

Key Stage 2 – National Curriculum Content

Speaking	Listening	Reading	Writing	Grammar
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases, and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Read carefully and show understanding of words, phrases, and simple writing.</p> <p>Appreciate stories, songs, poems, and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things, and actions orally and in writing.</p>	<p>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."</p>

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Year 3	<p>Speak with others using simple words, phrases, and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</p>	<p>Listen and respond to familiar spoken words, phrases, and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Recognising familiar words and short phrases covered in units taught using actions to support</p>	<p>Can identify the written version of a wide range of words that are heard.</p> <p>Understand the meaning in English of short words/phrases read in the foreign language.</p>	<p>Reproduce nouns and determiners/articles from a model.</p> <p>Write familiar words & short phrases using a model or vocabulary e.g. 'I play the piano'. 'I like apples'</p>	<p>Start to understand the concept of gender within the French language (masculine, feminine, neuter (if applicable)).</p> <p>Use articles.</p> <p>Use the first person singular version of high frequency verbs e.g. I like..., I play....</p>
Year 4	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Apply French phonic knowledge to support speaking (including silent letters)</p> <p>Speak aloud familiar words or short phrases to communicate with others.</p>	<p>Listen for and identify key words and phrases in instructions, stories, and songs.</p> <p>Listen and identify key words shared through conversation.</p>	<p>Accurately read and understand familiar written words, phrases, and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases, and short sentences aloud to another person</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank) including, when needed, negative form.</p>	<p>Better understand the concept of gender and which articles to use for meaning 'e.g. a, the or some)</p> <p>Introduce simple adjectival agreement e.g. for some colours the words is changes to reflect the gender of the noun blanc vs blanche; negative form and possessive adjectives (e.g. In my bag there is,)</p>
Year 5	<p>Engage in short conversations using sentences and familiar vocabulary.</p> <p>Present short pieces of information to another person.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs, and extended listening exercises).</p> <p>Understand more of what is heard even when some of the language may be unfamiliar through using decoding skills that have been developed.</p>	<p>Read a variety of longer passages in authentic formats (e.g. stories, song lyrics (covering familiar topics).</p> <p>Begin to decode meaning of written language using cognates and context.</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank) including incorporating conjunctions, negative form and negative responses as needed.</p> <p>Learn to manipulate language and be able to substitute words for suitable alternatives.</p>	<p>Revision of gender and nouns. Also, learn to use and recognise the terminology of articles and when to use these (e.g. indefinite vs definite)</p> <p>Understand better the rules of adjectival agreement e.g. for some colours the words is changes to reflect the gender of the noun blanc vs blanche; negative form and possessive adjectives (e.g. In my bag there is,)</p> <p>Start to explore conjugation of verbs (e.g I like, you like, he/she likes)</p>
Year 6	<p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture, and intonation to convey accurate meaning.</p>	<p>Understand the key parts in passages of language spoken as more authentic language material. This to include cognates, unfamiliar but recognisable words or known grammatical structures.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from language units including, but not limited to, understanding accents, silent letters, familiar graphemes (e.g. 'et' on the end of a word makes an 'ay' sound).</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of grammatical covered. Also, start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives.</p>	<p>Understand and apply a wide range of negative form, adjectival agreement and possessive adjectives. Also, know what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be more confident with verb conjugation – both regular and common irregular e.g. (to go, to have, to be)</p>