



Years 3 & 4

By the end of Year 3 & 4, learners will have acquired the following knowledge:	
Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none">a repeat modelled words;b listen and show understanding of single words through physical response;c repeat modelled short phrases; <p>listen and show understanding of short phrases through physical response.</p>
	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none">a recognise a familiar question and respond with a simple rehearsed response;b ask and answer a simple and familiar question with a response;c express simple opinions such as likes, dislikes and preferences; <p>ask and answer at least two simple and familiar questions with a response.</p>
	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none">a name objects and actions and may link words with a simple connective;b use familiar vocabulary to say a short sentence using a language scaffold;c speak about everyday activities and interests; <p>refer to recent experiences or future plans.</p>
	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none">a identify individual sounds in words and pronounce accurately when modelled;b start to recognise the sound of some letter strings in familiar words and pronounce when modelled;c adapt intonation to ask questions or give instructions; <p>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p>

Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; <p>present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p>
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; <p>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p>
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; <p>read and show understanding of simple phrases and sentences containing familiar words.</p>
	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; <p>begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p>
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; <p>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p>
	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; <p>replace familiar vocabulary in short phrases written from memory to create new short phrases.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading and Writing/Literature</p>	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; write one or two simple sentences that may contain an adjective to describe people, places, things and actions.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stories, Songs, Poems and Rhymes</p>	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; listen and identify specific phrases in songs and rhymes and demonstrate understanding.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stories, Songs, Poems and Rhymes</p>	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grammar</p>	<p>KS2 Languages National Curriculum Children 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> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form (ne... pas); g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first person possessive adjectives (mon, ma, mes); i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; k use simple prepositions in their sentences; <p>use the third person singular and plural of the verb 'être' in the present tense.</p>

Year 5 & 6

By the end of Stage 2, learners will have acquired the following knowledge:	Evidenced in:	By the end of Stage 2, learners will have developed the following skills:	Evidenced in:
Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine	2.2 <i>L'argent de poche</i> 2.4 <i>Vive le sport !</i>	Listen, read and show understanding of short phrases	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Recognise and use 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with regular verbs such as <i>jouer, manger</i> and <i>habiter</i> as well as high frequency irregular verbs like <i>être, avoir, aller</i> and <i>faire</i> . For example: <i>je joue, je vais, tu manges?, il habite, elle a</i>	2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>	Ask and answer several familiar questions, e.g. <i>Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?</i>	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Making sentences negative (<i>J'aime</i> becomes <i>Je n'aime pas</i> ; <i>il pleut</i> becomes <i>il ne pleut pas</i>)	2.2 <i>L'argent de poche</i> 2.4 <i>Vive le sport !</i>	Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: <i>un manteau bleu</i> but <i>une écharpe bleue</i> ; <i>un éléphant grand</i> but <i>une tortue grande</i>	2.3 <i>Raconte-moi une histoire !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>	Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds	2.1 <i>On y va</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Express a positive and negative opinion (<i>J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère</i>)	2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.6 <i>Quel temps fait-il ?</i>	Suggest and use strategies to memorise vocabulary including making connections with other languages	2.1 <i>On y va</i> 2.4 <i>Vive le sport !</i>
Partitive in singular and plural (<i>du/des, au/aux</i>)	2.4 <i>Vive le sport !</i>	Translate words using a bilingual dictionary	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Conjunctions <i>et, mais</i> and <i>quand</i>	2.1 <i>On y va</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>	Join in with the words of familiar songs, rhymes and stories, some from memory	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>

Formation of plural nouns by adding –s to most nouns but –x to nouns ending –au, e.g. <i>bateau</i> becomes <i>bateaux</i>	2.3 <i>Raconte-moi une histoire !</i>		
Instructions to <i>vous</i> , e.g. <i>Regardez! Venez ici!</i>	2.3 <i>Raconte-moi une histoire !</i>		
Awareness that French is spoken in countries other than France	2.1 <i>On y va</i>		
Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>		