



Emmanuel Holcombe C of E Primary

Languages Curriculum Progression

2020

Intent

The intention of the languages curriculum at Emmanuel Holcombe is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. At our school we have chosen to teach French. We encourage children's confidence and strive to stimulate and encourage children's curiosity about language. We actively plan links to develop their awareness of cultural differences in other countries, British values and curriculum enrichment opportunities. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Implementation

The Emmanuel Holcombe curriculum is shaped by the school vision to enable all children, regardless of background, ability or additional needs to flourish and live life to the full. Our languages curriculum has been designed in line with the National Curriculum (2014), to produce clear skills and knowledge progression.

French is taught on a two-year rolling programme, so that in the first year of the cycle, Class 3 is taught the year 3 programme of work and Class 4 is taught the Year 5 programme. In the second year, Class 3 is taught the Year 4 programme of work and Class 4 is taught Year 6.

French is taught in blocks and through theme weeks to allow children to immerse themselves in the language. French is also taught daily through classroom instructions, conversational language and songs. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

What do we use?

- primarily we use the Catherine Cheater scheme of work, including powerpoints, stories, songs and finger rhymes.
- online games and websites such as: <https://www.thelanguagemagician.net/>, <http://www.bbc.co.uk/languages/french/>
- practical activities, songs and games are used to help improve memory and recall.
- during lessons instructions are given in French to expose children to the language as much as possible.
- visual prompts are used to support children in translating new vocabulary.
- word mats and dictionaries are available for children to have out on desks to support their learning and recap previous learning.

Impact

Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- *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*

In line with the National Curriculum, the focus of study in French will be on practical communication.

EYFS and Key Stage 1	Key Stage 2
<ul style="list-style-type: none">there is no statutory requirement to teach a language to EYFS pupils or KS1 pupils. However, children in class 1 are introduced to languages through theme weeks and teaching blocks throughout the year.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsengage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpspeak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasespresent ideas and information orally to a range of audiencesread carefully and show understanding of words, phrases and simple writingappreciate stories, songs, poems and rhymes in the languagebroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionarywrite 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.

Emmanuel Holcombe languages curriculum

	Year 3 and 4	Year 5 and 6
Listening	<ol style="list-style-type: none"> 1. Join in confidently with most of the actions in songs, stories and rhymes. 2. Recognise the written form and meaning of most known vocabulary from the spoken word 3. Say / sing short, familiar rhymes or songs from memory listens and recognise the meaning of simple sentences 4. Match sound to written text and recognise the meaning of familiar language 	<ol style="list-style-type: none"> 1. Join in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language 2. Follow the text of a familiar song or story with more detailed language and sing or read aloud. Understand most of the words 3. Listen to and understand complex sentences, answering questions or identifying key information 4. Follow and understand a song or story with more complex language
Speaking	<ol style="list-style-type: none"> 1. Answer most questions confidently (e.g. greetings, name, age, how you are today, favourite colour / animal) 2. Use 'i have' and 'it is' to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. 3. Adapt model sentences to describe things (nouns + adjectives). Join in confidently with story re-telling 4. Ask and answer a few familiar questions with little support 5. Speak in simple sentences, including nouns and adjectives 	<ol style="list-style-type: none"> 1. Ask and answer a variety of questions with support 2. Express likes and dislikes, some opinions and reasons and ask 'do you like' and 'why do you / don't you like?' Be able to signal a problem, ask for help and give additional details when asked e.g. can you help me? What with? number 2, the text, the dictionary 3. Speak using some complex sentences e.g. noun, adjectives, verb, adverbial phrase 4. Say a variety of sentences describing what people do e.g. what someone eats for different meals or what sports someone plays (uses 1st and 3rd person singular) 5. Engage in short conversations using familiar language 6. Say complex sentences, using 'because' and other subordinating conjunctions 7. Speak using complex sentences e.g. with a subordinate clause

Reading	<ol style="list-style-type: none"> 1. Read and recognise most familiar vocabulary 2. Enjoy participating in stories, songs and poems and show the ability to retain some of the words through repetition 3. Make links to phonics and pronounce familiar words well, and some unfamiliar words, when prompted by the teacher 4. Respond to teacher questioning / prompting to understand new words, e.g. If this means X, what could Y mean? 5. Read and understand simple sentences, including noun and adjectives 6. Read familiar words with good pronunciation 7. Understand some new words introduced into familiar text, especially but not exclusively if they are cognates 	<ol style="list-style-type: none"> 1. Read and understand complex sentences e.g. noun, adjectives, verb, adverbial phrase 2. Enjoy listening to / watching target language stories, songs etc.. and able to pick out and understand familiar words 3. Read aloud confidently familiar words observing particular pronunciation rules (e.g. silent letters, accent/stress markers etc.) and some unknown cognates 4. Use cognates, logic and some grammatical understanding to decode the meaning of some new words 5. Know 1) the parts of the dictionary 2) what the codes (nf, nm etc.) mean and know alphabetical order. Can find the meanings of new words 6. Pronounce some unfamiliar words in a sentence using phonic knowledge 7. Understand new words in short, familiar texts, using a range of strategies
Writing	<ol style="list-style-type: none"> 1. Write some known words and short phrases from memory with understandable spelling 2. Substitute and adapt noun-adjective collocations in simple sentences. e.g. using oso pardo story to change colour 3. Can follow and adapt a model to create a few short phrases with nouns and adjectives, creating for example a mini- book 4. Use a model including words and short phrases to create new versions (e.g. party invitation, birthday card) 5. Write some simple sentences with nouns and adjectives, which may / may not be placed correctly 6. 	<ol style="list-style-type: none"> 1. Write some simple and a few complex sentences (sometimes from memory, sometimes with a scaffold e.g. first letter cues for each word) with understandable accuracy 2. Adapt a range of simple and complex sentences to create new sentences 3. Write a variety of sentences describing what people do e.g. what someone eats for different meals or what sports someone plays (uses 1st and 3rd person singular) 4. Use a model paragraph to produce a new paragraph with good accuracy 5. Write some complex sentences e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary, with some success

1. Use the correct indefinite article in practice activities
2. Recognise and say singular and plural nouns, differentiating between them
3. Place and agree some familiar adjectives correctly in practice activities
4. Use I have / it is / they are / there is but may confuse their meaning and use
5. Use 'and' and 'but' with some confidence
6. Understand the meaning of indefinite / definite articles in singular and plural, some inaccuracy in own use
7. Use singular and plural nouns correctly
8. Use the most familiar adjectives and noun combinations correctly in terms of place and gender / number agreement
9. Use simple 3rd person singular verbs to describe others (e.g. has, is)
10. Understand all and can use in structured tasks some sequencers and prepositions

1. Demonstrate awareness of different uses of articles in English and the target language and begin to apply this
2. Use singular and plural forms
3. Agree adjectives in reasons after 'because it is / they are', remembering with some consistency to match number and gender.
4. Recognise the meaning of the subject pronouns and their matching verb endings in the present tense. Use a range of 1st person present tense verbs correctly
5. Incorporate days of the week and other time phrases into spoken and written expression
6. Demonstrate a good grasp of the basic grammatical concepts encountered and applies them
7. Use a range of common verbs, including in the negative form, most often in the 1st person
8. Use subordinating connectives 'if' and 'because'

Year 3

Term 1	Term 2	Term 3
<p>Numbers 0-6 zéro, un, deux, trois, quatre, cinq, six</p> <p>Greetings Bonjour! Bonjour + name Bonjour, monsieur / madame / mademoiselle Comment t'appelles-tu? Joyeux Noël !</p> <p>Classroom phrases e.g. asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous, touchez</p> <p>Adjectives e.g. bleu, gris, jaune, rouge, vert</p> <p>Vocabulary for spelling skills Comment ça s'écrit? some alphabet letters</p> <p>Vocabulary for sentence building Voici, et, un bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin</p>	<p>Numbers 7-10 sept, huit, neuf, dix</p> <p>Phrase of celebration Bonne Année !</p> <p>Vocabulary for spelling skills consonne, voyelle more alphabet letters</p> <p>Verbs e.g. Courez, marchez, marchez sur la pointe des pieds, sautez</p> <p>Adverbs e.g. Lentement, vite</p> <p>Asking politely s'il te plaît, merci, voilà</p> <p>Masculine and feminine nouns e.g. Qu'est-ce que c'est? un pinceau, un feutre, un crayon, un stylo, une gomme, une règle</p> <p>Punctuation e.g. Virgule, point</p>	<p>Numbers 11-31 onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un</p> <p>Vocabulary from a song un tee-shirt, un pantalon, un pull, un chapeau, je mets</p> <p>Responding to questions oui, non</p> <p>Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche aujourd'hui, c'est ... hier, c'était ... demain, ce sera...</p> <p>Taking the register présent, présente</p> <p>Punctuation e.g. ouvrez les guillemets fermez les guillemets</p>

Year 4

Term 1	Term 2	Term 3
<p>Questions, answers and sentence building e.g. Qui est-ce? C'est + name Ce n'est pas + name Dans le sac, il y a... et...</p> <p>Further adjectives e.g. blanc, brun, noir, orange, rose</p> <p>Vocabulary for a game Coin! Coin! Encore!</p> <p>Masculine nouns e.g. un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet</p> <p>Feminine nouns e.g. une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris</p>	<p>Adjectives that precede the noun e.g. Petit, grand</p> <p>Sentence starters e.g. Chez moi Dans ma chambre Dans mon placard</p> <p>Verbs e.g. danser, sauter, voler, nager</p> <p>Punctuation e.g. Point d'exclamation Point d'interrogation</p> <p>Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre ce mois-ci, c'est... le mois dernier, c'était... le mois prochain, ce sera...</p>	<p>Vocabulary from a song une culotte, une chemise, une veste, des lunettes Que fais-tu?</p> <p>Questions and answers e.g. Combien de cochons y a-t-il ? Il y a cinq cochons Quelle est la date aujourd'hui? C'est le + date.</p> <p>Phrases of celebration / greeting e.g. Bonnes vacances ! Joyeux anniversaire ! Bon anniversaire !</p> <p>Towns in France e.g. Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours.</p>

Assessment

It is not expected that teachers would seek to gather separate evidence for each of the strands / statements. These attainment descriptors are provided to help teachers make sense of the learning they see in the classroom, such that they feel able to report globally on a pupil's overall progress in language learning, whilst at the same time feeling that they have some underlying rationale for their assessment. Most pupils will be 'expected' at the end of the academic year. The names of those pupils 'emerging' or 'exceeding' should be noted in the grid below. Evidence of the objectives can be recorded in language portfolios, on See saw, or as projects during theme weeks.

Year 3 Attainment descriptors:

	KS2 Programme of Study	End of Year 3 (emerging)	End of Year 3 (expected)	End of Year 3 (exceeding)
	Listening			
L1	Listen attentively and show understanding by joining in and responding	repeats words following a teacher model joins in with some of the actions in songs, stories and rhymes	joins in confidently with most of the actions in songs, stories and rhymes	produces words from memory with reasonably accurate pronunciation joins in confidently and readily with all of the actions in songs, stories and rhymes and most of the words
L2	Link the spelling, sound and meaning of words	recognises some familiar written words from their sound	recognises the written form and meaning of most known vocabulary from the spoken word	applies phonics knowledge with confidence and reasonable accuracy when pronouncing words from text, and knows the meaning of all learnt words
	Speaking			
S1(a)	Ask and answer questions	can answer a few simple questions (e.g. name, how you are)	can answer most questions confidently (e.g. greetings, name, age, how you are today, favourite colour / animal)	can answer all questions learnt with confidence and can ask a few questions
S1(b) S1(c)	Express opinions and respond to those of others Ask for clarification & help			
S2	Speak in sentences	can produce 'i have' following teaching or pupil modelling joins in with gestures to support sentence-building punctuation.	uses 'i have' and 'it is' to form simple sentences. uses gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop.	can use verbs in sentences to say 'i have', 'it is', 'there is' with a range of familiar nouns and adjectives may also use negative formations

S3	Describe people, places, things and actions orally (to a range of audiences)	can identify the adjective in simple sentences with known language joins in with partial success with the choral re-telling of stories using adjectives	can adapt model sentences to describe things (nouns + adjectives) joins in confidently with story re-telling	uses familiar language confidently to describe things (nouns + adjectives) re-tells stories accurately, often from memory
	Reading			
R1	read and show understanding of words, phrases and simple texts	reads and recognises some vocabulary that has been practised frequently	reads and recognises most familiar vocabulary	decodes meaning naturally and confidently, (even when not always correctly)
R2	appreciate stories, songs, poems and rhymes in the language	joins in with some choral repetition of short rhymes and parts of songs	enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition	joins in readily and confidently with all forms of text
R3	read aloud with accurate pronunciation	repeats new words modelled by the teacher, and can spot patterns in pronunciation with support	can make links to phonics and pronounce familiar words well, and some unfamiliar words, when prompted by the teacher	applies phonics knowledge with some confidence when reading new words aloud
R4	understand new words that are introduced into familiar written material	can, with considerable support, identify the possible meaning of a few new words in songs, stories, poems etc..	responds well to teacher questioning / prompting to understand new words, e.g. If this means X, what could Y mean?	uses a range of strategies instinctively to decode meaning successfully, e.g. cognates, logic, text patterns, sentence level understanding (i.e. looking at the words before and after)
R5	use a dictionary			

	Writing			
W1	write words and phrases from memory	writes on mini-white board and/or traces on arm some words with understandable spelling from short-term memory.	writes some known words and short phrases from memory with understandable spelling	writes most known words and short phrases from memory with reasonable accuracy
W2	adapt phrases to create new sentences	can, with support, substitute individual words to change the meaning of short sentences.	substitutes and adapts noun-adjective collocations in simple sentences. e.g. using oso pardo story to change colour ...	as for (=) plus... include simple connectives 'y' (and) and 'pero' (but). more able may begin to use 'también' (also).
W3	describe people, places, things and actions in writing	can use a gap-fill writing frame, for example, to produce simple descriptive sentences. e.g. it is a blue horse.	can follow and adapt a model to create a few short phrases with nouns and adjectives, creating for example a mini-book	as for (=) but tries to vary the sentence pattern with some success in creating understandable meanings
	Grammar			
G1	Gender of nouns - definite and indefinite articles	can repeat nouns with correct indefinite article when modelled by the teacher retains the correct gender of a few nouns	usually uses the correct indefinite article in practice activities – independent use is more variable	accurately differentiates and actively uses indefinite articles in the singular with masculine and feminine nouns
G2	Singular and plural forms of nouns	shows awareness of plural nouns – recognises meaning, though may need prompting	can recognise and say singular and plural nouns, differentiating between them	as for (=) and in addition, may try to pluralise nouns met only in the singular form
G3	Adjectives (place and agreement)	can identify the adjective and the noun in short phrases	able to place and agree some familiar adjectives correctly in practice activities	as for (=) plus beginning to use a limited number of adjectives independently, although will naturally revert to 1st

				language patterns still in independent use
G4	Conjugation of key verbs (and making verbs negative)	will often use a verb but may use the same one for multiple meanings (e.g. i have for everything)	uses i have / it is /they are / there is but may confuse their meaning and use	uses i have / it is /they are / there is / there are with confidence, although with some inaccuracy
G5	Connectives and qualifiers, adverbs of time, prepositions of place	can recall 'and' and use it when prompted	uses 'and' and 'but' with some confidence	uses 'and', 'but' and 'also'
Names of pupils 'emerging': Names of pupils 'exceeding'				

Year 4 Attainment descriptors

	KS2 Programme of Study	End of Year 4 (emerging)	End of Year 4 (expected)	End of Year 4 (exceeding)
	Listening			
L1	Listen attentively and show understanding by joining in and responding	joins in with the words of short, simple rhymes, songs or stories listens and recognises the key vocabulary of a simple sentence	says / sings short, familiar rhymes or songs from memory listens and recognises the meaning of simple sentences	joins in confidently (at first or second reading) the words of longer songs and stories listens and recognises the detail of simple sentences.
L2	Link the spelling, sound and meaning of words	matches sound to written word with some familiar language	matches sound to written text and recognises the meaning of familiar language	can understand and produce orally familiar language in written form.
	Speaking			

S1(a)	Ask and answer questions	answers a few familiar questions uses scaffolds to ask a few simple questions	asks and answers a few familiar questions with little support	produces confidently familiar questions as well as answers them and demonstrates understanding of their construction.
S1(b) S1(c)	Express opinions and respond to those of others Ask for clarification & help	uses, with prompting, 'in my opinion' signals a problem 'i have a problem'	uses 'in my opinion' and 'i think that' signals a problem and asks for help 'i have a problem' 'can you help me?'	uses readily in whole class and pair work 'in my opinion' and 'i think that' signals problems and asks for help without hesitation, using taught classroom language
S2 / S3	Speak in sentences Describe people, places, things and actions orally (to a range of audiences)	says one or two simple sentences	speaks in simple sentences, including nouns and adjectives	confidently produces sentences with a noun and puts an adjective in the correct place
Reading				
R1	read and show understanding of words, phrases and simple texts	reads and recognises the key vocabulary of a simple sentence	reads and understands simple sentences, including noun and adjectives	reads and understands simple and compound sentences with coordinating conjunctions
R2	appreciate stories, songs, poems and rhymes in the language	joins in with choral repetition of short rhymes, parts of songs and stories	enjoys participating in stories, songs & poems and shows the ability to retain some of the words through repetition	joins in readily and confidently with all forms of text
R3	read aloud with accurate pronunciation	reads some familiar words with understandable pronunciation	reads familiar words with good pronunciation	reads confidently familiar and unknown words using phonic knowledge, albeit with mistakes
R4	understand new words that are introduced into familiar written material	understands a few new words introduced into simple, familiar sentences, if they are cognates	understands some new words introduced into familiar text, especially but not exclusively if they are cognates	uses a range of strategies subconsciously to decode meaning successfully, e.g. cognates, logic, text patterns, sentence level understanding (i.e. looking at the words before and after)
R5	use a dictionary			
Writing				
W1	write words and phrases from memory	writes words and the occasional short phrase with approximate accuracy	writes a few simple sentences from memory with understandable accuracy	generally writes simple sentences from memory with reasonable accuracy
W2	adapt phrases to create new sentences	uses a writing frame and adds individual words / short phrases to create a simple text e.g. invitation	uses a model including words and short phrases to create new versions (e.g. party invitation, birthday card)	uses a model including some whole sentences to create new version of a card or an invitation.
W3	describe people, places, things and actions in writing	writes a few simple sentences with support and needs prompting about the spelling and placement of adjectives	writes some simple sentences with nouns and adjectives, which may / may not be placed correctly	confidently produces sentences with nouns and puts corresponding adjectives in the correct place.
Grammar				

G1	Gender of nouns - definite and indefinite articles	when prompted to notice, can identify the meaning of 'a / some' and 'the' within simple sentences. often confuses their use in own work.	understands the meaning of indefinite / definite articles in singular and plural, some inaccuracy in own use	actively uses indefinite articles in singular and plural and definite articles in both singular and plural – usually able to select the correct ones
G2	Singular and plural forms of nouns	needs support and prompting to focus on the correct use of noun forms	often uses singular and plural nouns correctly, but may sometimes overlook	is sensitive to the difference and usually selects the correct form
G3	Adjectives (place and agreement)	when unchecked, produces adjectival phrases with very variable success	uses the most familiar adjectives and noun combinations correctly in terms of place and gender / number agreement	uses independently a range of adjectives (agreement and position) with confidence
G4	Conjugation of key verbs (and making verbs negative)	recognises the meaning of 3 rd person singular verbs in context, especially 'has' and 'is'	uses simple 3 rd person singular verbs to describe others (e.g. has, is)	uses 3 rd person singular nouns, particularly in story re-telling, but also in describing others
G5	Connectives and qualifiers, adverbs of time, prepositions of place	recognises the meaning of key time sequencers (one day, then, next, finally) and a few prepositions (on, under, in)	understands all and can use in structured tasks some sequencers and prepositions	uses sequencers in simple narration (one day, then, next, finally). uses some prepositions of place (on, under, in)
Names of pupils 'emerging': Names of pupils 'exceeding'				

Year 5 Attainment descriptors

	KS2 Programme of Study	End of Year 5 (emerging)	End of Year 5 (expected)	End of Year 5 (exceeded)
	Listening			
L1	Listen attentively and show understanding by joining in and responding	joins in with the words of a familiar song, story or rhyme listens and understands the key vocabulary of a complex sentence	joins in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language	joins in readily with simple and more complex songs and stories, showing the ability to remember language listens and understands the detail of complex sentences made up of familiar language
L2	Link the spelling, sound and meaning of words	follows the simple text of a familiar song or story and sings or reads aloud understands some of the words	follows the text of a familiar song or story with more detailed language and sings or reads aloud understands most of the words	follows and understands a song or story with more complex language

Speaking				
S1(a)	Ask and answer questions	asks and responds to a few familiar questions with support	asks and answers a variety of questions with support	produces confidently a wide range of questions as well as answers them
S1(b) S1(c)	Express opinions and respond to those of others Ask for clarification and help	expresses likes and dislikes and can ask 'do you like?' signals a problem and asks for help	expresses likes and dislikes, some opinions and reasons and asks 'do you like' and 'why do you / don't you like?' signals a problem, asks for help and gives additional details when asked e.g. can you help me? what with? number 2, the text, the dictionary	expresses a range of opinions and reasons and asks questions to elicit those from others uses a range of classroom language to interact with the teacher and with peers
S2	Speak in sentences	speaks using simple sentences	speaks using some complex sentences e.g. noun, adjectives, verb, adverbial phrase	speaks often some complex sentences e.g. noun, adjectives, verb, adverbial phrase
S3	Describe people, places, things and actions orally (to a range of audiences)	says some short sentences saying what s/he does using the 1 st person	says a variety of sentences describing what people do e.g. what someone eats for different meals or what sports someone plays (uses 1 st and 3 rd person singular)	says a variety of sentences saying what people do, using a variety of verbs and persons of the verb, perhaps with a scaffold

Reading				
R1	read and show understanding of words, phrases and simple texts	reads and understands the meaning of a more complex sentence, maybe with support	reads and understands complex sentences e.g. noun, adjectives, verb, adverbial phrase	reads and readily understands complex sentences e.g. noun, adjectives, verb, adverbial phrase
R2	appreciate stories, songs, poems and rhymes in the language	is able to listen to / watch / read along with short songs, stories, video clips, poems and often sustain interest	enjoys listening to / watching target language stories, songs etc.. and is able to pick out and understand familiar words	engages readily with all forms of target language input, shows curiosity and is able of understand familiar language well
R3	read aloud with accurate pronunciation	reads aloud some familiar words and short phrases with good pronunciation	reads aloud confidently familiar words observing particular pronunciation rules (e.g. silent letters, accent/stress markers etc.) and some unknown cognates	attempts confidently to read unfamiliar words using phonic knowledge, with some success
R4	understand new words that are introduced into familiar written material	understands some new words introduced into familiar, short text, particularly if they are cognates	demonstrates the ability to use cognates, logic and some grammatical understanding to decode the meaning of some new words	uses a range of strategies subconsciously to decode meaning successfully, e.g. cognates, logic, text patterns, sentence level understanding (i.e. looking at the words before and after)

R5	use a dictionary	can look up, with support, the meanings of some nouns and adjectives and recognise the word type found from the codes uses alphabetical order slowly	knows 1) the parts of the dictionary 2) what the codes (nf, nm etc.) mean is confident with alphabetical order can find the meanings of new words	is confident at looking up new words successfully in a dictionary or online translator
Writing				
W1	write words and phrases from memory	writes a few simple sentences from memory, with understandable spelling	writes some simple and a few complex sentences (sometimes from memory, sometimes with a scaffold e.g. first letter cues for each word) with understandable accuracy	as for (=) plus writes complex sentences e.g. with a subordinate clause from memory with understandable accuracy
W2	adapt phrases to create new sentences	adapts simple sentences using a supportive frame	adapts a range of simple and complex sentences to create new sentences	uses a short paragraph, including simple, compound and complex sentences as a model for creating a new version
W3	describe people, places, things and actions in writing	writes some short sentences saying what s/he does using the 1 st person	writes a variety of sentences describing what people do e.g. what someone eats for different meals or what sports someone plays (uses 1 st and 3 rd person singular)	writes a variety of sentences saying what people do, using a variety of verbs and persons of the verb, perhaps with a scaffold
Grammar				
G1	Gender of nouns - definite and indefinite articles	uses the most familiar nouns with correct gender article, although may still confuse definite and indefinite use	demonstrates awareness of different uses of articles in English and the target language and beginning to apply this	demonstrates good understanding of basic grammatical concepts regarding gender, articles, singular and plural nouns, adjectives (place and agreement) and applies them in speaking and writing
G2	Singular and plural forms of nouns	has acquired some key singular and plural nouns and uses the most familiar ones correctly	usually secure with use of singular and plural forms	
G3	Adjectives (place and agreement)	recognises that adjectives change according to gender and number sometimes uses adjectives correctly, often when prompted	agrees adjectives in reasons after 'because it is / they are', remembering with some consistency to match number and gender.	
G4	Conjugation of key verbs (and making verbs negative)	Uses some 1 st person verb forms correctly (mostly as learnt phrases)	recognises the meaning of the subject pronouns and their matching verb endings in the present tense uses a range of 1 st person present tense verbs correctly	has memorised the pronoun / verb endings for regular verbs in the present tense and uses a variety of forms with some success
G5	Connectives and qualifiers, adverbs of time, prepositions of place	Uses days of the week to add detail to simple action phrases, with some support	incorporates days of the week and other time phrases into spoken and written expression, with some precision	uses a wider range of time expressions when forming sentences

Names of pupils 'emerging':

Names of pupils 'exceeding'

Year 6 Attainment descriptors

	KS2 Programme of Study	End of Year 6 (emerging)	End of Year 6 (expected)	End of Year 6 (exceeded)
	Listening			
L1	Listen attentively and show understanding by joining in and responding	listens to and understands a few complex sentences with support	listens to and understands complex sentences, answering questions or identifying key information	listens to and understands complex sentences in passages of a few sentences, answering questions or identifying key information
L2	Link the spelling, sound and meaning of words	follows the simple text of a familiar song/ story & sings or reads aloud most words	follows and understands a song or story with more complex language	follows and understands with confidence a song or story with more complex language
	Speaking			
S1(a)	Ask and answer questions	asks and answers a number of basic questions with and without support	engages in short conversations using familiar language	can engage in short conversations without support
S1(b) S1(c)	Express opinions and respond to those of others Ask for clarification and help	expresses likes and dislikes and can ask 'do you like?' signals a problem and asks for help	expresses likes and dislikes, some opinions and reasons and asks 'do you like' and 'why do you / don't you like?' signals a problem, asks for help and gives additional details when asked e.g. can you help me? what with? number 2, the text, the dictionary	expresses a range of opinions and reasons and asks questions to elicit those from others as for (+) plus ask for other things: e.g. can I work with..?

S2	Speak in sentences	says a few complex sentences with support	says complex sentences, using 'because' and other subordinating conjunctions	uses complex sentences in speaking, manipulating familiar language
S3	Describe people, places, things and actions orally (to a range of audiences)	speaks using a few complex sentences using a language scaffold with support if necessary	speaks using complex sentences e.g. with a subordinate clause	speaks using complex sentences by manipulating familiar language
Reading				
R1	read and show understanding of words, phrases and simple texts	reads and understands more complex sentences with support	reads and understands some complex sentences e.g. with a subordinate clause	reads and understands a variety of complex sentences e.g. with a subordinate clause
R2	appreciate stories, songs, poems & rhymes in the language			
R3	read aloud with accurate pronunciation	reads aloud familiar language in sentences with reasonable accuracy	pronounces some unfamiliar words in a sentence using phonic knowledge	reads confidently unfamiliar words with a high degree of accuracy
R4	understand new words that are introduced into familiar written material	understands some new words in familiar sentences, by using logic and/or a dictionary	understands new words in short, familiar texts, using a range of strategies	understands the gist of a simple unfamiliar text; maybe using a dictionary
R5	use a dictionary	locates nouns and adjectives in a target language dictionary with more confidence	uses a dictionary to research new nouns and adjectives and use them actively in sentences with some success	uses a dictionary to research new language, including some verbs, and uses it in his/her own work
Writing				
W1	write words and phrases from memory	writes simple sentences from memory, with understandable spelling	writes simple and some complex familiar sentences from memory with understandable accuracy	writes complex sentences by manipulating familiar language with a high degree of accuracy
W2	adapt phrases to create new sentences	uses a short, model paragraph to produce a new paragraph with understandable accuracy, although there will be some omissions	uses a model paragraph to produce a new paragraph with good accuracy	uses a paragraph as a model to produce a new paragraph with a high degree of accuracy, some variation from the model
W3	describe people, places, things and actions in writing	writes some complex sentences using a language scaffold with support if necessary	writes some complex sentences e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary, with some success	writes complex sentences by manipulating familiar language with a high degree of accuracy
Grammar				
G1	Gender of nouns - definite and indefinite articles	knows rules of gender & article use and applies them, when prompted to notice	Demonstrates a good grasp of the basic grammatical concepts encountered and applies them	Demonstrates an excellent understanding of the grammatical concepts encountered and applies them confidently in speaking and
G2	Singular and plural forms of nouns	recognises plural and singular nouns and often uses them correctly, often generalising their formation to the addition of -s.		

G3	Adjectives (place and agreement)	demonstrates improved use of adjective position and some correct use of gender agreement		writing
G4	Conjugation of key verbs (& making verbs negative)	uses 'there is/are' and 'there isn't/aren't' to form sentences	uses a range of common verbs, including in the negative form, most often in the 1 st person	uses a range of common verbs and several persons of the verb
G5	Connectives and qualifiers, adverbs of time, prepositions of place	understands complex sentences using 'if' and 'because'	uses subordinating connectives 'if' and 'because'	as for (=) plus demonstrates the ability to use relative clauses (fr/sp only)
Names of pupils 'emerging': Names of pupils 'exceeding'				

Resources

Emmanuel Holcombe follows the Catherine Cheater Scheme of Work. The Catherine Cheater Scheme of Work for French meets in full the learning objectives as set out in the **Key Stage 2 Framework for Languages**.

Resources to purchase:

Catherine Cheater schemes of work for Year 5 (2020-21) and Year 6 (2021-2022) £100 each.

<https://www.little-linguist.co.uk/catherine-cheater-scheme-of-work-for-french-year-5.html>

French 'I can' statements

I can...	Autumn	Spring	Summer
Listening and understanding:			
<ul style="list-style-type: none"> ▪ listen to a story in French 			
<ul style="list-style-type: none"> ▪ listen to and join in with stories, songs and finger rhymes 			
<ul style="list-style-type: none"> ▪ listen to a French singer on a CD 			
<ul style="list-style-type: none"> ▪ identify rhyming words in a song 			
<ul style="list-style-type: none"> ▪ count how many times I hear a particular word in a song or story 			
<ul style="list-style-type: none"> ▪ hear the plural form of nouns and adjectives 			
<ul style="list-style-type: none"> ▪ listen to French children to find out what they like doing 			
<ul style="list-style-type: none"> ▪ watch a French DVD 			
<ul style="list-style-type: none"> ▪ recognise music composed by Debussy 			
Reading:			
<ul style="list-style-type: none"> ▪ find French and English headwords in a bilingual dictionary 			
<ul style="list-style-type: none"> ▪ use a bilingual dictionary to check spellings and find meanings 			
<ul style="list-style-type: none"> ▪ use my knowledge of English to help me read French 			
<ul style="list-style-type: none"> ▪ read a recipe from a recipe book 			
<ul style="list-style-type: none"> ▪ read some phrases in a story book 			
<ul style="list-style-type: none"> ▪ enjoy reading French story books by myself 			

Speaking, singing and doing:			
▪ count up to 31			
▪ memorise sequences of words e.g. greetings, saying how old you are, what your name is etc.			
▪ say Happy Christmas, Happy New Year, Happy Easter and Happy Birthday in French			
▪ join in with some phrases in a story or song			
▪ say several finger rhymes from memory			
▪ sing some traditional French songs from memory			
▪ plan and perform a short sketch			
▪ count sets of objects and notice how the plural sounds			
▪ Join in a traditional French dance			
▪ use webcams and websites to make a virtual visit to Paris			
▪ recognise some paintings by Monet and Renoir.			
▪ understand how pronunciation changes when some words combine together			
Writing and spelling			
▪ spell some French words			
▪ build a simple sentence			
▪ build sentences using nouns and verbs			
▪ build sentences including adjectives, adverbs and conjunctions			

