

Pennine Way Primary School



Languages Curriculum and Skills Plan

National Curriculum Objectives and skills

Languages curriculum at Pennine Way

Bonjour! Our French Curriculum encapsulates the pleasure of learning a beautiful and rich language. Through our wonderfully interactive programmes we embrace the rhythm and culture allowing our listening, speaking and writing skills to flourish. Our French learning encompasses all aspects of our life, from our families and friends, our school, our bodies and our pets before setting out into the wider world. C'est un voyage fantastique!

Languages Recovery Curriculum focus

Critical content for our recovery curriculum in Languages has been evaluated and our priority is on based around lost and critical content needed for progression and links between concepts to be made. We feel a key overriding skill throughout the whole of Key Stage 2 needs to be that of speaking and listening as our pupils need to be confident to speak and listen in French before they can develop confidence in reading and writing in it.

Within the essential speaking and listening building blocks, it is crucial that we focus on children's understanding grammar. In particular, it is vital that children understand basic word order and as pupils progress through Key Stage 2, it is vital that children have understanding gender, adjectival agreements and the definite article.

It is crucial for our pupils to have the opportunity to recap/reinforce essential vocabulary for basic conversation/speaking and listening (e.g. greetings, simple questions and answers, classroom instructions). This may mean all year groups need to revisit critical content from Rigalo Units 1, 2, 3 and 4 to ensure these building blocks are secure before continuing with the planned unit.

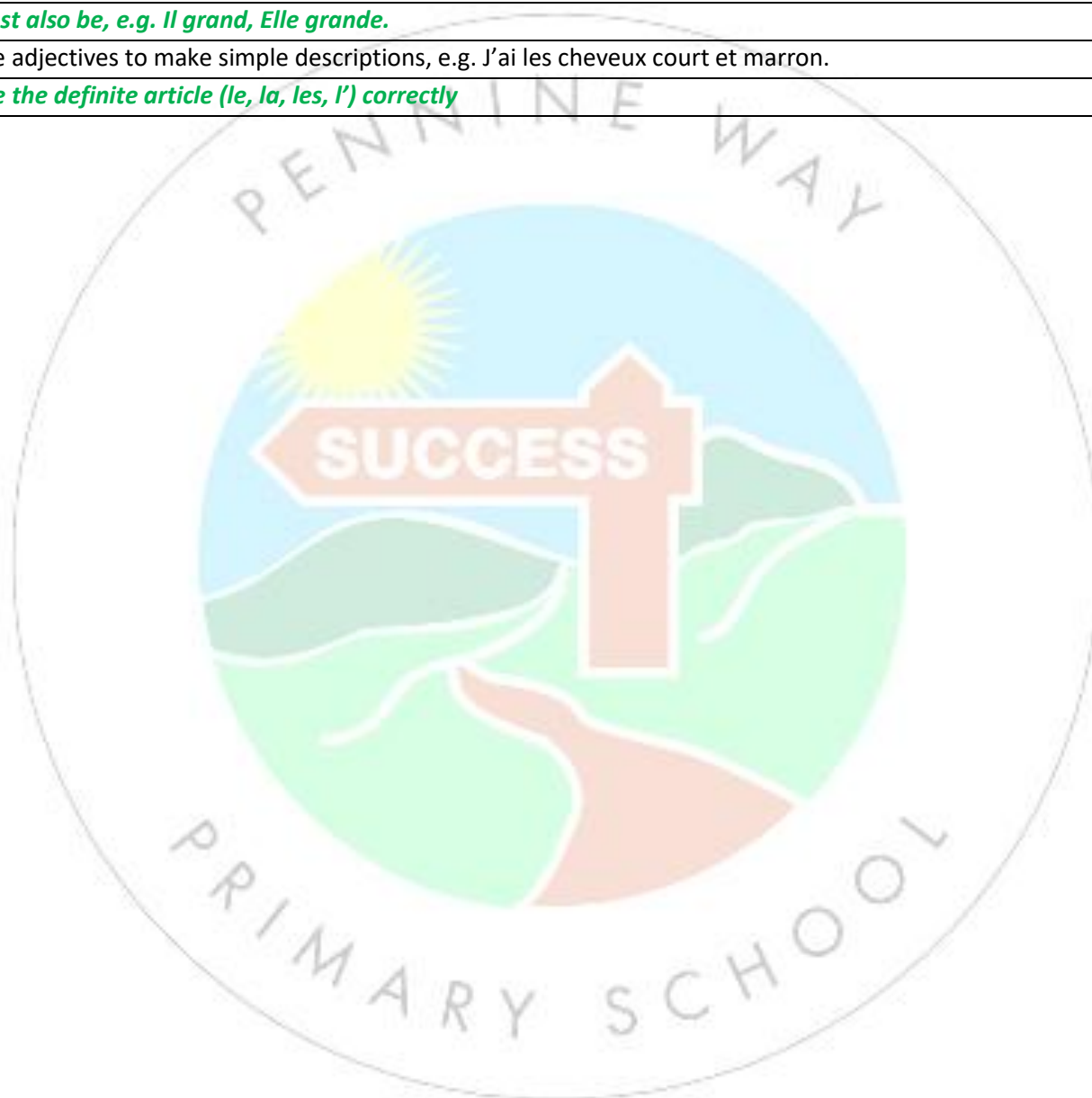
Specific lessons identified to cover this content are:

- Unit 1: Lesson 1 (hello and goodbye), lesson 2 (asking and saying your name), lesson 3 (asking and saying how you are) and lesson 5 (numbers 1-10).
- Unit 2: Lesson 3 (saying your age) and lesson 4 (classroom instructions)
- Unit 3: Lesson 3 (days of the week)
- Unit 4: Lesson 2 (numbers 11-20) and lesson 3 (giving someone's name)

Specific skills identified as critical content and being essential building blocks for each child's progression in their Languages curriculum have been **highlighted**.

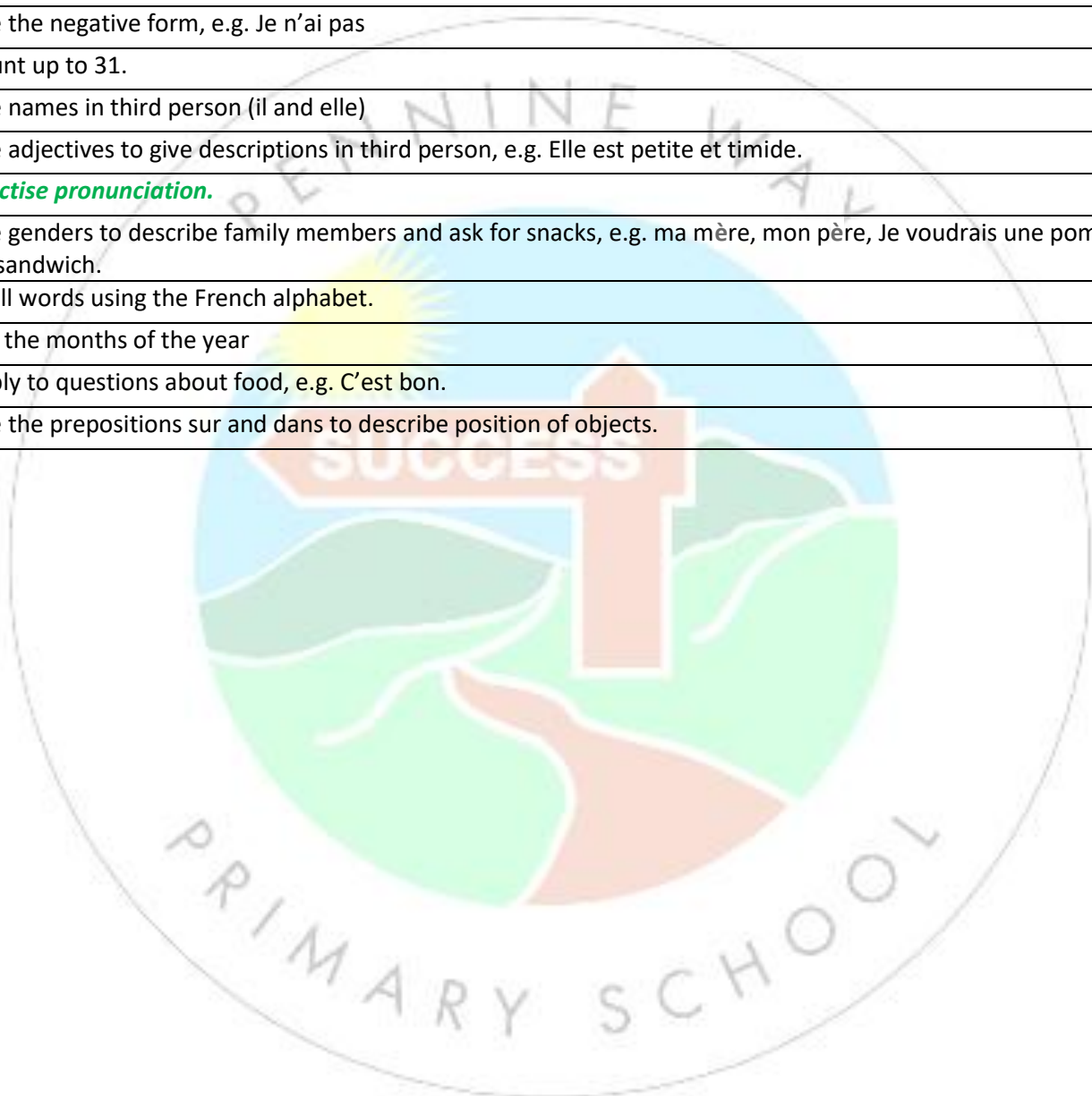
Foreign languages National Curriculum Expectations Year 3			Year 3		
			Aut	Spr	Sum
<i>Listen attentively to spoken language and show understanding by joining in and responding.</i>					
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.					
<i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</i>					
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.					
<i>Understand basic grammar</i> 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.					
Reading and writing skills	F3.1	<i>Ask and answer simple questions e.g. greetings, how are you?, classroom objects.</i>			
	F3.2	Begin to understand the notion of gender, e.g. un, une,			
	F3.3	<i>Understand basic word order, e.g. un livre rouge for a red book.</i>			
	F3.4	Recognise how sounds are recognised in written form.			
	F3.5	Begin to understand the notion of adjectival agreements- if the noun is feminine, the adjective to describe it must also be, e.g. Il grand, Elle grande.			
	F3.6	Use adjectives to make simple descriptions, e.g. J'ai les cheveux court et marron.			
	F3.7	Use the definite article (le, la, les, l') correctly			
Speaking and Listening skills	F3.8	<i>Ask and answer simple questions e.g. greetings, how are you?, classroom objects.</i>			
	F3.9	<i>Begin to understand the notion of gender, e.g. un, une,</i>			
	F3.10	<i>Understand basic word order, e.g. un livre rouge for a red book, J'ai les yeux vert for I have green eyes. .</i>			
	F3.11	<i>Begin to understand the notion of adjectival agreements- if the noun is feminine, the adjective to describe it</i>			

		<i>must also be, e.g. Il grand, Elle grande.</i>			
F3.12		Use adjectives to make simple descriptions, e.g. J'ai les cheveux court et marron.			
F3.13		<i>Use the definite article (le, la, les, l') correctly</i>			



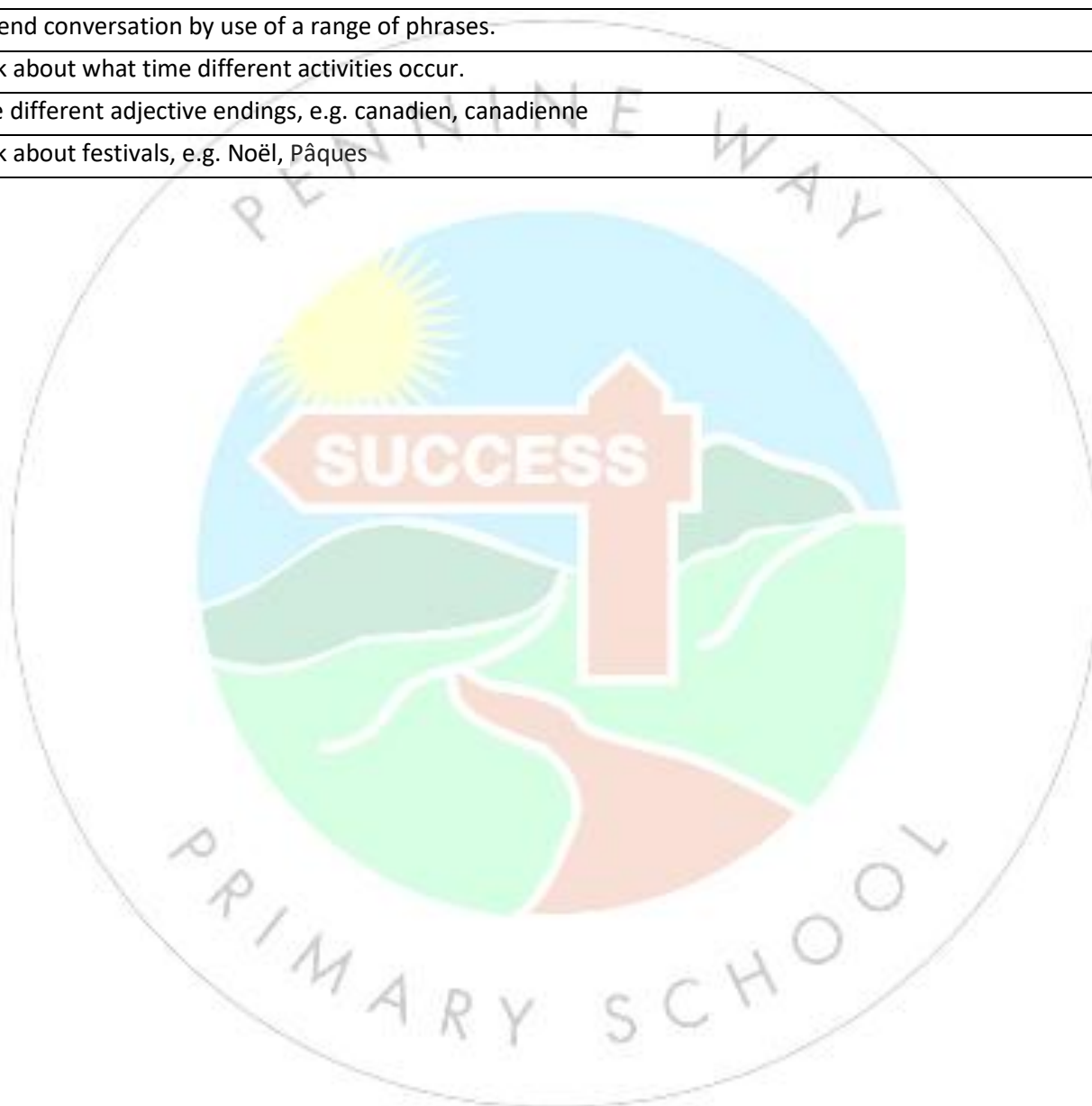
Foreign languages National Curriculum Expectations Year 4			Year 4		
			Aut	Spr	Sum
Listen attentively to spoken language and show understanding by joining in and responding.					
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.					
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.					
Reading and writing skills	F4.1	<i>Recognise and use the negative form, e.g. Je n'ai pas</i>			
	F4.2	Read and write numbers up to 31.			
	F4.3	<i>Use names in the third person (il, elle)</i>			
	F4.4	Use adjectives to give descriptions in third person, e.g. Elle est petite et timide.			
	F4.5	Use genders to describe family members and ask for snacks, e.g. ma mère, mon père, Je voudrais une pomme et un sandwich.			
	F4.6	Know the months of the year			
	F4.7	<i>To ask simple questions in French, e.g. Qu'est-ce que tu veux? C'est quand ton anniversaire?</i>			
	F4.8	Reply to questions about food, e.g. C'est bon.			
	F4.9	Use the prepositions sur and dans to describe position of objects.			

Speaking and Listening skills	F4.10	Use the negative form, e.g. Je n'ai pas			
	F4.11	Count up to 31.			
	F4.12	Use names in third person (il and elle)			
	F4.13	Use adjectives to give descriptions in third person, e.g. Elle est petite et timide.			
	F4.14	<i>Practise pronunciation.</i>			
	F4.15	Use genders to describe family members and ask for snacks, e.g. ma mère, mon père, Je voudrais une pomme et un sandwich.			
	F4.16	Spell words using the French alphabet.			
	F4.17	Say the months of the year			
	F4.18	Reply to questions about food, e.g. C'est bon.			
	F4.19	Use the prepositions sur and dans to describe position of objects.			



Foreign languages National Curriculum Expectations Year 5			Year 5		
			Aut	Spr	Sum
<i>Listen attentively to spoken language and show understanding by joining in and responding.</i>					
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.					
<i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</i>					
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>					
<i>Develop accurate pronunciation and intonation</i> 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.					
<i>Describe people, places, things and actions orally and in writing.</i>					
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.					
Reading and writing skills	F5.1	<i>Use il, elle phrase with etre and avoir</i> and adjectives, with increased confidence to describe appearance, activities and nationality.			
	F5.2	Read and write numbers to 60.			
	F5.3	Write about activities using several present tense verbs, e.g. Je regarde, j'ecoute, je joue.			
	F5.4	Write a sentence about activities and what time they occur.			
	F5.5	Recognise different adjective endings, e.g. canadien, canadienne			
	F5.6	Write about festivals, e.g. Noël, Pâques			
Speaking and Listening skills	F5.7	<i>Use il, elle phrase with etre and avoir</i> and adjectives, with increased confidence to describe appearance, activities and nationality.			
	F5.8	<i>Say numbers to 60.</i>			
	F5.9	<i>Talk about activities using several present tense verbs, e.g. Je regarde, j'ecoute, je joue.</i>			

	F5.10	Extend conversation by use of a range of phrases.			
	F5.11	Talk about what time different activities occur.			
	F5.12	Use different adjective endings, e.g. canadien, canadienne			
	F5.13	Talk about festivals, e.g. Noël, Pâques			



Foreign languages National Curriculum Expectations Year 6			Year 6		
			Aut	Spr	Sum
<i>Listen attentively to spoken language and show understanding by joining in and responding.</i>					
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.					
<i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</i>					
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>					
<i>Develop accurate pronunciation and intonation so that others understand when they are.</i>					
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.					
<i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>					
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.					
Reading and writing skills	F6.1	<i>Ask and answer questions in a range of contexts, e.g. Où vas-tu? Je vais à..., C'est combien? C'est...euros. Qu'est-ce que tu veux? Je voudrais...</i>			
	F6.2	Write about the weather, e.g. Quel temps fait-il? Il fait beau.			
	F6.3	Recognise a range of French cities.			
	F6.4	Read and write imperative instructions for directions, e.g. tournez à droite			
	F6.5	Use on to write about first person plural activities, e.g. on mange.			
	F6.6	Give opinions about activities and food.			
	F6.7	Describe various items of clothing using colour adjectives.			
Speaking and Listening skills	F6.8	<i>Ask and answer questions in a range of contexts, e.g. Ou vas-tu? Je vais a..., C'est combien? C'est...euros. Qu'est-ce que tu veux? Je voudrais...</i>			
	F6.9	Ask and answer questions about the weather, e.g. Quel temps fait-il? Il fait beau.			

	F6.10	Give and follow imperative instructions for directions, e.g. tournez à droite			
	F6.11	Use on to talk about first person plural activities, e.g. on mange.			
	F6.12	Give opinions about activities and food.			
	F6.13	Describe various items of clothing using colour adjectives.			
	F6.14	Give the names of various French speaking countries.			

