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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.
 | * listen and show understanding of simple sentences containing familiar words through physical response;
* listen and understand the main points from short, spoken material in French;
* listen and understand the main points and some detail from short, spoken material in French.
* engage in a short conversation using a range of simple, familiar questions;
* ask and answer more complex questions with a scaffold of responses;
* express a wider range of opinions and begin to provide simple justification;
* converse briefly without prompts.
* say a longer sentence using familiar language;
* use familiar vocabulary to say several longer sentences using a language scaffold;
* refer to everyday activities and interests, recent experiences and future plans;
* vary language and produce extended responses.
* pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
* appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
* start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
* adapt intonation, for example to mark questions and exclamations.
* manipulate familiar language to present ideas and information in simple sentences;
* present a range of ideas and information, using prompts, to a partner or a small group of people;
* present a range of ideas and information, without prompts, to a partner or a group of people.
* say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
* manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
* use a wider range of descriptive language in their descriptions of people, places, things and actions.
 | * read and show understanding of simple sentences containing familiar and some unfamiliar language;
* read and understand the main points from short, written material;
* read and understand the main points and some detail from short, written material.
* use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
* use a bilingual dictionary to identify the word class;
* use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
* read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
* appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
* start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
* adapt intonation for example to mark questions and exclamations in a short, written passage.
* write a simple sentence from memory using familiar language;
* write several sentences from memory with familiar language with understandable accuracy;
* replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
* write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
* manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
* use a wider range of descriptive language in their descriptions of people, places, things and actions.
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| Stories, songs, poems and rhymes | Grammar |
| * listen and identify rhyming words and specific sounds in songs and rhymes;
* follow the text of familiar songs and rhymes, identifying the meaning of words;
* read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
* follow the text of a familiar song or story;
* follow the text of a familiar song or story and sing or read aloud;
* understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
 | * identify word classes;
* demonstrate understanding of gender and number of nouns and use appropriate determiners;
* explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
* name and use a range of conjunctions to create compound sentences;
* use some adverbs;
* demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;
* explain and use elision; state the differences and similarities with English;
* recognise and use the simple future tense of a high frequency verb; compare with English;
* recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed;
* recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
* recognise and use a range of prepositions;
* use the third person plural of a few high frequency verbs in the present tense;
* name all subject pronouns and use to conjugate a high frequency verb in the present tense;
* recognise and use a high frequency verb in the perfect tense; compare with English;
* follow a pattern to conjugate a regular verb in the present tense;
* choose the correct tense of a verb (present/perfect/imperfect/future) according to context.
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|  |  | Cultural capitalSongs art traditions compare and contrast Communication |