



Languages Curriculum
French
 (Two Year Programme of Study)

Aim	Lower Key Stage 2	Upper Key Stage 2
Understand and respond to spoken language from a variety of authentic sources	<u>Year A</u> Listen attentively to spoken language and show understanding by joining in and responding – e.g. <ul style="list-style-type: none"> • teacher’s instructions • days of the week • a few words in a song • colours • numbers 	<u>Year A</u> Understand the main points from a spoken passage made up of familiar language – e.g. <ul style="list-style-type: none"> • short rhyme or song • basic telephone message • weather forecast
	<u>Year B</u> Listen attentively to spoken language and show understanding by joining in and responding – e.g. <ul style="list-style-type: none"> • basic phrases concerning myself, my family and school Respond to a clear model of language.	<u>Year B</u> Understand the main points and some of the detail from a short spoken passage – e.g. <ul style="list-style-type: none"> • sentences describing what people are wearing an announcement
Aim	Lower Key Stage 2	Upper Key Stage 2
To 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	<u>Year A</u> Say and/or repeat a few words and short simple phrases – e.g. <ul style="list-style-type: none"> • what the weather is like • naming classroom objects Know how to pronounce some single letter sounds.	<u>Year A</u> Ask and answer simple questions– e.g. <ul style="list-style-type: none"> • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies Talk about personal interests. Know how to pronounce some letter strings.

<p>accuracy of their pronunciation and intonation.</p>	<p><u>Year B</u> Imitate correct pronunciation with some success. Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> • about the weather • brothers and sisters • pets <p>Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood.</p>	<p><u>Year B</u> Take part in a simple conversation. Express an opinion. Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements.</p> <p>Pronunciation is becoming more accurate and intonation is being developed.</p>
<p>Aim</p>	<p>Lower Key Stage 2</p>	<p>Upper Key Stage 2</p>
<p>To understand and respond to written language from a variety of authentic Sources</p> <p>To discover and develop an appreciation of a range of writing in the language studied</p>	<p><u>Year A</u> Recognises and reads out a few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • from stories and rhymes • labels on familiar objects • the date <p><u>Year B</u> Use visual clues to help with reading. Understands some familiar written phrases – e.g.</p> <ul style="list-style-type: none"> • simple weather phrases <p>basic descriptions of objects</p>	<p><u>Year A</u> Understands the main point(s) from a short written text – e.g.</p> <ul style="list-style-type: none"> • simple messages on a postcard/in an email <p>Match sound to print by reading aloud familiar words and phrases.</p> <p><u>Year B</u> Use a book or glossary to find out the meanings of new words. Understand the main points and some of the detail from a short written text. Begin to read independently.</p> <p>Use a bilingual dictionary to look up new words.</p>
<p>Aim</p>	<p>Lower Key Stage 2</p>	<p>Upper Key Stage 2</p>
<p>To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p>	<p><u>Year A</u> Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • personal information such as age • numbers • colours • objects 	<p><u>Year A</u> Write a few short sentences with support using already learnt – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card

	<p><u>Year B</u> Select appropriate words to complete short phrases or sentences. Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g.</p> <ul style="list-style-type: none">• shopping list• holiday greetings by email/postcard <p>Begin to spell some commonly used words correctly.</p>	<p><u>Year B</u> Spell words that are readily understandable. Write a short text on a familiar topic, adapting language already learnt.</p> <p>Spell commonly used words correctly.</p>
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