



St Anne's Catholic Primary School

'Loving God in all we do'

*St Anne's curriculum aims to inspire pupils to learn.
The school's carefully sequenced curriculum provides the opportunities for children to develop their knowledge, understanding and skills in all aspects of their education.*

National Curriculum Key Stage 1 and 2 Modern Foreign Languages - French

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.

| | Listening | Speaking | Reading | Writing | Grammar |
|---------------|---|--|--|--|--|
| Year 3 | <ul style="list-style-type: none"> ▪ Listen attentively and understand instructions and everyday classroom words. ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. | <ul style="list-style-type: none"> ▪ Say familiar words. ▪ Perform simple communicative tasks using single words and phrases ▪ Recognise questions and negatives and politeness conventions. ▪ | <ul style="list-style-type: none"> ▪ Respond to written language from a range of sources. ▪ Appreciate stories, songs and poems in the language. ▪ Recognise some familiar words in written form. | <ul style="list-style-type: none"> ▪ Experiment with the writing of simple words. | <ul style="list-style-type: none"> Recognise nouns. Recognise gender. Recognise singular and plural forms. Use definite and indefinite article. Use personal pronouns I, you, it, they. |

| | Listening | Speaking | Reading | Writing | Grammar |
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| Year 4 | <ul style="list-style-type: none"> ▪ Listen attentively and show understanding by joining in and responding. ▪ Listen for specific words and phrases. ▪ Listen for sounds rhyme and rhythm. ▪ Follow a short familiar text listening and reading at the same time. | <ul style="list-style-type: none"> ▪ Perform simple communicative tasks using phrases and short sentences. ▪ Ask and answer questions on several topics. ▪ Imitate pronunciation and intonation so that others can understand. ▪ Memorise language and present ideas and information e.g. a short presentation about self / role play. | <ul style="list-style-type: none"> ▪ Read and understand a range of familiar written phrases. ▪ Follow a short familiar text listening and reading at the same time. ▪ Read some familiar words and phrases aloud and pronounce them accurately. ▪ Begin to use a dictionary to look words up and find meaning. | <ul style="list-style-type: none"> ▪ Write simple words and phrases using a model. ▪ Write some phrases from memory. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. | <ul style="list-style-type: none"> ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy. ▪ Recognise different word classes e.g. nouns, verbs, adjectives. ▪ Recognise and use high frequency verbs. ▪ Question words. ▪ Develop an awareness of adjectival agreements. |
| Year 5 | <p>Follow a short familiar text listening and reading at the same time.</p> <p>Listen attentively and understand more complex phrases and sentences; join in to show understanding.</p> <p>Listen for gist.</p> | <p>Develop pronunciation and intonation when reading aloud or speaking.</p> <p>Prepare a short presentation on a familiar topic.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Initiate and sustain conversations and tell stories.</p> | <p>Re-read frequently a variety of short texts.</p> <p>Broaden vocabulary.</p> <p>Develop strategies for understanding new words in familiar material including using a dictionary.</p> <p>Apply phonic knowledge of the foreign language in order to decode text.</p> | <p>Write phrases from memory and adapt these to make new sentences.</p> <p>Express ideas clearly.</p> <p>Write words, short phrases and short sentences, using a reference.</p> | <p>Uses personal pronouns- "I , you, he, she, it, we, they."</p> <p>Conjugate some basic high frequency irregular verbs.</p> <p>Begin to use adjectival agreements with accuracy.</p> <p>Uses À + definite article.</p> <p>Uses de + definite article.</p> <p>Uses prepositions</p> |

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| Year 6 | <ul style="list-style-type: none"> ▪ Understand longer and more complex phrases / sentences. ▪ Pick out main details from a story, poem, song, conversation or passage | <ul style="list-style-type: none"> ▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. ▪ Understand and express simple opinions. ▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. <p>Use repair strategies to keep a conversation going</p> | <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. <p>Match sound to sentences and paragraphs.</p> | <ul style="list-style-type: none"> ▪ Be able to write at varying length, for different purposes and audiences. ▪ Write sentences on a range of topics using a model. ▪ Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. | <p>Develop an awareness of verb patterns.</p> <ul style="list-style-type: none"> ▪ Conjugate regular high frequency verbs. ▪ Use a range of adverbs to make messages more interesting. ▪ Apply correct verb endings to write accurately. ▪ Verbal phrases – talk about yesterday or tomorrow in a simple way eg il y avait ▪ Simple adverbs of time (time phrases including O'clock) |