

National Curriculum Expectations

Purpose of study - Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

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

Attainment targets = By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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.

Context 2018/2019

Year 3 Sault scheme	Year 4 Sault scheme	Year 5 Sault scheme
Year 6 Sault scheme	Theme Days/Weeks French Day	

Skills Progression

Year 3			
Listening	Speaking	Reading	Writing
I can understand a few words and phrases in a song or a rhyme. I can understand the days of the week, colours and numbers.	I can say and repeat single words and short simple phrases – e.g. 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	I can recognise and read out a few familiar words and phrases - e.g. from stories and rhymes labels on familiar objects the date the weather	I can write or copy simple words or symbols correctly - e.g. numbers Days of week colours classroom objects a shopping list
Year 4			
Listening	Speaking	Reading	Writing
I can understand phrases concerning myself, my family, my school and the weather.	I can answer simple questions and give basic information – e.g. 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	I can understand and read out familiar written phrases - e.g. simple phrases weather phrases simple description of objects someone writing about their pet	I can write one or two short sentences to a model and fill in the words on a simple form- e.g. personal information where I live how old I am holiday greetings by e-mail or on a postcard
Year 5			
Listening	Speaking	Reading	Writing
I can understand the main points from a short	I can ask and answer simple questions and talk	I can understand the main point(s) and some of	I can write a few short sentences with support

spoken passage made up of familiar language in simple sentences. - e.g. 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.	about my interests - e.g. • 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	the detail from short written texts or passages in clear printed script - e.g. 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	using expressions which I have already learnt - e.g. a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which I have already learnt- e.g. three to four sentences for a wall display; a simple e-mail message ...
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Year 6

Listening	Speaking	Reading	Writing
I can understand and respond to spoken and written language from a variety of authentic sources.	I can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what I want to say, including through discussion and asking questions, and continually improving the accuracy of my pronunciation and intonation. I can 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 ...	I can understand the main points and opinions in written texts from various contexts - e.g. <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 	I can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. I can write paragraphs of three to four sentences about myself. I can write about a story or a picture; a message containing three to four sentences; a postcard or greetings card

Assessment

Flic to be completed in all year groups.

Monitoring

Monitor FLiC

Child interviews x 2 a year

Learning walk – focus on French displays as and when

Complete SEF for Modern Foreign Languages as part of the Humanities Team annually

Complete an Action Plan for Modern Foreign Languages as part of the Humanities Team annually and refine and evaluate throughout the year

Share SEF and Action Plan with link governors and involve governors throughout the year when implementing actions