

**Modern Foreign Languages at Chacewater School**

| **Intent** | Chacewater school uses the Languages Angels scheme of work and resources to ensure we offer a relevant, broad and vibrant French Curriculum that will inspire and enthuse our KS2 pupils using a wide variety of topics and themes. At Chacewater School, we have adopted their Primary foreign language intent, implementation and  impact statement, adapted to meet the needs of the school. All pupils will be expected to achieve their full  potential by encouraging high expectations and excellent standards in their foreign language learning - the  ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. The intent is that all content will be continuously updated and reviewed annually, creating a dynamic  programme of study that will be clearly outlined in both long-term and short-term planning. This will  ensure that the foreign language knowledge of our pupils progresses within each academic year and is  extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line  with meeting requirements of the national curriculum.  The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.  Learning French will also offer pupils the opportunity to develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.  The intention is that they will be working towards becoming life-long language learners.  The four key language learning skills; listening, speaking, reading and writing will be taught and all  necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable  pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future  language learning and also helping the children improve overall attainment in other subject areas.  We want all pupils to develop a genuine interest and positive curiosity about French, finding it enjoyable  and stimulating. Learning a second language at school will also offer pupils the opportunity to explore  relationships between language and identity, develop a deeper understanding of other cultures and the  world around them with a better awareness of self, others and cultural differences. The intention is that  they will be working towards becoming life-long language learners. |
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| **Implementation** | At Chacewater School, KS2 will have access to a high-quality foreign language curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in which French. At Chacewater we are fortunate enough to have support from a someone who is fluent in French and will teach French across some classes in KS2. Teaching of French will also be delivered by the class teachers.  At Chacewater School we have tailored the learning to ensure that we progressively acquire, use and apply a growing bank of vocabulary and language skills that best fits our school. We have done this through age appropriate themes and topics.  Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts that will be taught through all units and at all levels of challenge. Teachers will have access to progression maps and a grammar grip to ensure all children are progressing.  Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.  The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels ‘Teaching Type’ and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels ‘Teaching Type’. It is a visual demonstration of the progression that takes place WITHIN a ‘Teaching Type’ and also ACROSS each ‘Teaching Type’.   * Each unit and lesson will have clearly defined objectives and aims. * Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson. * Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class. * Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for. * Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units. * Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.   Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress though the lessons in a unit they will build their knowledge and develop the complexity of the language they use.  Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.  In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:   * Foreign language celebration assemblies. * Cookery sessions of traditional foods from the country of the language being studied. * Fashion shows demonstrating typical / traditional clothing from the country of the language being studied. * Weather forecasts based on maps from the country of the language being studied. * School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness. |
| **Impact** | As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.  Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.  Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.  Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.  Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.  The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.  Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.  If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills. |

**‘L E A P’ Into MFL at Chacewater**

| **Local** | How do we use our locality in this subject?  Local links? Chacewater and Cornwall  Community Links and visits for this subject? Opportunities to explore, investigate and enquire? | Links to other subjects studying locality.  Links to communities similar to ours elsewhere in the world?  Comparison of locations throughout where we live and the  languages we are learning? |
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| **Engaging** | Memorable moments?  Visits? People in school  Hands on experiences?  Choice of learning activities?  Whole school events/themes  National day and events? | Visits from French speakers.  Practical ways of exploring languages.  Whole school dress up days/ theme days.  Language days throughout the school.  Taster days – foods, drinks other countries have. |
| **Aspiring & Ambitious** | How do we make this subject challenging and exciting?  What do want outcome to look like?  Key questions?  How do we ensure there is diversity e.g. range of artists, authors, historical figures, famous scientists | Videos, photographs.  Writing to pen pals from other schools in different countries?  Famous French people? |
| **Powerful & purposeful** | Sticky knowledge?  How?  What makes this subject memorable?  Wider links - outside of our locality? Global issues?  Cross curricular links  Building in previous knowledge? How? Progression? | Making links to other curriculum areas.  Dressing up/ living it.  Progression throughout the different year groups.  Writing for purpose / talking for purpose.  Learning a different language.  Being practical with it. |

| **Chacewater School MFL Curriculum Unit Map** | | | | | | |
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| How is MFL taught at Chacewater School? | | | | | | |
|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |  |

| **Year 3** | Phonetics 1  I am Learning French | Colours and Numbers | I am able… |
| --- | --- | --- | --- |
| **Year 4** | Phonetics 1-2  Colours and Numbers/Shapes | At the Cafe | Presenting Myself |
| **Year 5** | Phonetics 1-3  Presenting Myself | I am able… | The Date |
| **Year 6** | Phonetics 1-3  At the Cafe | My Family | My Home |

**Why have we chosen to teach MFL this way?**

Over the last (just under) 2 years we have been completing units from Language Angels.

We have now adapted the plan to fit our ‘Chacewater Approach’. Here we have decided to teach 1 unit from Language Angels over the course of 2 half terms. This therefore means we have more time to delve into the units that we feel are most important. Children will explore the French Language through learning to greet in French, learning their numbers, their colours, how to order food and drinks in French and using language which describes themselves. Through discussion with the teachers in KS2 we have decided to repeat a few of the units from Language Angels in different year groups to embed understanding and previous knowledge. We have also discussed that by doing this the children can progress through learning numbers, to writing in their books, to progressing to then write the date. Children can also be practical with how they learn, setting up a café and practicing ordering their own food or writing down orders of food from the what the children have asked. We have felt this will be a much more affective method of teaching.

**National Curriculum context –**

| **Key stage 2: Foreign language**  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. |
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| **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  Languages – key stage 2  3   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. |

**KS2**

| **Year 3** | | | |
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|  | **Autumn term** | **Spring term** | **Summer Term** |
| **Unit** | **Phonetics lesson 1**  **I am Learning French** | **Colours and Numbers** | **I am able to…** |
| **Coverage** | * Find French on a map. * Repeat personal details in French. * Learn French words for greetings. * Recognise some numbers 1-10 in French. * Recognise some key colours in French. | * Repeat and recognise most of the colours in French. * Repeat and recognise most numbers from 1-10 in French. * Attempt to spell some numbers in French from 1-10 and some of the colours. | * Attempt to name up to 5 action verbs in French – I can use the vocabulary sheet to attempt to spell. * Match the verbs to the pictures. * Begin to write short phrases using these verbs. |
| **Aims of the unit:**  The unit will teach the pupils very basic phrases and nouns in French with the aim of providing them with a solid foundation before progressing to more challenging and ambitious units. | **Aims of the unit:**  Throughout this unit, new vocabulary is introduced.  Plenty of repetition and consolidation activities are provided to maximise learning. | **Aim of this unit:**  ∙ This will be one of their first sentence-building units with a focus on creating short phrases by the end of the unit from memory using their new knowledge.  The pupils will be expected to form short phrases by lesson 5 that will incorporate the high-frequency irregular modal verb pouvoir (to be able) conjugated in the first person singular je peux (I am able) with an action verb in the infinitive.  Consequently, the pupils, by the end of the unit, will be able to express in French which activities they are able or unable to do in a sentence, which they can of course make personal to themselves. A further challenge will be to combine these positive and negative sentence structures with the conjunctions et (and) & mais (but) to form longer and more complex sentences in French |
| **By the end of Year 3 pupils should** | : ∙ Understand numbers 1-10 and be able to say, read and write them. ∙ Be familiar with the days of the week and be able to say them and recognise them in written form. ∙ Use simple greetings (e.g. saying hello and goodbye, saying how they are). ∙ Ask and answer simple questions about name and age. ∙ Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). ∙ Use simple adjectives (e.g. colours). ∙ Use some simple verbs in the first person “I” form (e.g. I am and I play). ∙ Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus. | | |
| **National Curriculum requirements narrowed down for specific year group (Year 3)** | | | |
| * listen attentively to spoken language and show understanding by joining in and responding. * speak in sentences, using familiar vocabulary, phrases and basic language structures * understand basic grammar appropriate to the language being studied. * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | | | |

| **Year 4** | | | |
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|  | **Autumn term** | **Spring term** | **Summer Term** |
| **Unit** | **Phonetics lessons – 1&2.**  **Colours and Numbers/Shapes** | **At the Cafe** | **Presenting Myself** |
| **Coverage** | * Name and recognise up to 10 shapes in French. * Attempt to spell some of these nouns. * Recognise that nouns have an article in French and in this case, the indefinite ‘un’ or ‘une’. * Have an opportunity to learn and/or revise numbers 1-5 | * Repeat and remember, with an attempt to spell some items typically offered in a café/ tea room. * Attempt to change a singular noun to a plural noun in French when asked. * Ask for 1 item to eat and drink from the café. | * I can repeat some personal details in French and ask for information back. * I can say numbers 1-10 in French and begin to recognise numbers from 1-20. Beginning to spell some of these numbers. * I can tell you my gender, if I am a girl or a boy. |
| **Aims** | **Aims of the unit:**  I can repeat and recognise a few of the 10 shapes in French.  I can attempt to possibly spell one of these words unaided from memory, possibly more if    I can count from 1-5 in French if somebody says these numbers it to me first. | ICan repeat, remember, and attempt to spell some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me.  I can attempt changing a singular noun to a plural noun in French when I am shown a few examples first and reminded what the options are.  I will need a word bank with pictures to support me. I can ask for one item I would like to eat and one I would like to drink in a salon de thé. | ∙ Count to 20.  ∙ Say their name and age.  ∙ Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.  ∙ Tell you where they live.  ∙ Tell you their nationality and understand basic gender agreement rules. |
| **By the end of Year 4 pupils should:** | ∙ Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities). ∙ Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.) ∙ Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink). ∙ Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live). ∙ Understand and use verbs in the first person “I” form (perhaps also have a look at a fully conjugated regular verb and show where the first person “I” form is). ∙ Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun. Adjectival agreement should be covered in year 5 and in more detail again in year 6 as it requires a certain amount of linguistic maturity from the pupils). | | |
| **National Curriculum requirements narrowed down for specific year group (Year 4)**   * read carefully and show understanding of words, phrases and simple writing * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * broaden their vocabulary and develop their ability to understand new words | | | |

| **Year 5** | | | |
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|  | **Autumn term** | **Spring term** | **Summer Term** |
| **Themes** | Phonics  Presenting Myself | I am able… | The Date |
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| **Coverage** | ∙I can understand and use set phrases to talk about myself and ask others for simple information in return.  ∙ I can understand numbers 1-20, count and also use the numbers out of sequence.  ∙ I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy. | ∙I can attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings.  ∙ I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first.  ∙ I can say/write at least one short phrase using the verb ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able) plus an action verb in French. | ∙ I can repeat all the months in French from memory with accurate pronunciation and spell some of them correctly without help.  ∙ I can ask the date in French and say the correct date in French.  ∙ I can ask when somebody has their birthday in French and tell them when I have my birthday. |
| **Aims** | ∙ Count to 20.  ∙ Say their name and age.  ∙ Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.  ∙ Tell you where they live.  ∙ Tell you their nationality and understand basic gender agreement rules. | ∙ Recognise, recall and spell 10 action verbs in French.  ∙ Use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able).  ∙ Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but). | ∙Repeat and recognise the months of the year in French.  ∙ Ask when somebody has a birthday and say when they have their birthday.  ∙ Say the date in French.  ∙ Create a French calendar.  ∙ Recognise key dates in the French calendar. |
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| **By the end of year 5** | Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing). ∙ Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar. ∙ Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions). ∙ Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather). ∙ Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions). ∙ Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country. ∙ Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing). | | |
| **National Curriculum requirements narrowed down for specific year group (Year 5)**   * broaden their vocabulary and develop their ability to understand new words **YEAR 4** 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 * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* | | | |

| **Year 6** | | | |
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|  | **Autumn term** | **Spring term** | **Summer Term** |
| **Themes** | Phonics  At the Cafe | My Family | My Home |
| **Coverage** | I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me.  ∙ I can attempt changing a singular noun to a plural noun in French.  ∙ I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options. | ∙ I can understand some of the basic language covered in ‘Presenting Myself’ and will need regular opportunities in this and other units to revise and consolidate this previous knowledge.  ∙ I can match the words to pictures for the family members in French and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an only child.  ∙ I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher.  ∙ I can tell you with support, how old a family member is. | ∙ I can say whether I live in a house or an apartment but find it hard to remember this at times. I may need to hear the model answer first.  ∙ I can say and write where my house or apartment is if I can hear the examples first and work from a model.  ∙ I can repeat and recognise all ten rooms of the house with their correct gender in French I can possibly even spell these words, but I will need to work with a word and/or picture bank in front of me.  ∙ I can ask somebody what rooms they have or do not have in their house and also answer this question back if I hear an example first. I find formulating the negative option more challenging.  ∙ I can attempt to integrate this new language into previously learnt language and say and write a longer passage incorporating some of my personal details, but I will find this more of a challenge. I will need assistance and a model answer first. |
| **Aims** | ∙ Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.  ∙ To understand better how to change a singular noun to plural form.  ∙ Perform a short role-play ordering what they would like to eat and drink. | Tell somebody the members, names and various ages of either their own or a fictional family in French.  ∙ Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. ∙ Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French.  ∙ Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). | ∙ Say whether they live in a house or an apartment and say where it is.  ∙ Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.  ∙ Tell somebody in French what  rooms they have or do not have in their home.  ∙ Ask somebody else in French what rooms they have in their home.  ∙ Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). |
| **KS2 National Curriculum Requirements** | | | |
| Pupils should be taught to:   * listen attentively to spoken language and show understanding by joining in and responding **YEAR 3** * 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\* **YEAR 4** * speak in sentences, using familiar vocabulary, phrases and basic language structures **YEAR 3** * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* **YEAR 5/6** * present ideas and information orally to a range of audiences\* * read carefully and show understanding of words, phrases and simple writing **YEAR 4** * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words **YEAR 4** that are introduced into familiar written material, including through using a dictionary **YEAR 5** * write phrases from memory, and adapt these to create new sentences, to express ideas clearly **YEAR 5** * describe people, places, things and actions orally\* and in writing Languages – key stage 2 3 * understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; **YEAR 3** * 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. | | | |
| **National Curriculum requirements narrowed down for specific year group (Year 6)**  develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*   * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * 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\* | | | |