



Loving God in all we do

St Anne's Catholic Primary School

French Curriculum Document

<p>Aims</p>	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 				
	<p>Understand and respond to spoken language from a variety of resources (Listening)</p>	<p>Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)</p>	<p>Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing (reading)</p>	<p>Write at varying length for different purposes and audiences (writing)</p>	<p>Use a variety of grammatical structures</p>
<p>Years 3 & 4</p>	<ul style="list-style-type: none"> ▪ Listen attentively and understand instructions. ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. 	<ul style="list-style-type: none"> ▪ Speak with increasing confidence. ▪ Perform simple communicative tasks using single words, phrases and short sentences. ▪ Make links between some phonemes, rhymes and spellings, 	<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. ▪ Write simple words and phrases using a model. ▪ Write some phrases from memory. 	<ul style="list-style-type: none"> ▪ Nouns. ▪ Gender. ▪ Singular and plural forms. ▪ Definite and indefinite article. ▪ Develop an awareness of sound spelling link to be able to write

	<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. 	<p>and read aloud familiar words.</p> <ul style="list-style-type: none"> ▪ Recognise questions and negatives and politeness conventions. ▪ 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. ▪ Make links between some phonemes, rhymes and spellings. ▪ Apply phonic knowledge of the foreign language in order to decode text. ▪ Read some familiar words and phrases aloud and pronounce them accurately. ▪ Begin to use a dictionary to look words up and find meaning. ▪ Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<p>with increasing accuracy.</p> <ul style="list-style-type: none"> ▪ Recognise different word classes e.g. nouns, verbs, adjectives. ▪ Personal pronouns I, you, it, they. ▪ Recognise and use high frequency verbs. ▪ Question words. ▪ Develop an awareness of the place of the adjective in the sentence. ▪ Develop an awareness of adjectival agreements. ▪ Simple adverbs of time (time phrases including O'clock) ▪ Develop an awareness of word order. ▪ Apply knowledge of language rules and conventions when building short sentences.
Years 5 & 6	<ul style="list-style-type: none"> ▪ Follow a short familiar text listening and reading at the same time. ▪ Listen attentively and understand more complex phrases and 	<ul style="list-style-type: none"> ▪ Speak with increasing fluency. ▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. 	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words, phrases and simple writing. ▪ Re-read frequently a variety of short texts. ▪ Read and understand the main points and 	<ul style="list-style-type: none"> ▪ Write phrases from memory and adapt these to make new sentences. ▪ Express ideas clearly. ▪ to write words, short phrases and short 	<p>All above and:</p> <ul style="list-style-type: none"> ▪ Personal pronouns. ▪ I, you, he, she, it, we, they. ▪ Develop an awareness of verb patterns. ▪ Conjugate regular high frequency verbs.

	<p>sentences; join in to show understanding.</p> <ul style="list-style-type: none"> ▪ Listen for gist. ▪ 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 a short presentation on a familiar topic. ▪ Understand and express simple opinions. ▪ Initiate and sustain conversations and tell stories. ▪ Speak in sentences using familiar vocabulary, phrases and basic language structures. ▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. ▪ Speak with increasing spontaneity. ▪ Use repair strategies to keep a conversation going. 	<p>some detail from a short written passage.</p> <ul style="list-style-type: none"> ▪ Identify different text types and read short, authentic texts for enjoyment or information. ▪ Match sound to sentences and paragraphs. ▪ Broaden vocabulary. ▪ Develop strategies for understanding new words in familiar material including using a dictionary. ▪ Apply phonic knowledge of the foreign language in order to decode text. 	<p>sentences, using a reference.</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. 	<ul style="list-style-type: none"> ▪ Conjugate some basic high frequency irregular verbs. ▪ Begin to use adjectival agreements with accuracy. ▪ Use of prepositions. ▪ À + definite article. ▪ De + definite article. ▪ Prepositions. ▪ 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
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