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|  | **Speaking and pronunciation** | **Listening** | **Reading and writing** | **Grammar** | **Intercultural understanding** |
| **NC objectives:**-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-Present ideas and information orally to a range of audiences-Describe people, places, things and actions orally and in writing | **NC objectives:**-Listen attentively to spoken language and show understanding by joining in and responding | **NC objectives:**-Read carefully and show understanding of words, phrases and simple writing-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 | **NC objectives:**-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words-Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary-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. | **NC objectives:**-Appreciate stories, songs, poems and rhymes in the language |
| **Year 3** | **A Year 3 linguist will:*** Ask and/or answering 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
* Listen and repeat key phonemes with care
* Repeat short phrases accurately, including liaison of final consonant before vowel
* Introduce self to a partner with simple phrases
* Recognise and using adjectives
 | **A Year 3 linguist will:*** Listen and respond to single words and short phrases
* Follow verbal instructions in French
* Respond 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
 | **A Year 3 linguist will:*** 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 using adjectives of colour and size
 | **A Year 3 linguist will:*** Begin to recognise gender of nouns, definite and indefinite article
* Identify plurals of nouns
* Recognise adjectives and placement relative to the noun
* Begin to understand that verbs have patterns
* Notice the negative form
* Begin to use prepositions
 | **A Year 3 linguist will:*** Recognise that different languages are spoken in the community/world
* Show awareness of the capital and identifying some key cultural landmarks
* Recognise cultural similarities and differences between customs and traditions in France and England
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| **Year 4** | **A Year 4 linguist will:*** 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
* Listen and repeating further key phonemes with care
* Rehearse and performing a short presentation
* Choose appropriate adjectives from a wider range of adjectives
 | **A Year 4 linguist will:*** Identify items by colour and other adjectives
* Use language detective skills to decode vocabulary
* Listen to songs, joining in with songs and noticing sound patterns
* Notice and begin to predict key word patterns and spellings
 | **A Year 4 linguist will:*** Notice and discuss cognates and begin to identify language detective strategies
* 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 cognates and near cognates along with other detective skills to gist information
* Select and write short words and phrases
* Make short phrases or sentences using word cards
* Use adapted phrases to describe an object or person
 | **A Year 4 linguist will:*** Use indefinite article in the plural form
* Recognise and using possessive adjective ‘my’ and pronouns he/she/it
* Recognise and begin to apply rules for placement and agreement of adjectives
* Recognise and using the negative form
* Use prepositions
* Make comparisons of word order in French and English
 | **A Year 4 linguist will:*** Compare schools and celebrations between France and the UK
* Compare shops and high streets of France and UK
* Recognise and use the Euro currency Identify some French-speaking countries
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| **Year 5** | * **A Year 5 linguist will:**
* 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, unknown 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
 | **A Year 5 linguist will:*** Listen and gist information from an extended text using language detective skills such as cognates
* 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 select words to recognise common spelling patterns
 | **A Year 5 linguist will:*** 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 text
* Confident 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
* 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
* Use different adjectives, with correct positioning and agreement
 | **A Year 5 linguist will:*** Correct use of definite and indefinite article depending on gender and number of noun and including partitive ‘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
 | **A Year 5 linguist will:*** Identify and locate other countries in the world where French is spoken
* Compare geographical features and climates of different French-speaking countries
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| **Year 6** | **A Year 6 linguist will:*** Develop extended sentences, for example to justify a fact or opinion
* Plan, ask and answer extended questions
* Engage in conversation and transactional language
* Plan and present a short descriptive text
* Modify, express and compare opinions
* Discuss strategies for remembering and applying pronunciation rules
* Speak and read aloud with increasing confidence and fluency
* Compare and apply pronunciation rules or patterns from known vocabulary
* Recognise and use a wide range of descriptive phrases
* Give a presentation drawing upon learning from a number of previous topics
 | **A Year 6 linguist will:*** 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
 | **A Year 6 linguist will:*** Make increasingly accurate attempts to read unfamiliar words and phrases
* Read and use language detective skills to assess meaning including sentence structure
* Read and respond 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 write 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
 | **A Year 6 linguist will:*** Accurately apply placement and agreement rules for adjectives
* Recognise and begin to form some verbs in near future tense using aller
* Recognise and apply verb endings for present regular ‘er’ verbs Grammar
* 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 a sentence
 | **A Year 6 linguist will:*** Learn about France’s sporting culture and events
* Ask question and making insightful commentary on cultural differences, including some understanding of stereotype
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