



Languages - Whole School Progression Map

Discovery MAT – Languages Curriculum Statement

Quotes that guide us:

'You live a new life for every language you speak. If you only know one language, you only live once.' Czech proverb

'To learn a language is to have one more window from which to look at the world.' Chinese Proverb

Why is it important to teach Languages? (Intent)

Learning a foreign language is an essential part of being a member of a multi-cultural society. We aim to ensure that every child is given the opportunity to study a foreign language and develop their interest in the culture of other nations. We provide children with a high-quality language education, which fosters their curiosity and deepens their understanding of the world. All children are enabled and supported to express their ideas and thoughts in another language, in order to understand and respond to its speakers, both verbally and in writing. Our teaching of languages provides opportunities for children to communicate for practical purposes and be open to different cultures and new ways of thinking. It is intended that when children leave our schools, they will have developed a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries if they so wish. With an exciting and stimulating languages curriculum, children will be engaged and excited to continue language learning at KS3 and beyond.

Key Concepts:

- 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.

Curriculum Design (Implementation)

Our Languages curriculum ensures that pupils have access to high quality teaching and learning opportunities. Children have weekly French or Spanish lessons throughout Key Stage 2. Teachers use a variety of resources e.g. Kapow Primary scheme of work, resources from Oak Academy, Twinkl, Lightbulb languages and others. In Lower KS2, children acquire basic skills and an understanding of French or Spanish, with emphasis placed on developing Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Our Languages curriculum gives children the opportunity 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 clear
- 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.

Knowledge Focused

To ensure clear sequences of learning we use the Discovery MAT wide progression document to plan lessons. These give small steps that build towards key end points that link to the National Curriculum. These break down the National Curriculum statements into smaller steps. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

What we do well as a Trust (Impact)

Our children have extremely positive attitudes towards languages. As well as discrete lessons we celebrate languages through a languages day where children get to experience other cultures, art, music, food and a range of other experiences deepening their understanding of France/Spain and their language. Across the MAT we allow children to show off their skills by creating quizzes and games to show us and their peers what they have learnt.

Languages National Curriculum

The National Curriculum for languages aims to ensure that all pupils:

- 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

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



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Languages – Intercultural Understanding

To further develop intercultural understanding across the MAT we aim to:

- Learn about the different languages spoken by children in the school.
- Locate country/countries where the language is spoken
- Identify social conventions at home and in other cultures
- Make indirect and direct contact with the country/countries where the language is spoken.

- Increase awareness of linguistic and cultural diversity.
- Identify some of the countries where the language is spoken.
- Know some facts about one country, e.g. climate, main towns, famous landmarks, produce.
- Have contact with a native speaker
- View a video or media resource about the country
- Send an e-mail, letter or postcard to a partner school.

This can be in the form of:

- Locating countries around the world where French is spoken.
- Developing their knowledge of French speaking countries.
- Begin to communicate with other children in French speaking countries.
- Begin to use a range of media to learn about French speaking countries.
- Link with another school where French is their spoken language.

Languages – EYFS/Key Stage I

Although French is not explicitly taught in EYFS/Key Stage I, we aim to introduce children to the French language by teaching greetings such as Bonjour, Bon Soir, counting to 10, recognising colours and simple phrases. It is important for children to recognise that words written in a different language look different to words that are written in English and understanding that different countries will speak different languages to our own.

As part of the children's learning in Early Years they will learn to;

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Sing a range of well-known nursery rhymes and songs;

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- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

iLanguages Curriculum Topic Overview

Y3	<ul style="list-style-type: none"> • Greeting & French Culture • Classroom Instructions • Animals • At the pet shop • Numbers and Plurals 	<ul style="list-style-type: none"> • Connectives and simple sentences • Gender • Memorisation and storytelling • Je m'appelle • Christmas 	<ul style="list-style-type: none"> • French names • Je suis and Ma maman story • Colours and alien story • Colours and opinions • Word order of adjectives • Word order and opinions 	<ul style="list-style-type: none"> • The enormous turnip • Numbers 1 – 10 • Numbers and j'ai • Age • Definite (le,le,les) and indefinite articles (un,une) • Easter 	<ul style="list-style-type: none"> • Je voudrais • The connective 'mais' • C'est & the Hare and the Tortoise • Aussi • Numbers 1-15 	<ul style="list-style-type: none"> • Days of the week • Revision and Raps • Paris
Y4	<ul style="list-style-type: none"> • Animals and classroom instructions • Animals and a poem • Monsieur Gentil's day out • Learning a story • Parts of the body 	<ul style="list-style-type: none"> • Colours • Monsters • Adjective agreements • The hungry monster • Food • Christmas 	<ul style="list-style-type: none"> • Opinions about food • Goldilocks story • Shopping for food • Numbers 1-15 revision and months • Numbers 1-31 and French maths 	<ul style="list-style-type: none"> • Dates, birthdays and name days • Personal descriptions • Personal descriptions 2 • Celebrity descriptions • Little red riding hood 	<ul style="list-style-type: none"> • Family • Possessive adjectives • Dictionary skills and pronunciation • Clothes 	<ul style="list-style-type: none"> • Clothes and colours • The hedgehog story
Y5	<ul style="list-style-type: none"> • Classroom instructions and opinions • Sports and opinions • Sports, opinions and sports clothing • Revise 'avoir' with negative/ • adjectival agreement 	<ul style="list-style-type: none"> • Emperor's new clothes. Masculine and feminine forms • Weather • Describing the weather • Hobbies • Christmas: the snowman 	<ul style="list-style-type: none"> • Revise hobbies. • Pets • Fox and Crow story • Poems • Verb être 	<ul style="list-style-type: none"> • Numbers 1-31, sums • Months and dates revision • Revise 1-31, practise sums • Schools subjects and French schools • Schools subjects, preferences • Easter: Mardi Gras 	<ul style="list-style-type: none"> • Tortoise birthday story, verb 'aller' • Revise 'aller' • Transport • Transport types • Classroom items 	<ul style="list-style-type: none"> • Possessive adjectives • Prepositions • Pronunciation • Simple future
Y6	<ul style="list-style-type: none"> • Etre and Avoir • Etre and avoir with questions • The time: hour, quarter and half past • minutes past the hour • minutes to the hour 	<ul style="list-style-type: none"> • Daily routine • Daily routine in other countries • Houses • Comparatives and preferences • The three little pigs • Christmas: Christmas presents 	<ul style="list-style-type: none"> • Rooms in the house • The best place in the world: home • My bedroom • Places in a town • Revision of aller and places in town • Directions 	<ul style="list-style-type: none"> • Directions part 2 • Buying food • Numbers 1-100 • Café • French food and menus 	<ul style="list-style-type: none"> • The past (perfect) tense • The past (perfect) tense part 2 	



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Listening				
Year Group	Y3	Y4	Y5	Y6
Skills & Knowledge	<ul style="list-style-type: none"> - Listen and respond to familiar spoken words and phrases 	<ul style="list-style-type: none"> - Listen for specific phonemes, words and phrases 	<ul style="list-style-type: none"> - Listen attentively and understand more complex phrases and sentences 	<ul style="list-style-type: none"> - 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
Examples of Contexts & Language	<ul style="list-style-type: none"> - Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. - Recognise numbers 1-20 and begin to understand numbers from 20 – 31. - Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action. 	<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. in prices, dates, numeracy activities, telling the time. - Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole? - Respond to a wider range of classroom instructions e.g. 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 	<ul style="list-style-type: none"> - Identify key points in a new context e.g. a story, which contains familiar language - Understand higher numbers e.g. in prices, numeracy activities - Follow instructions and directions e.g. a recipe or simple directions - Recognise letters of the alphabet when they hear them 	<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. the year, 24-hour clock, quantities
Arriving into the next year group, pupils should be able to...	<ul style="list-style-type: none"> - Enjoy listening to songs, poems and stories. - Listen carefully and identify familiar words in songs, poems and simple stories. - Recognise, with confidence, numbers to 20 and know own birthday date e.g. 22 April - Follow simple classroom instructions. 	<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. 	<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 	<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

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Speaking				
Year Group	Y3	Y4	Y5	Y6
Skills & Knowledge	<ul style="list-style-type: none"> - Communicate with others using simple words, phrases and short sentences - Explore the patterns and sounds of language to help develop accurate pronunciation and intonation 	<ul style="list-style-type: none"> - Speaking 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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,
Examples of Contexts & Language	<ul style="list-style-type: none"> - Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. - Ask and answer simple questions about self e.g. name and age, birthday - Express simple likes and dislikes e.g. food and drink. 	<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 have brown eyes. I have two sisters and I like dancing. - Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand. - Express preference about what they like e.g. food, animals, colours 	<ul style="list-style-type: none"> - Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? - Give simple instructions and directions e.g. a recipe, directions to a place, the route to school - Begin to understand and express future intentions e.g. I am going swimming on Wednesday - Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk 	<ul style="list-style-type: none"> - Understand and use numbers in context e.g. saying the year, 24hour clock, quantities. - Understand and use transactional language e.g. in a café - Give a description e.g. of a town, geographical features in a country - Seek clarification of meaning How is that written in French? I don't understand. Can you repeat that? Can you speak more loudly/slowly? - Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather - Express and justify opinions e.g. I like netball because it's fun.
Arriving into the next year group, pupils should be able to...	<ul style="list-style-type: none"> - Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. - Pronounce very familiar language with good pronunciation and intonation. - Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. - Express likes and begin to express dislikes. 	<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 have brown eyes, - Begin to use simple conjunctions e.g. I have brown eyes and black hair - Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like 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 - 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. 	<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. 	<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 sustain 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

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Reading				
Year Group	Y3	Y4	Y5	Y6
Skills & Knowledge	<ul style="list-style-type: none"> - Recognise and understand some familiar written words and phrases - Show awareness of sound-spelling links 	<ul style="list-style-type: none"> - Read and understand familiar written words, phrases and short texts made of simple sentences - Read a wider range of words, phrases and sentences aloud - Follow text while listening and reading at the same time. - Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. 	<ul style="list-style-type: none"> - Read a variety of short simple texts in different formats and in different contexts - Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud 	<ul style="list-style-type: none"> - Read aloud from a text with good expression - Read and understand the main points and some detail from a short written passage.
Examples of Contexts & Language	<ul style="list-style-type: none"> - Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. - Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. 	<ul style="list-style-type: none"> - Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris? - 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. When it rains, you need an umbrella. - Use strategies to work out meaning of new words. 	<ul style="list-style-type: none"> - Practise reading aloud a poem to perform in assembly. - Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary 	<ul style="list-style-type: none"> - Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town - Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article
Arriving into the next year group, pupils should be able to...	<ul style="list-style-type: none"> - Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. - Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. - Read aloud and understand a simple conversation with a partner that uses familiar language. 	<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 	<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. - Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. - Apply phonic knowledge when meeting new words. 	<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 detail 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.



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Writing				
Year Group	Y3	Y4	Y5	Y6
Skills & Knowledge	<ul style="list-style-type: none"> - Write some familiar simple words using a model and some from memory 	<ul style="list-style-type: none"> - 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 simple sentences and short texts using a model - Use a dictionary to check the spelling of words. 	<ul style="list-style-type: none"> - Write sentences and construct short texts using a model. - Write a few sentences from memory, using knowledge of words, text and structure.
Examples of Contexts & Language	<ul style="list-style-type: none"> - Write one or two simple sentences, using a model e.g. name and age to introduce themselves. - Label an animal they have drawn or made from playdough – e.g. a black cat. - Complete a simple gapped text such as a party invitation or passport. 	<ul style="list-style-type: none"> - Write a few simple sentences using a word bank to describe for example a sports star e.g. lives in London. She is 22 years old. She likes dancing - Experiment with writing new words 	<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 a meal, a scene, the weather, a planet. - Use simple conjunctions such as and, but, because to form more complex sentences. - Change elements in a given text e.g. ingredients, colour and size of a planet 	<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. about sections in a newspaper (weather, what's on TV) a story, an email - Have some understanding of how to use the past tense
Arriving into the next year group, pupils should be able to...	<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 writing frame and word bank - Begin to write a few familiar words from memory and know that all attempts will be valued 	<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 	<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. 	<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.

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Grammar				
Year Group	Y3	Y4	Y5	Y6
Skills & Knowledge	<ul style="list-style-type: none"> - Understand some basic grammar appropriate to the language being studied: <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"> - 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 - verbs - 1st, 2nd 3rd persons in questions and answers - how to form the negative 	<ul style="list-style-type: none"> - 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"> - Understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none"> - verbs – begin to use the past tense, reinforce understanding of future tense - adverbs - gender - masculine, feminine, neuter - nouns and adjectives
Examples of Contexts & Language	<ul style="list-style-type: none"> - Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy - Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. - Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate. 	<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 - Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming. - Begin to use pronouns e.g. The prince is handsome. He loves the princess. 	<ul style="list-style-type: none"> - Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. - Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister. - 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. to be, to have, to eat, to play, to go 	<ul style="list-style-type: none"> - Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. - Identify tenses from a selection of sentences written in the present, past and future tense.
Arriving into the next year group, pupils should be able to...	<ul style="list-style-type: none"> - Notice (where relevant) that the definite/indefinite article changes according to gender of noun. - Notice differences in word order - Begin to understand how to form the negative. 	<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. - Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like with increasing accuracy. - Ask and answer questions in 1st, 2nd, 3rd person singular. 	<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 - Explain with confidence how to form the negative in simple sentences 	<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

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Vocabulary				
Year Group	Y3	Y4	Y5	Y6
	<p>Bonjour! Salut ! Au revoir ! Je m'appelle ça va ? ça va bien merci Comme ci ,comme ça Comment t'appelles-tu ? Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Quel âge as-tu ? J'ai sept/huit ans</p> <p>Onze, douze, treize, quatorze, quinze seize, dix-sept, dix-huit, dix-neuf, vingt.</p> <p>je joue bien au football je nage bien je danse mal bravo, fantastique, super</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>rouge, rose, orange, jaune, bleu(e),vert(e),noir(e), blanc(he),violet(te),</p> <p>Le jus d'orange, le yaourt, le poisson, une pomme, le chocolat, les pommes frites etc.</p>	<p>Les couleurs : Rouge, rose, orange, jaune, bleu(e),vert(e),noir(e), blanc(he),violet(te)</p> <p>Les parties du corps : La tête, la bouche, la main, la jambe, le bras, le nez, les épaules, les genoux, les pieds, les oreilles, les yeux, les cheveux</p> <p>j'ai... il/elle a</p> <p>J'aime, je n'aime pas, j'adore, je déteste</p> <p>Le jus d'orange, le yaourt, le poisson, une pomme, le chocolat, les pommes frites</p> <p>vingt-et-un, vingt-deux, vingt-trois, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, etc</p> <p>Je prefere la musique, le sport</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>janvier, février, mars. avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>	<p>Qu'est-ce que tu fais? J'aime Je n'aime pas</p> <p>Le jus d'orange, le yaourt, le poisson, une pomme, le chocolat, les pommes frites</p> <p>La musique C'est nul, c'est super j'ai mangé j'ai bu</p> <p>Au parc d'attractions Je vais en Italie.</p> <p>Le lion, le kangourou, le coucou, l'oiseau, l'éléphant, le poisson etc.</p> <p>Il fait beau, Il neige, chaud, mauvais, froid, pleut, soleil, du vent</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche janvier, février, mars. avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>la campagne en route Le printemps et l'été L'automne et l'hiver</p>	<p>mon oncle ma tante mon cousin / ma cousine</p> <p>Le temps une bouteille en plastique la poubelle à recyclage</p> <p>j'ai mangé j'ai bu un sandwich un gateau une pomme une orange une banane du fromage de l'eau de la salade des chips (pl)</p> <p>j'aime je n'aime pas</p> <p>aller à la piscine aller au centre de loisirs À Paris On peut visiter la tour Eiffel.</p> <p>j'habite nous habitons la banque (f) la mairie (f) la patinoire (f) l'office du tourisme (m)</p> <p>tourne a gauche, tourne a droite prends la, ou est?</p>