



Foreign Languages Curriculum Intent

“With languages, you are at home everywhere.” Edmund De Waal

Purpose and aims of Foreign Languages

At Caton Primary School, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language.

Teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers. In addition, children’s knowledge of how language works will be developed to lay the foundations for further language learning in future and to increase depth of understanding of the English language.

We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

French is our chosen language as the majority of secondary schools in our locality teach French in Year 7, therefore pupils’ language learning in Key Stage 2 acts as a springboard for further progression in Key Stage 3 and beyond.

Pupils visit France in Year 6 and have ongoing contact with the primary school in our twin town of Socx, giving real purpose to their language learning.

As well as teaching French in a systematic way, we also celebrate and embrace other foreign languages, engendering a love of language learning and an appreciation of world languages, including those spoken by our pupils as their first language.

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 the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Pupils are 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.

Year 3/4

Cycle A	Autumn	Spring	Summer
<p>Topic</p>	<p>Salut, Ca va? (Hello, how are you?)</p> <p>Moi (Me)</p> <p>L'alphabet et les couleurs (The alphabet and colours)</p>	<p>En classe (In the classroom)</p> <p>La santé (Health)</p>	<p>As- tu un animal? (Do you have a pet?)</p> <p>La Chasse a l'ours (We're Going On A Bear Hunt)</p>
<p>Vocabulary</p>	<p>Bonjour, Bonsoir, Salut, Au revoir Monsieur, Madame. Mademoiselle Comment t'appelles-tu ? Je m'appelle... Ça va? Ça va très bien, Comme ci comme ça, Ça va mal Deux petits oiseaux assis sur une branche Je m'appelle François, je m'appelle Blanche Bonjour François, bonjour Blanche Au revoir François, au revoir Blanche</p> <p>Numbers to 12: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze Quel age as-tu? J'ai.... ans Joyeux anniversaire As-tu des frères ou des sœurs? J'ai... frère(s) / sœur(s). Je n'ai pas de frère / soeur</p>	<p>Numbers 13-20: treize; quatorze; quinze; seize; dix-sept; dix-huit; dix-neuf; vingt Qu'est-ce que c'est ? C'est... Est-ce que je peux avoir..... s'il vous plaît ? une gomme une règle un livre un stylo un crayon de l'eau</p> <p>Orange; jaune; rouge; rose marron noir / noire; vert / verte; bleu / bleue; gris / grise violet / violette; blanc / blanche</p> <p>Story: la plage voici mon seau</p>	<p>As-tu un animal ? Oui, j'ai.. un chien un chat un cheval un lapin un hamster un serpent un poisson un cochon d'Inde une souris une tortue une araignée Non, je n'ai pas d'animal</p> <p>Quel est ton animal préféré ? Mon animal préféré est...</p> <p>'Les Amis de la Ferme' story: Je m'appelle / Il s'appelle / Elle s'appelle Je suis (names of animals) J'habite à Il/elle habite... dans l'eau (in the water) dans la maison (in the house) dans le garage (in the garage) dans le terrier (in the hutch) dans le jardin (in the garden)</p>

	<p>C'est de quelle couleur? C'est: bleu; rouge; jaune; vert; blanc; noir; orange; rose; gris; violet; marron Quelle est ta couleur préférée? Ma couleur préférée est...</p>	<p>ma pelle mon bateau mon ballon Je fais un château (fort) Voilà</p> <p>Est-ce que tu aimes ... ? la confiture; le chocolat; le pain; les pommes; les poires; les bonbons; le lait; le jus d'orange; le coca; la limonade Oui, j'aime... Non, je n'aime pas...</p> <p>C'est bon pour la santé C'est mauvais pour la santé</p> <p>See story book for complete text</p>	<p>dans le champ (in the field) dans l'arbre (in the tree)</p> <p>See book for complete text Qu'est-ce qu'il y a ? Il y a: une prairie; une rivière; une forêt; une grotte; de la boue; de la neige</p> <p>Où est...? La prairie / la rivière / la forêt / la grotte / la boue / la neige est... ...dans le nord ...dans le sud ...dans l'est ...dans l'ouest ...dans le nord-ouest ...dans le nord-est ...dans le sud-ouest ...dans le sud-est</p> <p>Jacques a dit... courez grimpez descendez ouvrez fermez remontez lentement / vite</p>
<p>Language structures / grammar</p>	<p>Questions using 'comment' and 'Quel' with inversion 1st person present tense Reflexive verbs Avoir - 1st and 2nd person singular</p>	<p>Questions using 'Quelle' and 'Qu'est-ce que' Responding using 'il y a' Possessive pronoun 'ma' and 'mon' Etre - 3rd person singular present</p>	<p>Questions using 'Quel', 'Où' and inversion Possessive pronoun 'mon' Etre - 3rd person present tense Gender of nouns</p>

	<p>present tense Plural nouns Negatives Gender of nouns Indefinite article</p>	<p>tense -er verbs 1st and 2nd person singular present tense Negatives Adjectival agreement - singular Position of the adjective Faire - 1st person singular present tense Combining numbers and nouns Gender of nouns Indefinite article Definite article Partitive article</p>	<p>Avoir - 1st and 2nd person present tense Plural nouns Negatives Etre - 1st person singular present tense 'Er' verbs (including reflexive) in 1st, 2nd and 3rd person singular present tense Imperative verbs Preposition 'dans' in various contexts Indefinite article Partitive article Definite article Adverbs</p>
Culture	<p>Ways of greeting / register and cultural differences French festivals (giants) School uniform Singing happy birthday La Petanque Noel</p>	<p>French breakfast Paques</p>	<p>Pets in France</p>
Cycle B	Autumn	Spring	Summer
Topic	<p>On y va (Off we go) Je me présente (Introducing me)</p>	<p>Tu es comment? (What are you like?) Attention au lion (Watch out for the lion!)</p>	<p>Jacques et les haricots magiques (Jack and the Beanstalk)</p>

<p>Vocabulary</p>	<p>Comment vas-tu à l'école? Je vais à l'école ... en voiture en bus à pied à bicyclette</p> <p>Comment vas-tu à (name of French town)? Je vais à l'école: en car,; en voiture; en avion; en bateau; en train</p> <p>(Town name) est dans le nord / le sud / l'est / l'ouest</p> <p>Les Champs Élysées; Montmartre; Le Sacré Cœur; la Tour Eiffel; l'Arc de Triomphe; le Pyramide; les Tuileries; l'Opéra; le Musée d'Orsay; Notre Dame; la Seine; le Bateau Mouche</p> <p>Quelle est la date de ton anniversaire ? Mon anniversaire est le.. premier / numbers 2-31: Cycle A plus; vingt et un; vingt-deux; vingt-trois; vingt-quatre; vingt-cinq; vingt-six; vingt-sept; vingt-huit; vingt-neuf; trente; trente et un</p> <p>janvier février mars avril mai juin juillet août septembre</p>	<p>Une crêpe Un masque</p> <p>J'aime la galette Savez-vous comment? Quand elle est bien faite Avec du beurre dedans</p> <p>Un éléphant Qui se baladait Tout doucement Dans la forêt Il avait sur son dos Un petit perroquet Qui s'appelait Jacquot Et qui buvait du lait.</p> <p>le crocodile le perroquet le lion l'éléphant la girafe la panthère See <i>Attention au lion !</i> story for complete text See text to <i>Un éléphant ça trompe</i> A la ferme A la montagne Dans la mer Dans la forêt Plus appropriate animals e.g. la vache, l'aigle, la pieuvre, l'écureuil</p> <p>le nez; le pied; la bouche; la main; la tête; les yeux; les oreilles; les épaules; les genoux</p>	<p>Voici une graine La racine pousse Après la racine, la tige pousse. Après la tige, les feuilles poussent. Après les feuilles, la fleur pousse. Après la fleur, le fruit pousse. Le fruit donne les graines. Voici une graine.</p> <p>See Powerpoint for complete story text La vache La poule La tige de haricot Le marché Le château Le géant</p> <p>Quand je vais au marché, je voudrais... un concombre un oignon une tomate une carotte une laitue</p> <p>Bonjour Monsieur / Madame Bonjour Je voudrais trois tomates et un concombre s'il vous plaît Voilà Monsieur / Madame Merci Au revoir Au revoir</p>
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	<p>octobre novembre décembre</p> <p>Où habites-tu ? J'habite à...</p>	<p>J'ai mal: à la gorge; à la tête; au ventre; aux oreilles; aux dents</p> <p>Ça va? Ça va bien; Ça va mal; Je suis: content/contente; malade; triste; fatigué / fatiguée</p> <p>Tu es / Il est / Elle est comment ? Je suis / Il est / Elle est: Petit / petite; Grand / grande J'ai / Il a / Elle a: les yeux bleus / verts / marron / gris J'ai / Il a / Elle a: les cheveux noirs / blonds / roux / bruns</p>	
Language structures / grammar	<p>Questions using 'Comment', 'Quelle' and inversion Use of possessive pronoun 'mon' Introduction of 'aller' - 1st person singular present tense Prepositions Use of capital letters / proper nouns Etre - 3rd person singular present tense -er verbs 1st and 2nd person singular present tense</p>	<p>Definite article Prepositions 1st, 2nd, 3rd person singular present tense of 'avoir' and 1st person singular of 'etre' Adjectival agreement</p>	<p>Conditional tense 'aller' - 1st person singular present tense Definite article Gender of nouns</p>
Culture	<p>Paris sightseeing Ways of travelling to France Major French cities</p>	<p>Epiphany Mardi Gras</p>	<p>French markets</p>

Year 5/6

Cycle A	Autumn	Spring	Summer
Unit of work	<p>Quel temps fait-il? (What's the weather like?)</p> <p>Les sports et la santé (sport and health)</p>	Ma famille (My family)	<p>Le Gros Navet (The Enormous Turnip)</p> <p>L'Euro</p>
Vocabulary	<p>Quel temps fait-il? Il y a du soleil: Il y a du vent: Il y a du brouillard: Il y a d l'orage: Il y a des nuages Il pleut ; il neige Il fait (plus/moins) chaud: il fait (plus/moins) froid Il y aura..... Il fera... en automne ; en hiver; au printemps ; en été quelquefois; rarement; souvent dans le nord / nord-est / nord-ouest dans le sud / sud-est / sud-ouest dans l'est dans l'ouest à Paris, Marseille, Lyon, Bordeaux, etc. Voici la météo Bonne journée à demain à plus tard aujourd'hui mais et cependant bonne journée à demain</p> <p>Qu'est-ce que tu fais comme sports ? Je fais: du cyclisme; du ski; de la natation</p>	<p>Voici.... Ma famille; Ma mère; Ma soeur; Ma grand-mère; Ma tante; Mon père; Mon frère; Mon grand-père; Mon oncle</p> <p>Il s'appelle / Elle s'appelle</p> <p>Il a / Elle a ans</p> <p>Numbers to 80</p> <p>Il/elle est comment ? Il est / elle est: Grand / grande; Petit / petite; Intelligent / intelligente; Marrant / marrante; Bavard / bavarde; Méchant / méchante; Charmant / charmante; Sympa; Beau / belle</p> <p>Il/elle aime... Sports Fruits Pets</p>	<p><u>Le Gros Navet</u> Un vieil homme sème une graine dans son champ. Il lui dit: Grandis, petite graine, et deviens un gros navet. Le navet pousse, pousse..... La femme du vieil homme lui demande: Alors, ce navet? Est-il devenu un bon gros navet? Le vieil homme tire... Ho! Hisse! ...mais il ne réussit pas à arracher le navet. Il demande à sa femme: Aide-moi, s'il te plaît! Et la vieille femme tire le vieil homme qui tire le navet... Ho! Hisse! ...mais ils ne réussissent pas à arracher le navet. Ils demandent à leur petite-fille: Viens nous aider! La petite fille tire la vieille femme, qui tire le vieil homme qui tire le navet... Ho! Hisse! ...mais ils ne réussissent pas à arracher le navet.</p>

	<p>Je joue: au basket; au football; au ping-pong; au golf; au rugby; au tennis</p> <p>Qu'est-ce que tu aimes comme sports ? Quel est ton sport préféré ? Mon sport préféré est... J'adore / J'aime / Je n'aime pas / Je déteste: la danse; la course; le squash; le snowboard; le roller; le hockey; le skate; le catch; le judo; l'équitation</p> <p>Pourquoi? C'est: super; fantastique; énergique; intéressant ; pas mal; fatigant; ennuyeux; nul</p>		<p>Ils demandent au chien: Viens nous aider! Le chien tire la petite fille, qui tire la vieille femme, qui tire le vieil homme qui tire le navet... Ho! Hisse! ...mais ils ne réussissent pas à arracher le navet. Ils demandent au chat: Viens nous aider! Le chat tire le chien, qui tire la petite fille, qui tire la vieille femme, qui tire le vieil homme qui tire le navet...Ho! Hisse! ...mais ils ne réussissent pas à arracher le navet. Ils demandent à la souris: Viens nous aider! La souris tire le chat, qui tire le chien, qui tire la petite fille, qui tire la vieille femme, qui tire le vieil homme qui tire le navet... Enfin! Ils ont réussi à arracher le navet! Plop!</p> <p><u>Die große Rübe</u> Der Großvater hat ein Rübchen gesteckt und gesagt: Wachse, mein Rübchen, wachse, werde süß! Wachse, mein Rübchen, wachse, werde fest. Das Rübchen wuchs und wuchs und wurde süß und fest und groß - riesengroß. Der Großvater geht, die Rübe zu ziehen.</p>
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			<p>Er zieht und zieht – er kann sie nicht herausziehen.</p> <p>Numbers to 100</p> <p><u>Le Menu</u> Glaces à la vanille; à la fraise; à la pistache; à la menthe; à la framboise; au chocolat; au citron</p> <p>Boissons la limonade; le café; le thé; le jus d'orange; le chocolat chaud; le lait</p> <p>Je voudrais une glace s'il vous plaît merci Quel parfum?</p>
Language structures / grammar	<p>Questions using 'quel?' and 'qu'est-ce que..?'</p> <p>-er verbs 1st and 2nd person singular present tense</p> <p>Il y a....</p> <p>Faire - 1st, 2nd and 3rd person singular present tense</p> <p>Future tense - il y aura / il fera</p> <p>Du / de la / d' / des</p> <p>Adverbs</p> <p>Conjunctions</p> <p>Au / a la / a l'</p> <p>Possessive adjective</p> <p>Adjectives</p>	<p>Etre / avoir - 3rd person singular</p> <p>-er verbs - 3rd person singular</p> <p>Reflexive verbs - 3rd person singular</p> <p>Adjectival agreement</p>	<p>Relative pronoun 'qui'</p> <p>3rd person plural réussir a infinitive</p>

Culture	French climate Popular sports in France Noel		French cafe culture Currency Traditional stories in other countries
Other experiences	Year 6 France trip Sharing of work with French school	Sharing of work with French school	Sharing of work with French school
Cycle B	Autumn	Spring	Summer
Unit of work	Un pays francophone - Madagascar Quelle heure est-il? (What time is it?)	Qu'est-ce que tu portes? (What are you wearing?)	La Chenille qui a très faim (The Very Hungry Caterpillar)
Vocabulary	Numbers to 60 (new for some / revision for others) Quelle heure est-il ? Il est midi Il est minuit Il est une heure Il est deux heures Il est trois heures etc. Il est quatre heures et demie Il est cinq heures et quart Il est six heures moins le quart Il est sept heures cinq Il est huit heures dix Il est neuf heures quinze etc. du matin de l'après-midi du soir	Qu'est-ce que tu portes ? Je porte / Il porte / Elle porte / Ben porte / Sarah porte: un pantalon; un polo; un sweat; un gilet; un short; un jean; un pull; une jupe; une robe; une chemise; une casquette; des gants; des baskets; des chaussures ; des chaussettes jaune/jaunes; rouge/rouges; orange/oranges; rose/roses; marron; blanc/blancs/blanche/blanches; noir/noirs/noire/noires; vert/verts/verte/vertes; bleu/bleus/bleue/bleues; gris/grise/grises; violet/violets/violette/violettes	Qu'est-ce que tu manges? Je mange... un ananas un kiwi un melon une pomme une poire une fraise une banane une pêche une orange une cerise une prune une pastèque des raisins Est-ce que tu aimes les (name of fruit)? J'adore, j'aime, je n'aime pas, je déteste les....

	<p>A quelle heure commence (name of programme) ? (Name of programme) commence à (time). A quelle heure finit (name of programme) ? (Name of programme) finit à (time). (Name of programme) dure combien de temps ? (Name of programme) dure ... heure(s) et ... minutes. A quelle heure est-ce que tu..... ? ...quittes la maison ...manges le déjeuner ... arrives chez toi ...dînes ...vas au lit</p> <p>Je quitte la maison à huit heures Je mange le déjeuner à midi J'arrive chez moi à cinq heures Je dîne à sept heures Je vais au lit à neuf heures.</p> <p>Extension - il/elle quitte / mange etc</p>		<p>Ils / elles sont... délicieux / délicieuses sucrés / sucrées juteux / juteuses rafraîchissants / rafraîchissantes dégoûtants / dégoûtantes amers / amères See fruit kebab text</p> <p>Quel jour sommes-nous? Aujourd'hui c'est... lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Voici les sept jours de la semaine Months of the year (revised from Year 3/4) le parc est ouvert / n'est pas ouvert le parc est fermé / n'est pas fermé</p> <p>See story text Du/de la/de l'/des..</p>
<p>Language structures / grammar</p>	<p>Questions using 'Quelle?' and inversion Plural nouns Etre - 3rd person singular present tense Aller plus regular er verbs - 1st, 2nd, 3rd person singular present tense Du, de la, de l' (learnt as a chunk)</p>	<p>Adjectival agreement including plural Lists with commas and 'et' 1st, 2nd, 3rd person singular present tense -er verbs</p>	<p>-er verbs 1st / 2nd person singular present tense Etre - 3rd person plural present tense Adjectival agreement including plural (application following previous unit) Indefinite and definite articles Imperative verbs</p>

			Negatives du/de la/ de l'/des (grammar taught so can be applied)
Culture	Visit to northern France including visit to a French school; war memorial visits Culture of a French speaking country in a different continent Time differences around the world Typical French school day timings	French designers	Typical French food le 14 juillet
Other experiences	Sharing of work with French school	Sharing of work with French school French fashion show for parents	Sharing of work with French school

SKILLS PROGRESSION

Year 3	Year 4	Year 5	Year 6	Year 6 challenging
SPEAKING				
<ul style="list-style-type: none"> ▪ Start to speak in French and build up memory skills. ▪ Repeat and recall from memory with good pronunciation. ▪ Build up a bank of core vocabulary to use. ▪ Perform simple communicative tasks using single words, phrases and short sentences. ▪ Make links between some phonemes, rhymes and spellings, and read aloud familiar words. ▪ Imitate pronunciation and intonation so that others can 	<ul style="list-style-type: none"> ▪ Speak with increasing confidence. ▪ Continue to use core vocabulary and improve oral fluency. ▪ Build up a larger bank of spoken vocabulary. ▪ Develop memory skills - greater use and recall of vocabulary.. ▪ Recognise questions and negatives and politeness conventions. ▪ Ask and answer questions on several topics. ▪ Memorise language and present ideas and information. ▪ Give a simple opinion in spoken form. 	<ul style="list-style-type: none"> ▪ Speak with increasing fluency. ▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. ▪ Prepare a short presentation on a familiar topic. ▪ Initiate and sustain conversations and tell stories. ▪ Speak in sentences using familiar vocabulary, phrases and basic language structures. ▪ Move from speaking in the 1st person singular to 3rd person singular. ▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. 	<ul style="list-style-type: none"> ▪ Speak with increasing fluency and spontaneity. ▪ Understand and express simple opinions. ▪ Manipulate language and learn that language is transferable from one topic to another. ▪ Use repair strategies to keep a conversation going. ▪ Continue to embed moving from speaking in the 1st person singular to 3rd person singular. ▪ Be willing to attempt to pronounce unknown words by applying the speaking and pronunciation knowledge they have learned to this point. 	<ul style="list-style-type: none"> ▪ Confidently and competently use repair strategies to keep a conversation going. ▪ Accurately pronounce unknown words by applying their phonic knowledge. ▪ Confidently manipulate and apply language learnt in new contexts.

<p>understand, through rhymes and songs.</p>			<ul style="list-style-type: none"> ▪ Understand how traditional stories vary in different languages. ▪ Present ideas and information orally to a range of audiences. ▪ Seek clarification and help. 	
LISTENING				
<ul style="list-style-type: none"> ▪ Listen attentively and understand short passages of spoken language that they hear. ▪ Learn to match the language they hear to images and words they have been taught in lessons. ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. ▪ Listen attentively and show understanding by 	<ul style="list-style-type: none"> ▪ Listen attentively for longer periods of time and understand instructions. ▪ Recognise and respond to sound patterns and words. ▪ Continue to listen and respond to simple rhymes, stories and songs. ▪ Listen for sounds, rhyme and rhythm. ▪ Follow a short familiar text listening and reading at the same time. 	<ul style="list-style-type: none"> ▪ Follow a short familiar text listening and reading at the same time. ▪ Use previous knowledge of a story in English to decode meaning in French. ▪ Listen attentively and understand more complex phrases and sentences; join in to show understanding. ▪ Pick out main details from a story, poem, song, conversation or passage. 	<ul style="list-style-type: none"> ▪ Listen for longer periods of time and more frequently during lessons. ▪ Understand longer and more complex phrases / sentences. ▪ Use their skills to listen for the gist of what they hear, particularly in an unfamiliar context. 	<ul style="list-style-type: none"> ▪ Understand native speakers speaking at a faster pace.

<p>joining in and responding.</p> <ul style="list-style-type: none"> ▪ Listen for specific words and phrases. 				
READING				
<ul style="list-style-type: none"> ▪ Appreciate stories and songs in French. ▪ Recognise some familiar words in written form, hunting for key words/articles. ▪ Read and understand a range of familiar written phrases. ▪ Make links between some phonemes, rhymes and spellings. ▪ Apply phonic knowledge of the foreign language in order to decode text. ▪ Read some familiar words and phrases aloud and 	<ul style="list-style-type: none"> ▪ Respond to written language from a range of sources. ▪ Read and understand a wider range of familiar written phrases. ▪ Follow a short familiar text listening and reading at the same time. ▪ Continue to make links between some phonemes, rhymes and spellings. ▪ Read some familiar words and phrases aloud and pronounce them accurately. ▪ Continue to use a dictionary to look words up and find meaning. ▪ Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words, phrases and simple writing. ▪ Read and understand the main points and some detail from a short written passage. ▪ Identify different text types and read short, authentic texts for enjoyment or information. ▪ Search for information in a text ▪ Broaden vocabulary. ▪ Develop strategies for understanding new words in familiar material including using a dictionary. 	<ul style="list-style-type: none"> ▪ Re-read frequently a variety of short texts. ▪ Read and understand the main points and some detail from a longer written passage. ▪ Match sound to sentences and paragraphs. ▪ Continue to broaden vocabulary. ▪ Further reinforce using a dictionary. ▪ Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> ▪ Read for pleasure in French.

<p>pronounce them accurately.</p> <ul style="list-style-type: none"> ▪ Begin to use a dictionary to look words up and find meaning and gender. 				
WRITING				
<ul style="list-style-type: none"> ▪ Start to develop their writing skills by filling in missing letters for vocabulary taught in their units. ▪ Start to write simple words and phrases using a model, including an article, noun and verb. ▪ Begin to translate simple nouns from French to English and English to French. ▪ Write some phrases from memory. 	<ul style="list-style-type: none"> ▪ Start to write full sentences with increased ease and improved accuracy. ▪ Start to write simple words and phrases with the aid of a word bank. ▪ Continue to write phrases from memory with increasing accuracy. ▪ Develop an awareness of sound / spelling links to be able to write with increasing accuracy from memory. ▪ Begin to understand and use spelling changes required, based on gender and plurality of nouns and associated 	<ul style="list-style-type: none"> ▪ Use a dictionary to double check spelling and meaning of new words and to improve /expand their vocabulary.. ▪ Begin to create written sentences using 1st and 3rd person singular. ▪ Write phrases from memory and adapt these to make new sentences. ▪ Write words, short phrases and short sentences, using a reference. ▪ Write sentences on a range of topics using a model. 	<ul style="list-style-type: none"> ▪ Write words, short phrases and short sentences. ▪ Express ideas clearly. ▪ Express opinions, using adjectives to justify those opinions. ▪ Write at varying length, for different purposes and audiences. ▪ Write in both 1st and 3rd person with confidence. ▪ Write sentences on a range of topics using a model and join these sentences together to make longer passages of accurate French. 	<ul style="list-style-type: none"> ▪ In writing, confidently manipulate language learnt and apply grammatical rules and conventions to communicate for a purpose.

	rules of accurate adjectival agreement.			
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