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