

	Listening	Speaking and pronunciation	Reading and writing	grammar	Intercultural understanding
	Key skills	Key skills	Key skills	Key skills	
Year 3	<p>Chn will be able to:</p> <p><u>Listen and respond to simple rhymes, stories and songs</u></p> <ul style="list-style-type: none"> <li>• identify rhyming words</li> <li>• perform finger rhymes and sing songs</li> <li>• join in with storytelling</li> </ul> <p><u>Listen attentively and understand instructions, everyday classroom language and praise words</u></p> <ul style="list-style-type: none"> <li>• repeat words and phrases modelled by the teacher</li> <li>• remember a sequence of spoken words</li> <li>• use physical response, mime and gesture to convey meaning and show understanding.</li> </ul>	<p>Chn will be able to:</p> <p><u>Recognise and respond to sound patterns and words</u></p> <ul style="list-style-type: none"> <li>- listen with care</li> <li>- identify phonemes which are the same as or different from English and other known languages</li> <li>-repeating key phonemes with care</li> <li>- speak clearly and confidently</li> </ul> <p><u>Repeating short phrases accurately, including liaison of final consonant before vowel</u></p> <p><u>Perform simple communicative tasks using single words, phrases and short sentences</u></p> <ul style="list-style-type: none"> <li>• recall, retain and use vocabulary</li> <li>• ask and answer questions</li> </ul>	<p>Chn will be able to</p> <p><u>Recognise some familiar words in written form</u></p> <ul style="list-style-type: none"> <li>• understand words displayed in the classroom</li> <li>• identify and read simple words</li> <li>• read and understand simple messages.</li> </ul> <p>-Recognise how sounds are represented in written form.</p> <p>-Notice the spelling of familiar words.</p> <p><u>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</u></p> <ul style="list-style-type: none"> <li>• pronounce accurately the most commonly used characters, letters and letter strings</li> <li>• read aloud a familiar sentence, rhyme or poem.</li> </ul> <p>Experiment with the writing of simple words</p> <ul style="list-style-type: none"> <li>• write simple, familiar words using a model</li> <li>• write some single words from memory.</li> </ul> <p>-Understand how far letters/letters strings are both similar to and different from English.</p> <p>-Recognise that some words occur in both English and the language being learned, although they may sound different.</p> <p><u>Experiment with the writing of simple words</u></p> <ul style="list-style-type: none"> <li>-Write simple, familiar words using a model.</li> <li>-Write some single words from memory</li> <li>-Appreciate that writing systems are different from one another</li> <li>-Appreciate that writing systems are different from one another.</li> </ul>	<p><b>Gender</b></p> <p>Recognise that nouns are either masculine or feminine.</p> <p>Recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles.</p> <p>Understand that a plural noun will normally add an 's' but that this does not affect the pronunciation of the word.</p> <p><b>Verbs</b></p> <p>Begin to identify the pronoun and verb in simple 1st person singular sentences.</p> <p>Recognise that 'j' is the same as 'je'.</p> <p>Recognise the negative form (ne ... pas)</p> <p><b>Sentence building and forming questions</b></p> <p>Recognise that a sentence is made up of different parts of speech and that these correspond to those in English</p> <p>Substitute one known noun for another in a simple sentence</p>	<p><u>Learn about the different languages spoken by children in the school</u></p> <ul style="list-style-type: none"> <li>• increase awareness of linguistic and cultural diversity.</li> </ul> <p>-Recognise that many languages are spoken in the UK.</p> <p><u>Locate country/countries where the language is spoken</u></p> <ul style="list-style-type: none"> <li>• identify some of the countries where the language is spoken.</li> </ul> <p>-Recognise that many languages are spoken across the world</p> <p><u>Identify social conventions at home and in other cultures</u></p> <ul style="list-style-type: none"> <li>• know some facts about French spoken country, e.g. climate, main towns, famous landmarks, produce.</li> </ul> <p>-Recognise that there are different language conventions to express politeness.</p> <p><u>Make indirect or direct contact with the country/countries where the language is spoken</u></p> <ul style="list-style-type: none"> <li>• have contact with a native speaker</li> <li>• view a video or media resource about the country</li> </ul> <p>-Understand that familiar things have different names in different languages eg. Wasser, eau, water.</p>
	<p><b>Knowledge about language</b></p> <ul style="list-style-type: none"> <li>• Identify specific sounds, phonemes and words.</li> <li>• Recognise commonly used rhyming sounds.</li> <li>• Imitate pronunciation of sounds.</li> <li>• Hear main word classes.</li> <li>• Recognise question forms and negatives.</li> <li>• Recognise how sounds are represented in written form.</li> <li>• Notice the spelling of familiar words.</li> <li>• Recognise that languages describe familiar things differently.</li> <li>• Recognise that many languages are spoken in the UK and across the world.</li> <li>• Recognise conventions of politeness.</li> </ul>				

<p>Y4</p>	<p><u>Listen for specific words and phrases</u></p> <ul style="list-style-type: none"> <li>• listen with care</li> <li>• use physical response to show recognition and understanding of specific words and phrases.</li> </ul> <p><u>Listen for sounds, rhyme and rhythm</u></p> <ul style="list-style-type: none"> <li>• identify specific sounds e.g. rhymes, letters, phonemes, words</li> <li>• compare different sounds.</li> </ul>	<p><u>Memorise and present a short spoken text</u></p> <ul style="list-style-type: none"> <li>• learn finger rhymes, poems or a non-fiction text</li> <li>• learn and say several sentences on a topic.</li> </ul> <p><u>Ask and answer questions on several topics</u></p> <ul style="list-style-type: none"> <li>• practise asking and answering questions with a partner</li> <li>• devise and perform simple role-plays.</li> </ul>	<p><u>Read and understand a range of familiar written phrases</u></p> <ul style="list-style-type: none"> <li>• match phrases and short sentences to pictures or themes</li> <li>• identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.</li> </ul> <p><u>Follow a short familiar text, listening and reading at the same time</u></p> <ul style="list-style-type: none"> <li>• make links between spoken and written words</li> <li>• identify common spelling patterns in letter strings.</li> </ul> <p><u>Read some familiar words and phrases aloud and pronounce them accurately</u></p> <ul style="list-style-type: none"> <li>• read aloud words which they use on a regular basis, e.g. numbers, days, weather</li> <li>• pronounce letter strings, words and phrases accurately with good pronunciation.</li> </ul> <p><u>Write simple words and phrases using a model and some words from memory</u></p> <ul style="list-style-type: none"> <li>• write labels for work on wall displays and in their books</li> <li>• complete a semi-completed e-mail message to someone in a partner school.</li> </ul>	<p><u>Gender</u></p> <p>Apply masculine and feminine articles, with a degree of accuracy, to known nouns. Understand that 'l' is used with singular nouns that begin with a vowel or a silent 'h'. Understand that there is a plural version of the definite article (les) and the indefinite article (des)</p> <p>Apply knowledge of regular plural nouns with a degree of accuracy</p> <p>Understand how to identify the gender of a noun in a bilingual dictionary</p> <p>Use an adjective with 'c'est'.</p> <p><u>Verbs</u></p> <p>Understand that the spelling and pronunciation of a verb may change for different pronouns. Understand that 'j' is used with verbs that begin with a vowel or a silent 'h'. Substitute verbs in the 1st person and select the correct form of the 1st person pronoun. Recognise that there are two pronouns for you (tu and vous) and begin to understand why this is. Identify the negative form (ne... pas) in simple sentences and use in set phrases, eg je n'aime pas)</p> <p><u>Sentence building and forming questions</u></p> <p>Begin to identify known articles, nouns, adjectives, verbs, pronouns and conjunctions in simple sentences</p> <p>Begin to substitute a new noun for a known noun in simple sentences.</p> <p>Build sentences from a selection of known words and phrases following a model.</p> <p>Build sentences using the verbal phrases 'c'est' and/or 'il y a'</p> <p>Use simple conjunctions, eg 'et' and 'mais'.</p> <p>Build questions from a selection of known phrases following a model, eg 'tu aimes ... le foot ?'</p> <p>Begin to use a bilingual dictionary with support.</p>	<p><u>Learn about festivals and celebrations in different cultures</u></p> <ul style="list-style-type: none"> <li>• learn how children of different cultures celebrate special days</li> <li>• identify similarities and differences</li> <li>• learn simple phrases to celebrate festival</li> </ul> <p><u>Know about some aspects of everyday life and compare them to their own</u></p> <ul style="list-style-type: none"> <li>• compare pastimes of children of different cultures and countries</li> <li>• exchange information with a partner school, e.g. sports, hobbies.</li> </ul> <p><u>Compare traditional stories</u></p> <ul style="list-style-type: none"> <li>• compare characteristics of simple stories between cultures</li> <li>• look at the writing system of the language</li> </ul> <p><u>To learn about ways of travelling to the country/countries</u></p> <ul style="list-style-type: none"> <li>• revise the location of country/countries where the language is spoken</li> <li>• identify a route from own locality to specified destination.</li> </ul>
<p>Knowledge about language</p> <ul style="list-style-type: none"> <li>• Reinforce and extend recognition of word classes and understand their function.</li> <li>• Recognise and apply simple agreements, singular and plural.</li> <li>• Use question forms.</li> <li>• Recognise that texts in different languages will often have the same conventions of style and layout.</li> <li>• Apply phonic knowledge of the language to support reading and writing.</li> <li>• Identify a different writing system</li> </ul>					

<p>Y5</p>	<p><u>Listen attentively and understand more complex phrases and sentences</u></p> <ul style="list-style-type: none"> <li>• understand the main points from speech which includes unfamiliar language.</li> </ul>	<p><u>Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</u></p> <ul style="list-style-type: none"> <li>• focus on correct pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• use tone of voice and gesture to help to convey meaning.</li> </ul> <p><u>Understand and express simple opinions</u></p> <ul style="list-style-type: none"> <li>• agree and disagree with statements</li> <li>• understand and express like and dislikes</li> </ul> <p><u>Prepare a short presentation on a familiar topic</u></p> <ul style="list-style-type: none"> <li>• remember, retain and recall words, phrases and sentences</li> <li>• memorise and present a set of instructions</li> </ul>	<p><u>Re-read frequently a variety of short texts</u></p> <ul style="list-style-type: none"> <li>• read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet</li> </ul> <p><u>Make simple sentences and short texts</u></p> <ul style="list-style-type: none"> <li>• understand that the order of words in a sentence influences the meaning</li> <li>• make a sentence using single word cards</li> <li>• make a short text using word and phrase cards.</li> </ul> <p><u>Write words, phrases and short sentences, using a reference</u></p> <ul style="list-style-type: none"> <li>• choose words, phrases and sentences and write them into a gapped text or as picture captions</li> <li>• use a bilingual dictionary to check the spelling of familiar words.</li> </ul>	<p><u>Gender</u></p> <p>Apply masculine, feminine and plural articles, with increased accuracy, to both known and new nouns</p> <p>Recognise that some nouns will have a different plural form.</p> <p>Use a bilingual dictionary to find new nouns and adjectives</p> <p>Understand that most adjectives will follow the noun and begin to apply this to known language.</p> <p>Understand that many adjectives have either a masculine or feminine form and this may affect the pronunciation of the word</p> <p>Understand that many adjectives will need to add an 'e' in the feminine form and begin to apply this to known nouns</p> <p>Recognise that some adjectives have alternative ways of forming the feminine agreement</p> <p>Understand that there is a different subject pronoun (il/elle) for masculine and feminine nouns</p> <p>Recognise that gender impacts on other parts of speech, eg prepositions, possessive pronouns.</p> <p><u>Verbs</u></p> <p>Conjugate a known regular 'er' verb for 1st, 2nd and 3rd person singular</p> <p>Understand that not all verbs are regular and begin to notice the patterns of some high frequency irregular verbs*</p> <p>Understand the use of the 3rd person singular pronouns (il/ elle) to mean he, she and it.</p> <p>Understand that a French infinitive is the equivalent of the 'to ...' form of the verb in English</p> <p>Use a bilingual dictionary to find the French infinitive of an English verb.</p> <p>Apply the negative form (ne ... pas) to simple sentences.</p> <p>Begin to use adverbs</p> <p><u>Sentence building and forming questions</u></p> <p>Begin to identify infinitive verbs and adverbs in a sentence.</p> <p>Understand that the order of words in a sentence may not always correspond to English</p> <p>Build sentences from a range of words and phrases including some new language.</p> <p>Build longer sentences using a range of conjunctions, eg 'parce que', 'cependant', 'aussi'</p> <p>Form direct questions with a variety of known verbs using intonation, eg 'tu es sportif ?' 'tu joues au foot ?'</p> <p>Begin to use a bilingual dictionary independently</p>	<p><u>Look at further aspects of their everyday lives from the perspective of someone from another country</u></p> <ul style="list-style-type: none"> <li>• consider aspects of everyday life of children in their own and different countries</li> <li>• reflect on cultural issues using empathy and imagination to understand other people's experiences</li> </ul> <p><u>Recognise similarities and differences between places</u></p> <ul style="list-style-type: none"> <li>• identify geographical features of contrasting locality</li> <li>• learn about buildings and places in different countries.</li> </ul> <p><u>Compare symbols, objects or products which represent their own culture with those of another country</u></p> <ul style="list-style-type: none"> <li>• learn about symbols representing their own country</li> <li>• learn about symbols and products from another.</li> </ul>
<p><u>Knowledge about language</u></p> <ul style="list-style-type: none"> <li>• Recognise patterns in simple sentences.</li> <li>• Manipulate language by changing an element in a sentence.</li> <li>• Apply knowledge of rules when building sentences.</li> <li>• Develop accuracy in pronunciation and intonation.</li> <li>• Understand and use negatives.</li> <li>• Appreciate that different languages use different writing conventions.</li> <li>• Recognise the typical conventions of word order in the foreign language.</li> <li>• Understand that words will not always have a direct equivalent in the language.</li> <li>• Notice different text types and deal with authentic texts.</li> </ul>					

<p>Y6</p>	<p><u>Understand the main points and simple opinions in a spoken story, song or passage</u></p> <ul style="list-style-type: none"> <li>listen attentively, re-tell and discuss the main ideas</li> <li>agree or disagree with statements made about a spoken passage.</li> </ul> <p><u>Understand longer and more complex phrases or sentences</u></p> <ul style="list-style-type: none"> <li>re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences</li> <li>understand and express reasons</li> <li>understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.</li> </ul>	<p><u>Perform to an audience</u></p> <ul style="list-style-type: none"> <li>recite a short piece of narrative either from memory or by reading aloud from text</li> <li>develop a sketch, role-play or presentation and perform to the class or an assembly</li> </ul> <p><u>Use spoken language confidently to initiate and sustain conversations and to tell stories</u></p> <ul style="list-style-type: none"> <li>participate in simple conversations on familiar topics</li> <li>describe incidents or tell stories from their own experience, in an audible voice.</li> </ul>	<p><u>Read and understand the main points and some detail from a short written passage</u></p> <ul style="list-style-type: none"> <li>read and respond to eg an extract from a story, an e-mail message or song</li> <li>give true or false responses to statements about a written passage</li> <li>read descriptions of people in the school or class and identify who they are.</li> </ul> <p><u>Identify different text types and read short, authentic texts for enjoyment or information</u></p> <ul style="list-style-type: none"> <li>read for enjoyment an e-mail message, short story or simple text from the Internet</li> <li>read and understand the gist of a familiar news story or simple magazine article.</li> </ul> <p><u>Match sound to sentences and paragraphs</u></p> <ul style="list-style-type: none"> <li>use punctuation to make a sentence make sense</li> <li>listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.</li> </ul> <p><u>Write sentences on a range of topics using a model</u></p> <ul style="list-style-type: none"> <li>apply most words correctly</li> <li>construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.</li> </ul>	<p><u>Gender</u></p> <p>Apply knowledge of the variations in plural nouns with a degree of accuracy</p> <p>Understand that adjectives also have a plural form and begin to apply this to known language.</p> <p>Use a bilingual dictionary to check feminine adjectival agreement</p> <p>Apply the conventions of word order to nouns and adjectives with a degree of accuracy</p> <p>Apply knowledge of the regular feminine agreement of adjectives to both known and new language with a degree of accuracy</p> <p>Begin to apply alternative feminine agreements.</p> <p>Apply knowledge of singular masculine and feminine subject pronouns with a degree of accuracy</p> <p>Apply knowledge of gender to other parts of speech, eg prepositions, partitive article (du/de la/de l'/des).</p> <p><u>Verbs</u></p> <p>Apply knowledge of conjugation to known and new regular 'er' verbs for the 1st, 2nd and 3rd person singular</p> <p>frequency irregular verbs for 1st, 2nd and 3rd person singular.</p> <p>Recognise the pronouns 'nous', 'vous', 'ils', 'elles'.</p> <p>Understand the use of the pronoun 'on' to mean we/one.</p> <p>Understand that when using two verbs in a sentence, the second takes the infinitive form.</p> <p>Use a bilingual dictionary independently to find infinitives</p> <p>Use a bilingual dictionary to find the infinitive of a conjugated French verb.</p> <p>Use an additional negative form, eg ne ... jamais, ne ... rien</p> <p>Understand that a range of tenses is used in French but they don't always correspond to those found in English.</p> <p>Begin to recognise patterns of adverb formation, eg suffix 'ment'.</p> <p><u>Sentence building and forming questions</u></p> <p>Begin to identify additional parts of speech, eg prepositions.</p> <p>Create longer sentences drawing on a range of known and new nouns, adjectives, pronouns, verbs, adverbs and conjunctions.</p> <p>Create a short paragraph from a number of linked sentences</p> <p>Form questions using eg 'est-ce que', 'qu'est-ce que', 'où', 'pourquoi'.</p> <p>Understand that question formations in French do not necessarily correspond to their English equivalents</p> <p>Use a bilingual dictionary confidently to enrich the quality of sentences.</p>	<p><u>Compare attitudes towards aspects of everyday life</u></p> <ul style="list-style-type: none"> <li>recognise similarities and differences in attitudes amongst children in different cultures</li> <li>learn about role models for children in different cultures.</li> </ul> <p><u>Recognise and understand some of the differences between people</u></p> <ul style="list-style-type: none"> <li>discuss similarities and differences between the cultures they have learned about</li> <li>recognise and challenge stereotypes</li> </ul> <p><u>Present information about an aspect of culture</u></p> <ul style="list-style-type: none"> <li>perform songs, plays, dances</li> <li>use ICT to present information</li> </ul>
<p>Knowledge about language</p> <ul style="list-style-type: none"> <li>Recognise patterns in the foreign language.</li> <li>Notice and match agreements.</li> <li>Use knowledge of words, text and structure to build simple spoken and written passages</li> <li>Use knowledge of word order and sentence construction to support the understanding of the written text</li> <li>Use knowledge of word and text conventions to build sentences and short texts.</li> <li>Devise questions for authentic use</li> </ul>					
<p>listening</p>	<p>Speaking and pronunciation</p>	<p>Reading and writing</p>	<p>grammar</p>	<p>Intercultural understanding</p>	

