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| National curriculum | Listening and speaking/Oracy | Reading and writing/literacy |
| 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. | * repeat modelled words; * listen and show understanding of single words through physical response; * repeat modelled short phrases; * listen and show understanding of short phrases through physical response. * recognise a familiar question and respond with a simple rehearsed response; * ask and answer a simple and familiar question with a response; * express simple opinions such as likes, dislikes and preferences; * ask and answer at least two simple and familiar questions with a response. * name objects and actions and may link words with a simple connective; * use familiar vocabulary to say a short sentence using a language scaffold; * speak about everyday activities and interests; * refer to recent experiences or future plans. * identify individual sounds in words and pronounce accurately when modelled; * start to recognise the sound of some letter strings in familiar words and pronounce when modelled; * adapt intonation to ask questions or give instructions; * show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. * name nouns and present a simple rehearsed statement to a partner; * present simple rehearsed statements about themselves, objects and people to a partner; * present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. * say simple familiar words to describe people, places, things and actions using a model; * say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; * say one or two short sentences that may contain an adjective to describe people, places, things and actions. | * read and show understanding of familiar single words; * read and show understanding of simple phrases and sentences containing familiar words. * use strategies for memorisation of vocabulary; * make links with English or known language to work out the meaning of new words; * use context to predict the meaning of new words; * begin to use a bilingual dictionary to find the meaning of individual words in French and English. * identify individual sounds in words and pronounce accurately when modelled; * start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; * adapt intonation to ask questions; * show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. * write single familiar words from memory with understandable accuracy; * write familiar short phrases from memory with understandable accuracy; * replace familiar vocabulary in short phrases written from memory to create new short phrases. * copy simple familiar words to describe people, places, things and actions using a model; * write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; * write one or two simple sentences that may contain an adjective to describe people, places, things and actions. |
| Stories, songs, poems and rhymes | Grammar |
| * listen and identify specific words in songs and rhymes and demonstrate understanding; * listen and identify specific phrases in songs and rhymes and demonstrate understanding. * join in with actions to accompany familiar songs, stories and rhymes; * join in with words of a song or storytelling. | * show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; * name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; * recognise and use partitive articles; * name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; * name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; * use a simple negative form (ne… pas); * show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; * recognise and use the first person possessive adjectives (mon, ma, mes); * recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; * conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; * use simple prepositions in their sentences; * use the third person singular and plural of the verb ‘être’ in the present tense. |
|  |  | Cultural capital |
|  |  | Songs art traditions  compare and contrast Communication |