

FOREIGN LANGUAGES: AGE RELATED STATUTORY COVERAGE

LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO ONLY

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.

The RAINBOW Continuum: FOREIGN LANGUAGES: *Children can ...*

	SPEAKING AND LISTENING	READING AND WRITING
	Show the beginnings of interest and participation	Show the beginnings of interest and participation
	<p>Begin to maintain attention to words in another language</p> <p>Acquire simple vocabulary for common nouns and verbs</p> <p>Repeat simple phrases, sometimes without understanding</p> <p>Repeat rhymes, enjoying the sounds</p>	<p>Label objects in the new language</p> <p>Copy write in the new language</p>
	<p>Listen to simple phrases with growing understanding</p> <p>Use basic key vocabulary and build on this through listening, practice, trial, and error</p> <p>Acquire simple vocabulary for some verbs, not always in tense</p> <p>Recall simple phrases</p> <p>Count to ten independently</p>	<p>Make lists and memorise information</p> <p>Name and label articles</p>
	<p>Listen beyond a level at which they can speak independently</p> <p>Tell the time in simple terms</p> <p>Articulate clearly</p> <p>Get meaning across, sometimes using set phrases</p> <p>Discuss word meanings, linking to patterns in English and new language</p> <p>Use number to and beyond 100</p> <p>Use known phrases to ask and answer questions</p> <p>Create oral sentences independently</p>	<p>Fill in a table of verbs</p> <p>Underline correct / incorrect</p> <p>Identify simple errors</p> <p>Memorise and recall key words to use in writing</p> <p>Sequence sentences to form short narratives</p> <p>Check that simple text makes sense and discuss understanding of the meaning</p> <p>Identify key details from text even without full interpretation</p>

	SPEAKING AND LISTENING	READING AND WRITING
	<p>Begin to understand and use simple grammatical features – e.g. tense</p> <p>Memorise key words and phrases from books, building vocabulary</p> <p>Draw on background understanding of vocabulary and grammar when listening</p> <p>Use language in drama and role play, and experiment with new vocabulary</p> <p>Speak audibly with increasing fluency</p> <p>Demonstrate understanding through verbalisation, linking new meanings to known vocabulary</p> <p>Use increasingly correct vocabulary and terminology</p> <p>Listen and respond to each other and to adults</p> <p>Tell the time in more complex terms</p> <p>Ask questions to extend understanding</p> <p>Explain ideas and concepts, showing understanding and comprehension</p>	<p>Read about a given topic, with simple interpretations</p> <p>Retrieve and record information</p> <p>Paraphrase and summarise information in the new language</p> <p>Write explanations and concepts</p> <p>Summarise information in their own writing</p> <p>Apply new phrases from reading to previous vocabulary and grammar</p>
	<p>Organise thoughts before verbalising</p> <p>Be active in discussions, and reiterate arguments</p> <p>Begin to chatter in the new language</p> <p>Explain ideas and concepts, using subject specific vocabulary</p> <p>Begin to paraphrase</p> <p>Define key points, and give brief descriptions</p> <p>Experiment with a range of vocabulary and terms to explain concepts</p>	<p>Extrapolate the main points of information from books</p> <p>Read an increasing range of non fiction and reference books</p> <p>Retrieve, record and present information</p> <p>Précis longer passages</p> <p>Complete longer pieces of writing</p> <p>Organise writing to report on a topic in the new language</p> <p>Use vocabulary effectively to establish understanding</p>

Skills Progression Languages (French)

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Chn will be able to: Understand a few familiar spoken words and phrases - e.g. the teacher's instructions</p> <ul style="list-style-type: none"> a few words and phrases in a song or a rhyme days of the week colours numbers 	<p>Chn will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> Basic phrases concerning myself, my family, my school, the weather. 	<p>Chn will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> A short rhyme or song, a telephone message, announcement or weather forecast. Sentences describing what people are wearing, what they are doing, an announcement or message. 	<p>Chn will be able to:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources
Speaking	<p>Chn will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> greeting someone saying oui, non, s'il vous plait, merci (or equivalents in other languages) naming classroom objects days of the week saying what the weather is like 	<p>Chn will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> Saying where I live Whether I have brothers and sisters Whether I have a pet When my birthday is How old I am Saying the date 	<p>Chn will be able to: Ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ... discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food 	<p>Chn will be able to:</p> <ul style="list-style-type: none"> 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 give a short prepared talk, on a topic of choice, including expressing opinions - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ...
Reading:	<p>Chn will be able to: Can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> from stories and rhymes labels on familiar objects the date the weather 	<p>Chn will be able to: Understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none"> simple phrases weather phrases simple description of objects someone writing about their pet 	<p>Chn will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"> very simple messages on a postcard or e-mail or part of a story three to four sentences of information about my e-pal; a description of someone's school day 	<p>Chn will be able to: Understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"> A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... discover and develop an appreciation of a range of writing in French
Writing:	<p>Chn will be able to: Can write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> numbers Days of week colours classroom objects a shopping list 	<p>Chn will be able to: Can write one or two short sentences to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> personal information where I live how old I am holiday greetings by e-mail or on a postcard 	<p>Chn will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g.</p> <ul style="list-style-type: none"> a postcard, a simple note or message, an identity card <p>Write a short text on a familiar topic, adapting language which they have already learnt- e.g.</p> <ul style="list-style-type: none"> three to four sentences for a wall display; a simple e-mail message ... 	<p>Chn will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> paragraphs of three to four sentences about myself, about a story or a picture; a message containing three to four sentences; a postcard or greetings card

