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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.
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| 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.
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|  |  | Cultural capital |
|  |  | Songs art traditions compare and contrast Communication |