

National Curriculum	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 			
	Nursery International Speaker		Reception International Speaker	
EYF5/KS1	<p>Spoken language</p> <ul style="list-style-type: none"> Celebrate and share community languages. Join in with songs and rhymes in a different language. 			
	Year 3 International Speaker		Year 4 International Speaker	
Speaking and Listening	<p>Spoken language</p> <ol style="list-style-type: none"> Listen to short stories, rhymes and songs, recognising familiar words and phrases. Join in with songs and rhymes. Respond to a simple command. Answer with a single word and short phrase. Ask an appropriate question. Name objects. Use set phrases. Choose the right word to complete a phrase or short sentence. 		<p>Spoken language</p> <ol style="list-style-type: none"> Listen to stories, songs and rhyme, recognising key words and phrases to support understanding. Name and describe places and objects. Ask and answer questions. Give a response using a short phrase. Have a short conversation saying 2-3 things. Correct my pronunciation of known or familiar words. 	
	<p>Spoken language</p> <ol style="list-style-type: none"> Listen attentively to passages, stories and poems, using knowledge of familiar language to understand more of what is heard. Have a short conversation saying 3-4 things. Starting to speak in sentences, using a range of familiar vocabulary. Correct my pronunciation of unfamiliar words. Start using my knowledge of grammar to correct my speech. 		<p>Spoken language</p> <ol style="list-style-type: none"> Listen to more authentic material, using knowledge of familiar language to understand more of what is heard. Hold a simple conversation with at least 4 exchanges. Express opinions and respond to those of others. Present ideas/information to audiences. Use the correct pronunciation of all words. Use intonation to express and convey meaning. Use my knowledge of grammar to speak correctly. 	

	Year 3 International Speaker	Year 4 International Speaker	Year 5 International Speaker	Year 6 International Speaker
Reading and Writing	<p>Reading</p> <p>10. Read and understand single words and short phrases. 11. Read short phrases aloud to others. 12. Use simple dictionaries to find the meaning of words.</p> <p>Writing</p> <p>13. Write single words correctly. 14. Label a picture. 15. Write short phrases with the support of a vocabulary list.</p>	<p>Reading</p> <p>7. Read aloud short pieces of text. 8. Read and understand a short passage (using familiar language) and explain the main points. 9. Use a bilingual dictionary or glossary to look up new words.</p> <p>Writing</p> <p>10. Write phrases from memory. 11. Write 2-3 short sentences on a familiar topic. 12. Describe people, places and objects.</p>	<p>Reading</p> <p>5. Read and understand a short story or factual text. 6. Use the context to work out unfamiliar words. 7. Use a bilingual dictionary or glossary to look up new words.</p> <p>Writing</p> <p>8. Write a paragraph of 3-4 sentences, using a range of familiar vocabulary. 9. Describe people and objects. 10. Use my knowledge of grammar to correct my writing. 11. Use a bilingual dictionary or glossary to look up new words to use in my writing.</p>	<p>Reading</p> <p>5. Read and understand a short story or factual text and note the main points. 6. Use the context to work out unfamiliar words.</p> <p>Writing</p> <p>7. Write a paragraph of at least 5 sentences, using a range of familiar vocabulary. 8. Describe places and objects. 9. Use my knowledge of grammar to write accurately and correctly. 10. Understand key features of basic grammar and how these differ from/are similar to English. 11. Substitute words and phrases, using bilingual dictionary or glossary to improve my writing.</p>
Specific Language	<p>J'apprends le Français</p> <p>16. Pinpoint France and other French speaking countries on a map of the world. 17. Ask and answer the question 'How are you?' in French. 18. Say 'Hello' and 'Goodbye' in French. 19. Ask and answer the question 'What is your name?' in French. 20. Count to 10 and say 10 colours in French.</p> <p>Les Animaux</p> <p>21. Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. 22. Understand that there are more determiners/ articles in French than in English. 23. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</p>	<p>En Classe</p> <p>14. Remember and recall 12 classroom objects with their indefinite article/determiner. 15. Replace an indefinite article/determiner with a possessive adjective. 16. Say and write what they have and do not have in their pencil case.</p> <p>Chez Moi</p> <p>17. Say whether they live in a house or an apartment and say where it is. 18. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. 19. Tell somebody in French what rooms they have or do not have in their home. 20. Ask somebody else in French what rooms they have in their home. 21. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>Les Vetements</p> <p>11. Repeat and recognise the vocabulary for a variety of clothes in French. 12. Use the appropriate genders and articles for these clothes. 13. Use the verb porter in French with increasing confidence. 14. Say what they wear in different weather/situations. 15. Describe clothes in terms of their colour and apply adjectival agreement. 16. Use the possessives with increased accuracy.</p> <p>Ma Famille</p> <p>17. Tell somebody the members, names and various ages of either their own or a fictional family in French. 18. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. 19. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. 20. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>	<p>A L'Ecole</p> <p>11. Repeat and recognise the vocabulary for school subjects. 12. Say what subjects they like and dislike at school. 13. Say why they like/ dislike certain school subjects. 14. Tell the time (on the hour) in French. 15. Say what time they study certain subjects at school.</p> <p>Habitats</p> <p>16. Tell somebody in French the key elements that animals and plants need to survive in their habitat. 17. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. 18. Tell somebody in French which animals live in these different habitats. 19. Tell somebody in French which plants live in these different habitats.</p>

Vocabulary	<p>J'apprends le Français</p> <ul style="list-style-type: none"> Bonjour, Au revoir, Ça Va?, Comment tu t'appelle ? Je m'appelle, merci, comme ci comme ça, numbers to ten (un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix), 10 colours (rouge, vert, jaune, bleu, orange, gris, violet, marron, noir, blanc) <p>Les Animaux</p> <ul style="list-style-type: none"> 10 animals (un lion, un singe, un mouton, une vache, un canard, un oiseau, un cheval, un cochon, une souris, Je suis = I am 	<p>En Classe</p> <ul style="list-style-type: none"> Une gomme, un stylo, une calculatrice, ouvrez vos cahiers, un livre, un cahier, un crayon, un taille-crayon, un sac a dos, un baton de colle, une regle, une trousse, des ciseaux, mon, ma, mes, et, Qu'est-ce-qu'il/ya dans ta trousse ? Dans ma trousse j'ai..., je n'ai pas... <p>Chez Moi.</p> <ul style="list-style-type: none"> Où habites-tu? Chez-moi, une maison, un appartement, en ville, a la montagne, a la campagne, au bord de la mer, dans un village, un salon, une buanderie, une chambre, un bureau, un garage, une salle a manger, une salle de bains, un sous-sol, un jardin, une cuisine, il/ya, il n'ya pas de.. 	<p>Les Vêtements</p> <ul style="list-style-type: none"> Les vêtements, je porte, tu portes, il porte, un short, une chemise, une cravate, un manteau, un pull, une écharpe, une veste, une robe, un tee shirt, une jupe, des chaussures, des chaussettes, un pantalon ,une casquette, un maillot de bain <p>Ma Famille</p> <ul style="list-style-type: none"> la mere, le pere, la grand-mere, le grand-pere, le frere, la soeur, la tante, l'oncle, numbers to 100 	<p>A L'Ecole</p> <ul style="list-style-type: none"> Les maths, l'anglais, le dessin, le français, la musique, les sciences, l'histoire, le sport, la géographie, l'informatique, j'aime, je n'aime ps, je deteste, j'adore, amusant, ennuyeux, intéressant, difficile, utile, parce que, mais, facile, ma matière preferee c'est..., <p>Habitats</p> <ul style="list-style-type: none"> La prairie, l'Arctique, la foret tropicale, le desert, l'océan, l'eau, l'air, la nourriture, le soleil, un abri, les grands arbres, les buissons, les cactus, les algues, les plantes résistantes
Grammar	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. e.g. 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (e.g. 'the', 'a' or 'some'). Introduce simple adjectival agreement (e.g. adjectival agreement when describing nationality), the negative form and possessive adjectives e.g. 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (e.g. definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (e.g. 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour e.g. 'My blue coat'.</p>	<p>Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (e.g. which subjects I like at school and which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular e.g. 'to go', 'to do', 'to have' and 'to be'</p>
Phonics	<ul style="list-style-type: none"> ch ou on oi 	<ul style="list-style-type: none"> l é e è lque eau eaux ille 	<ul style="list-style-type: none"> é e è lque eau eaux 	<ul style="list-style-type: none"> Qu Ç gne en an