



Languages Curriculum Overview

Through the study of languages, St Mary's children will develop tolerance and respect of other people and cultures and be able to communicate in another language. They will make links with their own mother tongue and additional languages.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Moi/ME 1,2,3	Jeux et chansons/Games and Songs 1,2,3	On fait la fête/Celebrations 1,2,3	Les Portraits/portraits 1,2,3	Les Quatre Amis/The 4 friends 1,2,3	Ça pousse /It grows 1,2,3,4
Year 4	On y va/ Let's Go 1,2,4	L'argent de poche/ Pocket money 1,2,4	Raconte-moi une histoire/Tell me a story 1,2,3,4	Vive le sport/Sport 1,2,4	Les Animaux/Animals 1,2,3,4	Les Vêtements et quel temps fait-il?/Clothing and weather. 1,2,3
Year 5	Bon appétit !/Enjoy your meal 1,2,4	Je suis le musicien/ I m the musician 1,2,3	Les Planètes/the planets 1,3,4	En route pour l'école/on my way to school 1,3,4	Le Retour du printemps/return of spring 1,2,3,4	Scène de plage/Beach scene 1,3,4
Year 6	Notre école/Our School 1,3,4	Notre monde/Our world 1,3,4	Le passé et le présent/past and the present 1,3,4	Ici et la/here and there 1,3,4	Monter un café/setting up a café 1,2,3,4	Quoi de neuf/what's in the news. 1,2,3,4

National Curriculum Key Skills

Skill Key	Lower KS2 (Yr3 Yr4)	Upper KS2 + (Lower KS2) (Yr5 Yr6)
1. Speaking and Listening	<ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Listen and identify rhyming words and particular sounds in songs and rhymes. Recognise a familiar question and respond with a simple rehearsed response. Name objects and actions and link words with a connective in a simple rehearsed statement. Listen and show understanding of short phrases through physical response. Listen and demonstrate understanding of words in songs and rhymes. Ask and answer several simple and familiar questions with a rehearsed response. Use familiar vocabulary to say simple sentences to give information using a language scaffold. 	<ul style="list-style-type: none"> Listen and show understanding of more complex familiar phrases and sentences. Follow the text of familiar rhymes and songs identifying the meaning of words. Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. Listen and show understanding of more complex sentences containing familiar words and unfamiliar words. Read aloud the text of familiar rhymes and songs. Engage in a short conversation using familiar questions and express opinions. Manipulate familiar language to present own ideas and information in more complex sentences.
2. Songs Stories and Rhymes	<ul style="list-style-type: none"> Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. Join in with the words of a rhyme, song or story sometimes from memory. 	<ul style="list-style-type: none"> Follow the simple text of a familiar song or story and sing or read aloud. Understand the gist of an unfamiliar text using some familiar language.
3. Reading and Writing	<ul style="list-style-type: none"> Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. Read and show understanding of familiar single words. Identify and use strategies for memorising new vocabulary. Write and say simple familiar words to describe people, places, things or actions using a model. Write single familiar words from memory with understandable accuracy. Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. Read and show understanding of simple familiar phrases and short sentences. Use a bi-lingual dictionary to find the meaning of a word or its translation. Write and say a simple phrase to describe people, places, things or actions using a language scaffold. Write simple familiar short phrases from memory with understandable accuracy. 	<ul style="list-style-type: none"> Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. Read and show understanding of a complex sentence using familiar language. Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. Write familiar complex sentences from memory with understandable accuracy. Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Read and show understanding of a series of complex sentences using familiar language. Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary. Write and say a complex sentence manipulating familiar language, using a dictionary for new language. Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.
4. Grammar	<ul style="list-style-type: none"> Begin to apply the grammatical terms noun, adjective, verb, pronoun and conjunction to French. Use the 1st and 2nd person pronouns with a regular verb. Begin to explore cognates. Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. Demonstrate understanding of the position of the majority of adjectives. Continue to explore cognates and how to apply this knowledge. 	<ul style="list-style-type: none"> Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. Produce positive and negative sentences with high frequency verbs and pronouns. Apply knowledge of cognates with greater independence. Use the correct form of the definite article in singular and plural sentences. Apply all the knowledge of grammar above to build complex sentences. Independently apply knowledge of cognates where appropriate. Develop translation skills from French into English and vice versa. Conjugate regular er verbs and avoir and etre.