



St. Stephen's C.E. Primary School

Aspire to Greatness



For we are the handiwork of God, created in Christ Jesus to do good works, which God prepared in advance for us to do." Ephesians 2:10



Modern Foreign Language Scheme of Work

2020



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Modern Foreign Language- Intent:

At St. Stephen's, we believe it is important for children to have access to a broad and varied curriculum, rich with different learning experiences. Through our foreign language curriculum, we aim to inspire a love for language and a wider cultural awareness. An openness and interest in other cultures and languages will help children flourish in an increasingly globalised society.

We recognise and celebrate the cultural and linguistic diversity represented in our school community, and draw on children's prior language knowledge where possible. Children are encouraged to observe similarities and differences between languages and their sounds, and the way words are used. Research indicates that learning a second language can be beneficial to the development of language awareness and proficiency in one's first language. The skills of decoding language, observing context cues, and exploring word order and grammar, can help children in other lessons.

Our chosen foreign language is French, and this is taught across KS2. Over the four years in KS2, we aim for children to make significant progress in French, laying a strong foundation for future language learning. Teaching should enable pupils to express their ideas and thoughts, and to understand and respond, both in speech and in writing. Planning has been sequenced to demonstrate clear progression of skills and knowledge, with end of unit and year group expectations indicated. Progression is tracked in the areas of speaking, listening, reading, writing and grammar. Vocabulary is developed systematically, with a focus on building sentences and functional language. As children progress at different rates, planning is adapted to suit particular needs or interests. We aim for all children to enjoy learning a foreign language and to build their skills and confidence as they develop.

National Curriculum Requirements

Languages programmes of study: key stage 2 National curriculum in England

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.. 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.

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
- ♣ 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.

Planning for 2020-2021

In order to ensure consistent coverage, and to account for differences in prior teaching, all children in KS2 will begin with Lower Key Stage 2, Cycle A planning. Progress will be closely monitored, and objectives adapted so that all children make as much progress as possible within the year.

The learning objectives of the National Curriculum have been broken down into year group steps, and these ***End of Year Expectations*** can be found below. The year group steps have been further broken down, and are provided as ***End of Unit Expectations***. Each Unit has objectives in listening, speaking, reading, writing and grammar which are outlined at the beginning of each unit and detailed within lesson plans. An assessment grid is provided for each unit in order to monitor and track progress.

Lower Key Stage 2

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Moi <i>(All about me)</i> <ul style="list-style-type: none">• Greetings• Asking and answering questions about name and age• Numbers 1-8	Chansons et jeux <i>(Songs and games)</i> <ul style="list-style-type: none">• Traditional songs and games• Numbers 9 - 12• Responding to simple instructions• Combien de ...	On fait la fête <i>(Celebrations)</i> <ul style="list-style-type: none">• Giving the date• Months of the year• Numbers to 31• Responding to instructions	Portraits <i>(Portraits)</i> <ul style="list-style-type: none">• Describing people• Body parts• Colours• Agreement and position of adjectives	Les quatre amis <i>(The four friends)</i> <ul style="list-style-type: none">• Animals• Verbs• Listening and responding to stories.	Ca pousse <i>(Growing things)</i> <ul style="list-style-type: none">• Expressing likes and dislikes• Vegetables• Non-fiction text• Joining in with a familiar text

Lower Key Stage 2

Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
La rentrée <i>(Back to School)</i> •Classroom items •Asking for help •J'aime plus infinitive •Comparing cultures	L'argent de poche <i>(Pocket money)</i> •Toys •Expressing preferences •Numbers to 39 •Prices in euros •I would like...	Raconte-moi une histoire <i>(Tell me a story)</i> •Traditional stories •Adjectives for characters •Numbers in multiples of 10, up to 100	Vive le sport! <i>(Long live sport!)</i> •Sports •Verbs jouer and faire •Position and agreement of verbs.	Carnaval des animaux <i>(Carnival of the animals)</i> •Animals and habitats •Adjectives and adverbs •Telling time	Quel temps fait-il? <i>(What's the weather like?)</i> •Weather •Clothing •Dates

Upper Key Stage 2

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Je suis le Musicien <i>(I am the Music Man)</i></p> <ul style="list-style-type: none">• Music preferences• Expressing and qualifying opinions• Connectives• Immediate future tense	<p>Bon appetit! <i>(Enjoy your meal!)</i></p> <ul style="list-style-type: none">• Food and drink• Expressing preferences• Following a recipe• Imperative tense	<p>En route pour l'école <i>(On the way to school)</i></p> <ul style="list-style-type: none">• Places in town• Directions• Describing a route• Adverbs of time	<p>Scène de plage <i>(Beach scene)</i></p> <ul style="list-style-type: none">• Describing a scene• Poetry• Regular verbs -er• C'est/Ce n'est pas	<p>Les quatre saisons <i>(The Four Seasons)</i></p> <ul style="list-style-type: none">• Seasons• Describing weather present/past• Prepositions• Adjectives as antonyms	<p>Les planètes <i>(The planets)</i></p> <ul style="list-style-type: none">• Planets, descriptive phrases• Position• Forming compound sentences

Upper Key Stage 2

Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Notre école <i>(Our school)</i></p> <ul style="list-style-type: none">•The school environment•Daily routines•24 hour clock•Imperfect tense	<p>Notre monde <i>(Our World)</i></p> <ul style="list-style-type: none">•Continents and countries•Geographical features•Verb aller + infinitive	<p>Monter un café <i>(Creating a café)</i></p> <ul style="list-style-type: none">•Food and drink•Justifying opinions•Transactional language•Imperfect, 3rd person singular	<p>Le passé et le présent <i>(Then and now)</i></p> <ul style="list-style-type: none">•Places and features of a town•Comparing the past and present, verbs•Word order	<p>Au parc d'attractions <i>(At the theme park)</i></p> <ul style="list-style-type: none">•Describing theme parks and experiences•Adjectives for detail•Perfect tense + être, aller, avoir	<p>Quoi de neuf? <i>(What's in the news?)</i></p> <ul style="list-style-type: none">•Newspaper contents and layout•Understanding and responding to the news•Explanations using 'car'•Written reports

Progression of Skill

	Year 3	Year 4	Year 5	Year 6
Listening	Listen and respond to familiar spoken words and phrases.	Listen for specific phonemes, words and phrases.	Listen attentively and understand more complex phrases and sentences.	Understand the main points and simple opinions in spoken sources e.g. story, song or passage. Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions.
	Year 3	Year 4	Year 5	Year 6
Speaking	Communicate with others using simple words, phrases and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.	Communicate by asking and answering a wider range of questions and presenting short pieces of information. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.	Take part in short conversations using familiar structures and vocabulary. Use simple conjunctions to build more complex sentences and present information to others. Understand and express more complex opinions. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.	Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. Understand and begin to use the past tense to describe events. Present to an audience e.g. role-play, presentation, performance.

	Year 3	Year 4	Year 5	Year 6
Reading	<p>Recognise and understand some familiar written words and phrases.</p> <p>Show awareness of sound-spelling links.</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Follow text while listening and reading at the same time.</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p>	<p>Read a variety of short, simple texts in different formats and in different contexts.</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p>	<p>Read aloud from a text with good expression.</p> <p>Read and understand the main points and some detail from a short written passage.</p>
	Year 3	Year 4	Year 5	Year 6
Writing	<p>Write some familiar simple words using a model and some from memory.</p>	<p>Write a short text using a model.</p> <p>Write a few simple sentences from memory.</p> <p>Apply phonic knowledge to support writing.</p>	<p>Write simple sentences and short texts using a model.</p> <p>Use a dictionary to check the spelling of words.</p>	<p>Write sentences and construct short texts using a model.</p> <p>Write a few sentences from memory, using knowledge of words, text and structure.</p>

	Year 3	Year 4	Year 5	Year 6
Grammar	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender – masculine, feminine – nouns (singular) • word order of adjectives • how to form the negative 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns • verbs - 1st, 2nd 3rd persons in questions and answers • how to form the negative 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender – masculine, feminine, neuter –adjectives, possessive pronouns • verbs – how to form the future tense, conjugation of present tense verbs 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender - – masculine, feminine, neuter - nouns and adjectives • verbs –begin to use the past tense, reinforce understanding of future tense • adverbs

End of Year Expectations

Year 3 End of Year Expectations

	Skills and Knowledge	Assessment Opportunities	Arriving in Year 4 able to...
Listening	<p>Listen and respond to familiar spoken words and phrases.</p>	<ul style="list-style-type: none"> • Children give an action or hold up a picture when they hear a specific word in a familiar song, rhyme or story. • Play <i>Show Me</i>: each child a set of digit cards. Call out a selection of numbers in random order from 1 - 5, 1 - 10, 11 – 20 and finally 1 – 20. Children show understanding by holding the correct number in the air. • Play Simon Says/Jacques à dit using classroom instructions. 	<ul style="list-style-type: none"> • Identify familiar words in songs, poems and simple stories. • Recognise numbers to 20 and know own birthday date • Follow simple classroom instructions. • Enjoy listening to songs, poems and stories.
Speaking	<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p>	<ul style="list-style-type: none"> • Play some music and ask children to walk around the room. When the music stops, they find a partner. They greet their partner, introduce themselves and ask how their partner is. • In pairs, children practise questions and answers to find out e.g. the name, age and birthday of their partner and perform their conversation to the whole class. 	<ul style="list-style-type: none"> • Use simple greetings • Repeat familiar vocabulary with good pronunciation and intonation. • Ask and answer simple questions about self, including: age, where they live, and the date of their birthday, • Express likes and begin to express dislikes.
Reading	<p>Recognise and understand some familiar written words and phrases.</p> <p>Show awareness of sound-spelling links.</p>	<ul style="list-style-type: none"> • Give each child a simple description of e.g. a snowman. Ask children to underline the parts of the body in one colour and clothing in another • Display extracts from a familiar song, story or poem. Divide the class into groups. Each group takes it in turn to chorus part of a familiar song, story or poem. 	<ul style="list-style-type: none"> • Identify familiar words in a short text • Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.

		<ul style="list-style-type: none"> • Give pairs of children cut-up strips of paper with familiar written language e.g. Hello, How are you? What's your name? Goodbye. Ask each pair to order the strips correctly to make a simple conversation and read it aloud to each other. Some children read their conversation to the class. Look for correct pronunciation. 	
Writing	Write some familiar simple words using a model and some from memory.	<ul style="list-style-type: none"> • Children create a simple party invitation using a writing frame. • Children draw a portrait of themselves. They write a simple description using a model and word bank e.g. My name is I am 7 years old. I live in Manchester. Encourage children to write familiar words e.g. numbers from memory. 	<ul style="list-style-type: none"> • Complete a simple gapped text by adding three or four familiar words. • Write two or three sentences on a familiar topic using a model • Begin to write a few familiar words from memory
Grammar	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender – masculine, feminine – nouns (singular) • word order of adjectives • how to form the negative 	<ul style="list-style-type: none"> • Children make a model of an animal using playdough or clay. They write a simple description using a model and word bank, selecting correct indefinite article and placing adjective of colour after the noun e.g. Here is a dog. He is red. • Using word cards, children build a simple sentence to show some understanding of the negative. 	<ul style="list-style-type: none"> • Match the correct definite/indefinite to a series of familiar nouns with increasing accuracy. • Notice differences in adjective, noun word order • Begin to understand how to form the negative.

Year 4 End of Year Expectations

	Skills and Knowledge	Assessment Opportunities	Arriving in Year 5 able to...
Listening	<p>Listen for specific phonemes, words and phrases</p>	<ul style="list-style-type: none"> • Pick out phonemes, words and phrases in songs, stories and rhymes. • Understand higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i> • Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. <i>How old is Nicole?</i> • Respond to a wider range of classroom instructions e.g. <i>Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound</i> 	<ul style="list-style-type: none"> • Continue to enjoy listening to songs, rhymes and stories. • Identify specific phonemes, words and phrases. • Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. • Listen to a short text using familiar vocabulary and answer simple questions in English. • Respond to a wide range of classroom instructions.
Speaking	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<ul style="list-style-type: none"> • Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. <i>I have brown eyes. I have two sisters and I like dancing.</i> • Ask and answer questions using a wider range of question forms e.g. <i>the time, the date, food, hobbies</i> and to seek help in the classroom e.g. <i>Can you say that again please. I don't understand.</i> • Express preference about what they like e.g. <i>food, animals, colours</i> 	<ul style="list-style-type: none"> • Join in speaking activities willingly and confidently. • Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. <i>I have brown eyes,</i> • Begin to use simple conjunctions e.g. <i>I have brown eyes and black hair</i> • Use the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i> Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. • Ask and answer questions in 1st, 2nd, 3rd person singular. • Begin to use pronouns

			<ul style="list-style-type: none"> • Recite a few lines from a story, poem or song with good pronunciation • Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.
Reading	<p>Read and understand familiar written words, phrases and short texts made of simple sentences</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Follow text while listening and reading at the same time.</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p>	<ul style="list-style-type: none"> • Understand key points in simple texts using familiar language e.g. <i>How many animals are in the story? What colour is the dog? What is the weather like in Paris?</i> • Follow a text such as a song or poem whilst listening to it at the same time • Link phrases to make a sentence e.g. <i>When it rains, you need an umbrella.</i> • Use strategies to work out meaning of new words. 	<ul style="list-style-type: none"> • Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. • Follow a text displayed in the classroom at the same as listening to it. • Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words. • Begin to use a bilingual dictionary to check the meaning of new words
Writing	<p>Write a short text using a model Write a few simple sentences from memory Apply phonic knowledge to support writing</p>	<ul style="list-style-type: none"> • Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. • Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe. 	<ul style="list-style-type: none"> • Write a few sentences using words banks and writing frames for support. • Begin to use pronouns. • Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation. • Show willingness to have a go at writing new words using phonic knowledge

Grammar	Understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none">•gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns	<ul style="list-style-type: none">• Match correctly definite/indefinite article to singular and plural familiar nouns• Place familiar adjectives e.g. size and colour in correct order.• Select the correct colour adjective to describe masculine and feminine nouns	<ul style="list-style-type: none">• Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.• Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.
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Year 5 End of Year Expectations

	Skills and Knowledge	Assessment Opportunities	Arriving in Year 6 able to...
Listening	Listen attentively and understand more complex phrases and sentences	<ul style="list-style-type: none"> Identify key points in a new context e.g. <i>a story</i>, which contains familiar language Understand higher numbers e.g. <i>in prices, numeracy activities</i> Follow instructions and directions e.g. <i>a recipe or simple directions</i> Recognise letters of the alphabet when they hear them 	<ul style="list-style-type: none"> Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points Identify specific sounds in familiar and unfamiliar words. Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 Enjoy the challenge of meeting unfamiliar language
Speaking	<p>Take part in short conversations using familiar structures and vocabulary</p> <p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Understand and express more complex opinions</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<ul style="list-style-type: none"> Seek help and clarification e.g. <i>I don't understand, can you repeat that, how is that written?</i> Give simple instructions and directions e.g. <i>a recipe, directions to a place, the route to school</i> Begin to understand and express future intentions e.g. <i>I am going swimming on Wednesday</i> Take part in conversations expressing likes, dislikes and preferences e.g. <i>I like water but I prefer milk</i> 	<ul style="list-style-type: none"> Use spontaneously, a limited range of phrases and sentences to seek clarification and help. Pronounce and use the alphabet with increasing accuracy. Use simple conjunctions so that they can create more complex sentences. Have the vocabulary to give the opinions they want to express. Begin to understand and use future tense in spoken language. Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation. Give constructive feedback to classmates.
Reading	<p>Read a variety of short simple texts in different formats and in different contexts</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p>	<ul style="list-style-type: none"> Practise reading aloud a poem to perform in assembly. Read a variety of short simple texts e.g. <i>stories, poems, texts from the Internet, non-fiction texts, emails from a partner school</i> that contain familiar and 	<ul style="list-style-type: none"> Work well with a partner to work out a short text containing familiar and unfamiliar language. Enjoy the challenge of working out the meaning of unfamiliar language.

		new vocabulary	<ul style="list-style-type: none"> • Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. • Apply phonic knowledge when meeting new words
Writing	Write a short text using a model Write a few simple sentences from memory Apply phonic knowledge to support writing	<ul style="list-style-type: none"> • Write three or four sentences using a word/phrase bank linked to a recent area of learning such as <i>a meal, a scene, the weather, a planet.</i> • Use simple conjunctions such as <i>and, but, because</i> to form more complex sentences. • Change elements in a given text e.g. <i>ingredients, colour and size of a planet</i> 	<ul style="list-style-type: none"> • Write three or four sentences using word/phrase bank. • Write more interesting sentences by adding one or two simple conjunctions • Personalise a text by changing one or two elements • Use a bilingual dictionary and word banks to check spelling • Attempt to write two or three sentences from memory using familiar language.
Grammar	Understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none"> • gender – masculine, feminine, neuter – adjectives, possessive pronouns verbs – how to form the future tense, conjugation of present tense verbs 	<ul style="list-style-type: none"> • Begin to know how to form the future tense e.g. <i>I am going swimming on Wednesday; tomorrow it is going to rain.</i> • Begin to see how possessive articles e.g. <i>my, his, her</i> change according to gender e.g. <i>Jane is my sister.</i> • Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy • Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. <i>to be, to have, to eat, to play, to go</i> 	<ul style="list-style-type: none"> • Explain confidently the word order for familiar adjectives • Adapt endings to familiar adjectives with increasing accuracy • Start to apply correct endings to a few possessive articles • Create simple sentences about the future. • Have some understanding of the term ‘conjugation’ and what it means when looking at familiar verbs in the present tense • Have some understanding of the term ‘conjugation’ and what it means when looking at familiar verbs in the present tense • Explain with confidence how to form the negative in simple sentences

Year 6 End of Year Expectations

	Skills and Knowledge	Assessment Opportunities	Arriving in Year 7 able to...
Listening	<p>Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i></p> <p>Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i></p>	<ul style="list-style-type: none"> • Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. • Understand numbers in context • e.g. <i>the year, 24 hour clock, quantities</i> 	<ul style="list-style-type: none"> • Understand that some sounds and letter combinations need to be said and written differently from in English • Listen to spoken foreign language for details and gist. Identify key points and some detail. • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. • Follow a wide range of classroom instructions. • Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7
Speaking	<p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</p> <p>Understand and begin to use the past tense to describe events</p> <p>Present to an audience e.g. <i>role-play, presentation, performance</i></p>	<ul style="list-style-type: none"> • Understand and use numbers in context e.g. <i>saying the year, 24hour clock, quantities.</i> • Understand and use transactional language e.g. <i>in a café</i> • Give a description e.g. <i>of a town, geographical features in a country</i> • Seek clarification of meaning <i>How is that written in</i> • <i>French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</i> • Talk about the past in simple terms e.g. <i>I ate / drank ... / drunk, the weather</i> • Express and justify opinions e.g. <i>I like netball because it's fun.</i> 	<ul style="list-style-type: none"> • Take part in a simple conversation, ask and answer questions and express opinions. • Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy • Use spoken language confidently to initiate and <u>sustain</u> a simple conversation. • Present simple information on a familiar topic to the class. • Use peer- and self-assessment strategies to support language learning • Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. • Use a range of questions and statements spontaneously to seek clarification and help. • Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense

<p>Reading</p>	<p>Read aloud from a text with good expression</p> <p>Read and understand the main points and some detail from a short written passage.</p>	<ul style="list-style-type: none"> • Read in groups, simple play scripts, poems, their own written work such as <i>geographical features in a country, description of a town</i> • Read and understand the main points and some detail from a short written passage e.g. <i>extract from a story, weather report, poem, instructional texts, simple newspaper article</i> 	<ul style="list-style-type: none"> • Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. • Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. • Understand key points and some <i>detail</i> in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. • Understand key points in short written texts in unfamiliar contexts • Find the meaning of new words by using a bilingual dictionary.
<p>Writing</p>	<p>Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p>	<ul style="list-style-type: none"> • Use adjectives to add interest and detail to a description • Use some simple adverbs to make sentences more interesting • Make statements about what they read e.g. <i>about sections in a newspaper (weather, what's on TV) a story, an email</i> • Have some understanding of how to use the past tense 	<ul style="list-style-type: none"> • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. • Use peer and self-assessment strategies to support language learning.
<p>Grammar</p>	<p>Understand some basic grammar appropriate to the language being studied:</p> <p>verbs –begin to use the past tense, reinforce understanding of future tense</p> <p>adverbs gender – masculine, feminine, neuter -nouns and adjectives</p>	<ul style="list-style-type: none"> • Begin to use past tense/future tense in spoken work e.g. <i>when giving a weather report, when describing what they had to eat that day/what they are going to eat.</i> • Identify tenses from a selection of sentences written in the present, past and future tense. 	<ul style="list-style-type: none"> • Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary • Show some understanding of past and future tense in spoken and written work • Use high frequency adjectives with reasonable accuracy ie word order and endings • Apply understanding of conjugation to two or three familiar verbs in the present tense

