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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 |
| **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 |
| **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 |
| **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 |