|  |  |
| --- | --- |
| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | **Key Stage 2 National Curriculum Objectives:** |
| 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 Languages – key stage 2 3 * 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. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 3** | **Years 4** | **Year 5** | **Year 6** |
| **Listening** | Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| **Speaking** | Communicate with others using simple words and short phrases covered in the units. | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| **Reading** | Read familiar words and short phrases. Begin to apply knowledge learnt from phonics.  Understand the meaning in English of short words I read in French. | Read aloud short pieces of text applying some knowledge learnt from phonics.  Understand most of what we read in the foreign language when it is based on familiar language. | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from phonics. Use bilingual dictionaries to decode words. | Be able to tackle unknown language with increased accuracy by applying knowledge learnt from phonics  including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. |
| **Writing** | Write familiar words & short phrases using a model or vocabulary list. E.g. 'It is windy'. 'I have one sister'. | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g. My name, where I live and my age. | Write sentences using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. E.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. | Write a piece of text using language and learn to adapt any models provided to show solid understanding of any grammar covered. Learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g.: Rewriting a text or book, writing about their family, writing about the planets in the Solar System. |
| **Grammar** | Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. E.g. 'I like…' 'I play…' 'I am called…' | Better understand the concept of gender and which articles to use for meaning (E.g. 'the', 'a' or 'some'). Introduce simple adjectival agreement (E.g. adjectival agreement when describing nationality), the negative form and possessive adjectives. E.g. 'In my pencil case I have…' or 'In my pencil case I do not have...' | Revision of gender and nouns and learn to use and recognise the terminology of articles (E.g. definite, indefinite article). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (E.g. 'I see...', 'he/she sees..' | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g. which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation ‐ both regular and irregular. E.g. 'to go', 'to have' and 'to be'. |
| Stories and songs | Listen and identify specific words in songs and rhymes and demonstrate understanding.  Begin to join in with actions to accompany familiar songs, stories and rhymes. | Listen and identify specific phrases in songs and rhymes and demonstrate understanding.  Join in with words of a song or with familiar stories and rhymes. | 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.  Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud. | 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 and sing and read aloud.  Understand the meanings of stories and songs, using rhyme and repetition. Use a bilingual dictionary with reading and writing. |