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| **End point(s)** | **Year 3** | **Year 4** | **Year 5 and Year 6**  Year 6 will continue working from the Year 5 programme of study, and practising and consolidating what has been taught so far (as recommended by Catherine Cheater.) |
| **Languages programme of study: Key stage 2**  The national curriculum for languages aims to ensure that all pupils:  . Understand and respond to spoken and written language from a variety of authentic sources.  . Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.  . Can write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.  . Discover and develop an appreciation of a range of writing in the language studied. | **Oracy:**  . Enjoys listening to and speaking the language  . Listen and respond to familiar spoken words, phrases and sentences  . Communicate with others using simple words, phrases and short sentences  . Understand conventions such as taking turns to speak, valuing the contribution of others  . Use correct pronunciation in spoken work  **Literacy:**  . Recognise and understand some familiar phrases in written form  . Read aloud in chorus, with confidence and enjoyment, from a known text  . Write some familiar words using a model  . Write some familiar words from memory  **Intercultural Understanding:**  . Appreciate the diversity of languages spoken within their school  . Talk about the similarities and differences of social conventions between different cultures  . Identify the country or countries where the language is spoken  . Have some contact with the country / countries  . Recognise a children’s song, rhyme or poem well known to native speakers | As for Year 3, plus:  **Oracy:**  . Listen to and identify words and short phrases  . Communicate by asking and answering a wider range of questions  . Memorise and present a short text  **Literacy:**  . Read and understand familiar written phrases  . Follow a short text while listening and reading, saying some of the text  . Read a wider range of words, phrases and sentences aloud  . Write some familiar words and phrases without help  **Intercultural Understanding:**  . Talk about celebrations of which they have experience  . Know about similar celebrations in other cultures  . Compare aspects of everyday life at home and abroad  . Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy framework objectives | As for Years 3 and 4, plus:  **Oracy:**  . Prepare and practice a simple conversation re-using familiar vocabulary and structures in new contexts - *Children are given practice in using a variety of questions and answers, and in creating spoken sentences that include nouns, verbs, adjectives, adverbs, conjunctions and prepositions.*  . Understand and express simple opinion - *Express annoyance, surprise, disappointment and joy as well as likes and dislikes when talking about food.*  . Listen attentively and understand more complex phrases and sentences - *Listen to story books, non-fiction texts, sets of instructions, songs by Henri Des and traditional French songs.*  . Prepare a short presentation on a familiar topic - *Memorise and recite a selection of short, spoken texts e.g. a short story, traditional song or shopping list.*  **Literacy:**  . Re-read frequently a variety of short texts - *Story books, non-fiction texts, traditional songs, sons by Henri Des and France Gall.*  . Make simple sentences and short texts - *Create in written form some of the sentences that they practice orally, using nouns, verbs, adjectives, adverbs, conjunctions and prepositions.*  . Write words, phrases and short sentences using a reference source – *Continue to develop dictionary skills.*  **Intercultural Understanding:**  . Compare symbols, objects or products which represent their own culture with those of another country – *Learn about and sample French food, identify traditional regional products, become familiar with currencies of France and the UK, learn and perform traditional French dances as well as folk dances from the UK, continue to learn traditional French songs, become familiar with French musicians and artists.*  *.* Look at further aspects of their everyday lives from the perspective of someone from another country – *Take opportunities to speak to a non-native speaker*  *.* Recognise similarities and differences between places *– Look closely at the French town of Vichy and it’s surroundings, and make comparisons with similar places in the UK and with their own surroundings.* |
| **Vocabulary** | **Term 1:**  **Numbers** 0-6, **Greetings** e.g. Bonjour! Bonjour + name, Bonjour monsieur/ madame/ mademoiselle, Comment t’appellestu? Joyeux Noël!  **Classroom phrases** e.g. asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous, touchez  **Colours / Adjectives** e.g. bleu, gris, jaune, rouge, vert  **Vocabulary for sentence building** e.g. asking and giving name, asking how something is spelt, voici, et, un renne, le Père Noël, un chat, un chien, un sapin, un cadeau, some alphabet letters  **Term 2:**  **Numbers** 7-10, **Phrase of celebration** Bonne Année, **Vocabulary for spelling** some more alphabet letters, voyelle, consonne, **Verbs** e.g. sautez, courez, marchez, marches sur la pointe des pieds,  **Adverbs** vite, lentement, **Asking politely** s’il te plaît merci, voila,  **Masculine and feminine nouns** un pinceau, un feutre, un crayon, un stylo, une gomme, une règle,  Qu’est-ce que c’est? **Punctuation** e.g. virgule, point  **Term 3:**  **Numbers** 11-31, **Vocabulary from a song** e.g. un tee-shirt, un pantalon, un pull, un chapeau,  **Responding to questions** oui, non, **Days of the week** Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche, aujourd’hui, c’est.., hier, c’était, demain, ce sera..  **Taking the register** présent , présente, **Punctuation** ouvrez les guillemets, fermez les guillemets | **Term 1:**  **Questions, answers and sentence building** e.g. Qui est-ce? C’est + name, Ce n’est pas + name, Dans le sac, il y a …. et …..  **Further adjectives** e.g. blanc, brun, noir, orange, rose  **Vocabulary for a game** e.g. Coin coin! Encore!  Masculine nouns e.g. un ane, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet  **Feminine nouns** e.g. une abeille, une araignée, une baleine, une chenille, une grenouille, une panthère, une perruche, une poule, une souris  **Term 2:**  **Adjectives that precede the noun** e.g. petit, grand  **Sentence starters** e.g. Chez moi, dans ma chambre, dans mon placard  **Verbs** e.g. danser, sauter, voler, nager,  **Punctuation** e.g. point d’exclamation, point d’interrogation  **Months** Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août, Septembre, Octobre, Novembre, Décembre, Ce mois-ci, c’est….(this month, it’s…) Le mois dernier, c’était..(last month it was..)  Le mois prochain, ce sera.. (next month it will be..)  **Term 3:**  **Vocabulary from a song** e.g. une culotte, une chemise, une veste, des lunettes, Que fais- tu?  **Questions and answers** e.g. Combien de cochons y a-t-il? (how many pigs are there?) Il y a cinq cochons. Quelle est la date aujourd’hui? (What’s the date today?) C’est le.. + date  **Phrases of celebration / greeting** e.g. Bonnes vacances! Joyeux anniversaire! Bon anniversaire!  **Towns in France** e.g. Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseilles, Nice, Paris, Tours | **Term 1:**  **Masculine nouns** e.g. un canard, un chameau, un cheval, un crocodile, un poisson etc  **Feminine nouns** e.g. une biche, une vache, une coccinelle, une étoile etc  **French food** e.g. tapenade, aioli, pâte de canard au poivre vert, galettes, bonbons au miel etc  **Healthy food** e.g. le céléri, le concombre, les carottes, les olives, les tomates etc  **Expression opinion** e.g. j’aime, je n’aime pas + noun, c’est (très) bon, c’est délicieux  **Expressions of annoyance, disappointment, frustration, joy etc** e.g. Zut alors! Mince alors! Mais enfin! Ça alors! C’est pas possible! Ce n’est pas serieux! Incroyable!  **Term 2:**  **Adjectives that precede the noun** e.g.jeune, joli  **Adverbs of place** e.g. chez moi, dans le jardin, dans le garage, dans la piscine  **Adverbs of time** e.g. aujourd’hui, maintenant  **Verbs** e.g. aller, être, tricoter, chanter, j’entends, je vois, je pense  **Simple negatives** e.g. ne…pas…ne..jamais  **Immediate future tense** aller + infinitive  **Asking questions** e.g. Où est la baleine? Qu’est-ce qu’il fait? Où va le lion?  **Pronouns** e.g. je, tu, il. Elle, moi, toi, lui  **Term 3:**  **Telling the time** – Quelle heure est-il? Il est une heure, deux heures etc, et demie, Il est midi, el est minuit.. et demi  **Conjunction** – mais  **Numbers** 30-60  **Relative pronoun** qui |