

Long term Planning (Objectives and Key Skills) – French

Purpose of study

Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Pre-National Curriculum (Generic language skills)

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> Attempt to repeat, copy or imitate some sounds heard in the target language. Perform familiar or simple actions on request using repetition, sign or gesture as prompts. Listen and sometimes respond to familiar rhymes and songs in a foreign language. 	<ul style="list-style-type: none"> Attempt one or two words in the target language in response to cues in a song or familiar phrase. Respond to simple questions, requests or instructions about familiar events or experiences. 	<ul style="list-style-type: none"> Respond to others in a group. Attempt to communicate in the target language (may rely heavily upon repetition and gesture, and facial expression and/or intonation to enhance meaning). Communicate positives and negatives in the target language in response to simple questions. Match and select symbols for familiar words, actions or objects presented in the target language. 	<ul style="list-style-type: none"> Introduce themselves by name in response to a question in the target language. Contribute to using the target language for a purpose. Listen, attend to and follow familiar interactions in the target language. 	<ul style="list-style-type: none"> Listen attentively and know that the target language conveys meaning. Understand one or two simple classroom commands in the target language. Respond briefly using single words, signs or symbols. Copy out a few words with support. Label one or two objects. With some support, use the target language for a purpose. 	<ul style="list-style-type: none"> Languages are not part of the Early Years curriculum.

National Curriculum Requirements: Key Stage Two

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Pupils should be taught about:

- 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.

The starred () content above will not be applicable to ancient languages.*

	Cultural Understanding	Listening and Responding	Speaking	Reading and Responding	Writing
Year Three (Progression Drivers)	<ul style="list-style-type: none"> Learn about different languages spoken in the school. Locate country/countries where different languages are spoken. Identify social conventions at home and in other cultures. Make contact with countries where the language is spoken. 	<ul style="list-style-type: none"> Listen and respond to simple rhymes, stories and songs. Recognise and respond to sound patterns and words. Listen attentively and understand instructions. Understand simple classroom commands. Understand short statements. Understand simple questions. Understand clearly spoken speech. <p><i>(May need a lot of help, e.g. gesture and repetition).</i></p>	<ul style="list-style-type: none"> Perform simple communicative tasks. Read out loud everyday/familiar words and phrases. Understand a range of spoken phrases. Pronounce words showing a knowledge of sound and pitch patterns. Answer questions with a single word. Answer questions with a short phrase. <p><i>(Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues).</i></p>	<ul style="list-style-type: none"> Recognise some familiar words in written form. Make links between some phonemes, rhymes and spellings. Use books, glossaries or digital media to find out the meanings of new words. Read and understand single words. <p><i>(Presented in clear script in familiar context. May need visual cues).</i></p>	<ul style="list-style-type: none"> Copy a single word correctly. Experiment with the writing of simple words. Label items and choose appropriate words to complete short sentences.
Year Four (Progression Drivers)	<ul style="list-style-type: none"> Learn about festivals and celebrations in different cultures. Know about aspects of everyday life and compare to their own. Compare traditional stories. Learn about ways of travelling to the country/countries studied. 	<ul style="list-style-type: none"> Listen for specific words and phrases. Listen for sounds, rhyme and rhythm. Understand a range of familiar statements. Understand a range of familiar questions. <p><i>(May need items repeated).</i></p>	<ul style="list-style-type: none"> Understand a range of spoken phrases. Memorise and present a short spoken text. Ask and answer questions on several topics. Read out loud everyday/familiar words and phrases. Pronounce words showing a knowledge of sound and pitch patterns. Give short and simple responses to what they see and hear. Name and describe people, places and objects. <p><i>(Pronunciation may still be approximate and delivery hesitant, but their meaning is clear).</i></p>	<ul style="list-style-type: none"> Read and understand a range of familiar written phrases. Follow a short familiar text, listening and reading at the same time. Read some familiar words/phrases aloud and pronounce accurately. 	<ul style="list-style-type: none"> Write simple words/phrases using models and words from memory. Write one or two short sentences. Write short phrases used in everyday conversations correctly.

Year Five (Progression Drivers)	<ul style="list-style-type: none"> Look at further aspects of their everyday life from the perspective of someone from another country. Recognise similarities and differences between places. Compare symbols, objects and products which represent their own culture with those of another country. 	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences. Understand short passages made up of familiar language. Understand instructions, messages and dialogues within short passages. Identify and note the main points and give a personal response on a passage. <p><i>(Spoken at near normal speed with no interference. May need short sections).</i></p>	<ul style="list-style-type: none"> Use short phrases to give a personal response. Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts. Understand and express simple opinions. Prepare a short presentation on a familiar topic. <p><i>(Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements).</i></p>	<ul style="list-style-type: none"> Read and understand a variety of short texts using familiar language. Identify and note the main points and give a personal response. Read simple texts independently. Use a bilingual dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> Write simple sentences and short texts. Write words, phrases and short sentences, using a reference source. <p><i>(They write short phrases from memory and their spelling is readily understandable).</i></p>
Year Six (Progression Drivers)	<ul style="list-style-type: none"> Compare attitudes towards aspects of everyday life. Recognise and understand some of the differences between people. Present information about an aspect of culture. 	<ul style="list-style-type: none"> Understand the main points and simple opinions in a spoken story, song or passage. Understand longer and more complex phrases or sentences. Identify the main points and some details. <p><i>(Spoken at near normal speed with no interference. May need some items to be repeated).</i></p>	<ul style="list-style-type: none"> Perform to an audience. Use spoken language confidently to initiate and sustain conversations and to tell stories. Hold a simple conversation with at least 3-4 exchanges. Use their knowledge of grammar to adapt and substitute single words and phrases. <p><i>(Their pronunciation is generally accurate and they show some consistency in their intonation).</i></p>	<ul style="list-style-type: none"> Read and understand the main points and some details from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Understand a short story or factual text and note some of the main points. Use context to work out unfamiliar words. 	<ul style="list-style-type: none"> Write sentences on a range of topics using a model. Write a paragraph of about 3-4 simple sentences. Adapt and substitute individual words and set phrase. Use a dictionary or glossary to check words they have learnt. <p><i>(They will draw largely on memorised language).</i></p>

Post-National Curriculum Key Stage Two Requirements (Years 7,8 and 9)

Language opportunities	Grammar and vocabulary	Linguistic competence
<ul style="list-style-type: none"> Choose any modern foreign language. Develop breadth and competence in listening, speaking, reading and writing based on the sound foundation of core grammar and vocabulary. Communicate personal and factual information that goes beyond immediate needs and interests. Develop and justify points of view in speech and writing. 	<ul style="list-style-type: none"> Identify and use tenses or other structures which convey the present, past and future. Use a variety of key grammatical structures and patterns, including voices and moods. Develop and use a wide-ranging and deepening vocabulary. Use accurate grammar, spelling and punctuation. 	<ul style="list-style-type: none"> Listen to a variety of forms of spoken language. Transcribe words and short sentences. Initiate and develop conversations. Use important social conventions such as formal modes of address. Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Speak coherently and confidently, with accurate pronunciation. Read and show comprehension of written materials. Read literary texts. Write prose using an increasingly wide range of grammar and vocabulary. Write creatively to express ideas and opinions. Translate short written texts accurately into the foreign language.