</p> <ul style="list-style-type: none"> - locate other countries in the world where French is spoken - compare geographical features and climates of different French-speaking countries that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system - that there are many countries where French is spoken in the world and be able to name some of these - some 'treasures' that make up the national identity of France and some other French-speaking countries 	<p>I can</p> <ul style="list-style-type: none"> - learn about France's sporting culture and events - ask question and making insightful commentary on cultural differences, including some understanding of stereotype <p>I know</p> <ul style="list-style-type: none"> - the French word for countries around the world - that the Tour de France is a world famous cycling race that takes place in France each year - that pétanque is a popular French game sometimes known as boules - different ways to travel to and around France