

National Curriculum	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 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 - The starred (*) content above will not be applicable to ancient languages.			
	Year 3 International Speaker	Year 4 International Speaker	Year 5 International Speaker	Year 6 International Speaker
	Spoken language - Join in with French songs and rhymes - Greet someone in French - Say how we are feeling - Count to 12 - Say simple colours - Name pets in French - Name some wild animals in French - Use Conjunction 'et' - Use 'grand' and 'petit' - Join in a story - Re-tell parts of a story Reading - Match numbers and words of numbers up to 12 - Read French names for pets - Read sentences about animals and show understanding - Be able to read simple sentences from a repetitive story	Spoken language - Count to 20 - Say how old you are - Begin to say 'there is' - Say days of the week - Be able to name fruit - Say 'I like' and 'I don't like' - Begin to say sentences from a story - Name breakfast groups and drinks - use conjunctions et and mais - Ask for an ice-cream and say flavours - Use the phrase 'I'd like' Reading - Match numbers and words of numbers up to 20 - Match sentences to pictures from a story - Be able to select items off a menu - Follow a simple French recipe	Spoken language - Name and describe body parts - Count to 31 - Be able to name the months and seasons - Be able to say when a birthday is - Be able to name clothes - Use the negative form - Be able to describe the weather - Use a subordinating conjunction - Describe able to describe a person (hair and eye colour) - Perform a simple French poem Reading - Be able to read a simple description and match to an image - Be able to read and understand long dates - Be able to sequence sentences from a familiar story - Read simple opinion sentences and answer questions - Read and understand a simple French poem	Spoken language - Count up to 100 - Be able to describe a family - Be able to talk about a range of sports - Use a range of verbs - Be able to use 'Tu aimes + infinitive:' - Say when to do things - Be able to re-tell a simple story. - use colours using adjective endings. - use plural forms of verbs - use expanded noun phrases Reading - Read numbers up to 100 - Read and understand a description of a family - Read and answer questions about on a longer text about sport - Read and understand a short story

St James' CofE Juniors – Modern Foreign Language

Progression and Assessment Criteria	Writing • Write numbers to 12 • Write simple clauses and sentences e.g. J'ai deux chiens • Write sentences with two clauses Key Phrases to be used in spoken language, reading and writing Qu'est-ce que c'est? (What is it?) C'est un/ une... (It's a...) Voici un/ une ... (Here is a...) Tu as..? (Do you have?) J'ai... (I have..) Conjunction: et (and)	Writing • Write simple sentences using animals and numbers • Rewrite a simple story • Write a breakfast menu • Write an ice cream recipe • Write a simple recipe Key Phrases to be used in spoken language, reading and writing Re-use all year 3 + Qu'est-ce qu'il y a? (What is there?) Dans mon sac, il y a ... (In my bag, there is..) Tu aimes..? (do you like...?) J'aime... (I like) J'adore... (I love) Je déteste... (I hate) Conjunction: mais (but)	Writing • Write a description • Write a party invitation using the date • Rewrite a familiar story • Write a weather poem Key Phrases to be used in spoken language, reading and writing Re-use all year 3 & year 4 + Je n'ai pas de.. (I haven't got..) Je n'aime pas.. (I don't like) Il n'y a pas de.. (There isn't ..) Qu'est-ce que tu portes? (What do you wear?/ What are you wearing?) Je portes... (I wear.../ I am wearing...) mon, ma, mes (my) Il a... (He has...) Elle a... (She has...) Conjunction: car (because)	Writing • Write numbers up to 100 • Write a description of own family • Write a short paragraph on sports • Write a short story • Write sentences using expanded noun phrases and plural verb forms. e.g. les jeunes filles marchent au parc. Key Phrases to be used in spoken language, reading and writing Re-use all year 3, 4, 5 + Qu'est-ce que tu fais? (What do you do?/ What are you doing?) Je fais... (I do...) Je joue... (I play...) Conjunctions: si (if) quand (when)