



**WEST HOVE
INFANT SCHOOL**
.....
A family of friends

Hove Learning Federation Modern Foreign Languages (MFL) Policy

Amended: 28.11.22

Adopted by Learning & Teaching Committee on behalf of the Governing body:

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



Hove Learning Federation MFL Policy

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Introduction

In the global world in which we live, learning a foreign language is a key skill which enables our children to communicate in a different language as well as understanding the similarities and differences between languages and cultures.

In line with Government recommendations, we start teaching French in KS2. We celebrate the children's achievements and successes across the four skills – listening, reading, writing and speaking. We aim to lay the foundation on which children have skills and strategies to learn a different language and be curious about other cultures. A foundation, and hopefully a passion, that children will be able to build upon when they move on into secondary school.

The KS1 teachers are mindful that French is taught in the older years and therefore use and celebrate opportunities to expose the children to vocabulary from this language as well as a variety of other spoken languages. Although lessons start in year 3, we ensure we celebrate the diverse languages that are spoken with our Federation of Schools throughout both key stages. This is through mini teaching sessions of these languages, International Days, exploring different celebrations and key festivals. In KS1, we have 'Language of the month', which will be introduced to KS2 by Autumn 2023.

Aims

We aim to:

- Ignite a love of languages, throughout our school community.
- Encourage curiosity and enthusiasm through engaging and creative lessons.
- Use a variety of different, creative strategies to engage children in their learning: from authentic rhythms, stories, songs, using puppets, drama, games apps etc. which help to build up children's confidence in the four key skills.
- Celebrate diversity, through exposure to a range of languages.
- From year 3, develop key skills in recognising and using key French vocabulary.
- Where possible, make links to other curriculum subjects enabling French to become an important and integral part of our school day.

Enquiry

- Encourage children to become language detectives, using key skills to decode new language, ask questions and apply their phonological knowledge when reading, speaking and writing.
- Where possible, make links to other curriculum subjects enabling French to become an important and integral part of our school day.
- To have a rich curriculum which aims to inspire children's curiosity to know more about French and the culture of francophone countries.
- We also encourage children to share their home languages and share similarities and differences between languages. This, we hope, will enhance and deepen children's understanding of the amazing and wonderful diverse world around them.

Intent

At Hove Learning Federation it is our intention to recognize the importance of Modern Foreign Languages in the curriculum and in different aspects of daily life. We have a very diverse intake of children and we strongly believe that each language and culture should be celebrated. We are ambitious that all children should be exposed to a range of languages and encourage them to use them, to ensure integration and inclusion. They should be given opportunities to make links throughout the curriculum and answer questions about the world around them. Our curriculum overview in KS2 follows a scheme of work, ensuring a progression that builds from Year 3 to Year 6.

Our intention is that children will develop a life-long love of languages and will celebrate and embrace diversity.

Implementation

In ensuring high standards of teaching and learning in French, in KS2, we use the Primary Languages Network, a Scheme of work designed to ensure and maintain progression, differentiation and creativity. These lessons are delivered weekly (half an hour) or bi-weekly (an hour). At least three written pieces of work are produced per half term. Using the scheme ensures that all children, from year 3 onwards, are provided with rich learning experiences. The lessons are often linked to events within the year (festivals etc.). The Primary Languages Network Follows the DfE guidelines for French, as set out in Appendix 1.

The 3 options available to teachers allow for teacher of all capability and confidence level to deliver creative and interesting French lessons.

Click to teach – included video links and vocabulary.

Be Creative – same content but allows the teacher more independence in delivery

Teach by Story – same vocabulary and content. This is for experienced and confident teachers.

There are also CPD resources available on the Network as well as language support groups, which teachers can choose to be involved in.

Coordinators at both sites offer support and CPD, where requested and required and staff voice is always taken into account.

Content

Aims and key principles:

As mentioned above, the Primary Languages Network, follows the DfE guidelines, and in doing so ensures high standards of teaching and learning in French, in KS2. The Scheme of work is designed to ensure and maintain progression, differentiation and creativity. Using the scheme ensures that all children, from year 3 onwards, are provided with rich learning experiences. The resources are designed to support teachers of all capabilities and confidence.

The lessons are often linked to events within the year (festivals etc.). How the DfE guidelines for French can be found in the table below and how they are followed by The Primary Languages Network Follows is set out in Appendix 2.

Coverage of the key skills can be found in Appendix 3 – MFL Progression Ladder

A more detailed breakdown overview of plans and progression can be found in:

Appendix 4: year 3 long term plan

Appendix 5: year 4 long term plan

Appendix 6: Year 5 long term plan

Appendix 7: Year 6 long term plan

Expectations:	Strategies:
A love of languages is fostered from the Early Years	<u>KS1</u> <ul style="list-style-type: none">• Language of the Month.• European Day of Languages• International Day• Celebrating languages within the class ('In our class, we speak....')

	<p>KS2</p> <ul style="list-style-type: none"> • International Day • European Day of Languages • Celebrating languages within the class ('In our class, we speak....') • French lessons – weekly (1/2 hour) or bi-weekly (1 hour) • At least 3 pieces of written work per term • Class commands encouraged to be given in French • Vocabulary referred to throughout the curriculum, where appropriate • Language of the Month (to be introduced Autumn 2023)
The National Curriculum objectives are used to support planning in KS2.	<ul style="list-style-type: none"> • The scheme of work used, follows the DfE guidelines for French coverage. • CPD provided by Primary Languages Network. • CPD/Support offered by coordinators (one on each site) •
A clear spiral curriculum that progresses throughout each key stage builds on prior learning and introduces age-appropriate concepts, knowledge and skills.	<ul style="list-style-type: none"> • Please see Appendix 3 for the skills progression sheet. • See Appendices 4 - 7 for long term plan information and progression from the Primary Languages Network scheme of work. • Our curriculum supports the DfE attainment targets: Appendix 8
Organisation of content across the school	The content is mapped out across Key Stage 2 in our Curriculum Overview which incorporates each of the Primary Languages Scheme of work units see Appendix 1
Language links to other areas of the curriculum	<p>English</p> <ul style="list-style-type: none"> • Language lessons promote the skills of reading, writing, speaking and listening. • Children are encouraged to ask and answer their own questions. • Children demonstrate their knowledge and understanding in a variety of ways including: written, presentations, drama and roleplay. • Language links – cognates are celebrated and pointed out (words that have similar pronunciation or spelling to the English language) <p>PSHE</p> <ul style="list-style-type: none"> • Modern Foreign Languages make a significant contribution to the teaching of diversity and inclusion, which supports PSHE and citizenship. • We endeavour to promote an awareness of current, global issues and make links with different cultures around the world. <p>RE</p> <ul style="list-style-type: none"> • Cultures and religions are celebrated, as well as languages spoken around the world. This is an ideal opportunity for links to be made.
Modern Foreign Language lessons are creative and engaging	<ul style="list-style-type: none"> • Lessons are well planned and resourced and teachers can start from whatever confidence level they feel most comfortable. • Support and guidance are available. • Teachers are encouraged to teach the content in their own way. • Vocabulary taught is referred to throughout the day, where appropriate. • KS2 lessons on the Primary Languages Network are well resourced and supportive. • Staff voice is taken into account. • KS1 language of the month aims to inspire a celebration of diversity and explore the richness of our community. • Pupil voice is important and we aim to inspire a love of languages from an early age. • School assemblies support European Languages and events in the world.

	<ul style="list-style-type: none"> • In KS1 a love of languages is embedded with Language of the month
Learning environment	<ul style="list-style-type: none"> • KS1: A Language of the Month display in a communal area that is accessed by all infant children • KS2: Vocabulary from the French lessons within the class will be displayed in classes, for the children to refer to and use •
Inclusion	<ul style="list-style-type: none"> • We aim to ensure that children with special educational needs are supported in accessing the MFL curriculum through a range of strategies. • Strategies used include: allocated adult support where possible; differentiated materials and recording; adjusted objectives; active learning. • Where appropriate, the class teacher is responsible for ensuring weekly plans are adapted appropriately, with a focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. • When planning and teaching French, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils. eg the use of Makaton to support learning. • English as an Additional Language Children for whom English is an additional language will be supported in accessing the French curriculum. Support in Additional Language is also available from Ethnic Minority Achievement Service (EMAS) and bilingual assistants.

Assessment/ Impact

Aims and key principles:

KS2

We only begin to assess the progress and attainment of children's Modern Foreign Language acquisition when they begin to learn French in Key Stage 2. French is monitored as a class, with a system of knowledge clouds. Exposure, repetition and engagement are key. Formative assessment is paramount and drives the learning. Children sometimes self-assess vocabulary skills and confidence. Opportunities to repeat and reuse vocabulary throughout the curriculum are valued and encouraged.

Expectations:	Strategies:
Assessment is linked to planning and all assessments in Science are used to inform future teaching and learning	<ul style="list-style-type: none"> • The Primary Language Network is a progressive scheme of work, which builds on and repeats key areas of learning. • Previous learning is revisited at the start of every lesson as a form of assessment and to support long term memory retention. • Subject leaders monitor books and pupil voice. • Staff voice is used to assess confidence in providing provision. • Knowledge and skills are built on to ensure any gaps are addressed. • Learning objectives and targets for each lesson are shared with the children and assessed on the class cloud.
Formative assessment is continually ongoing to support our understanding of children's progress	<ul style="list-style-type: none"> • Adults talk to children and ask a range of questions to deepen understanding. • Adults discuss children's work with them and support them to identify improvements and next steps in learning. • Adults provide feedback against the learning objectives verbally and in written format. • Children are encouraged to use vocabulary to encourage memory retention. • Children record their work in a written form at least 3 times per half term. • Misconceptions are addressed through live teacher marking in lessons.

Assessment is evidenced in KS2	<ul style="list-style-type: none"> • Key knowledge clouds, from the Primary Languages Network are used by class teachers to keep track of class progress. • Written tasks show progression throughout the stages.
Assessment and monitoring are ongoing to support planning	<ul style="list-style-type: none"> • Subject leaders monitor the delivery of French teaching and the quality of learning across the school. • Subject leaders and members of SLT carry out yearly subject reviews or more frequent 'shallow splashes'. This process involves book looks, pupil conferencing, book study, lesson observations and a review of planning and data to ensure consistency in teaching and learning. • CPD is offered to teachers who need/request support.

8. Skills (Speaking and Listening, Writing, Reading and Grammar)

Aims and key principles:

Our teaching of language skills is carefully mapped across the key stage 2. Our scheme of work follows a spiral curriculum, which allows children to revisit vocabulary, securing the acquisition of new words and allowing for the refinement of pronunciation. Children are encouraged to ask and answer questions and the scheme of work is set out to ensure progression throughout the key stage.

9. Knowledge and Vocab:

Aims and key principles:

Our teaching of language knowledge and vocabulary is carefully planned to ensure it is delivered in a manner which will reduce cognitive overload and maximize children's understanding and retention. Knowledge and vocabulary acquisition builds gradually which deepens understanding and encourages individual reflection and exploration of ideas.

KS1 (and KS2 Autumn 2023):

To reflect our rich community and our growing diversity as a School, the KS1 focus is on 'Language of the Month'. This gives children a voice within the school and celebrates their individuality and family roots. The language is changed monthly and key words are used within the school and displayed prominently, so the children can refer to them.

KS2:

Expectations:	Strategies:
Children are taught the specific French vocabulary as prescribed by the DfE	<ul style="list-style-type: none"> • In KS2 the Progression Ladder details the key vocabulary, specific to each unit, which has been compiled by Subject Leaders – see Appendix • In KS2, the vocabulary introduced is varied and age appropriate. It is regularly repeated to encourage retention. • Children with SEN and EAL are supported in their acquisition of knowledge and understanding of key vocabulary with the inclusion of dual coded lists and are often pre-taught information and new vocabulary.
Vocabulary is included in each session and progression across sessions and year groups is evident	<ul style="list-style-type: none"> • Vocabulary is explicitly taught each lesson and can be seen on flips/slides. • Children are given time in each French lesson to hear and say key vocabulary and question the understanding of key words. • Key vocabulary is discussed in each session within the key targets discussion. • Key vocabulary from prior learning is discussed in the connecting learning flip/slide to embed vocabulary in long term memory.

	<ul style="list-style-type: none"> Resources show clear progression of vocabulary across the key stages. Vocabulary included on activity sheets and in books, and high expectations ensure children use this vocabulary in explaining their knowledge and understanding.
Content specific knowledge is included in each session and on display in classrooms.	<ul style="list-style-type: none"> Each French lesson ensures key knowledge is included prior to and alongside children completing written activities. Our lesson structure means that within each lesson there will be the opportunity to recap on previous learning, make links with prior knowledge and then recap on the content of the lesson just taught. Vocabulary displayed on French displays in classrooms and around school. Classroom doors (KS1 and KS2) display “Languages spoken in our classroom” (specific to each class).
Misconceptions in knowledge and vocabulary are picked up early and addressed within lessons or before the subsequent lesson.	<ul style="list-style-type: none"> Teachers plan for misconceptions to ensure correct knowledge and vocabulary is taught and understood each lesson. Adults are confident to pick up on misconceptions in knowledge and vocabulary that the children may have and ensure these are addressed early and clearly. CPD resources are used to support this.

Appendices

Appendix 1: Key Stage 2 Curriculum Overview

Key: Progression in 4 skills , Culture example highlighted , Grammar example highlighted adjectives , Year 6 Celebration				
Term	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	A new start	My school, your school Age/days Introducing teacher and friends Classroom objects	My school /your school Subjects Likes and dislikes	My everyday life/ your everyday life a comparison of routines Time
Autumn Term 2	The calendar and celebrations Christmas	My local area /your local area Shops Everyday shopping Shopping for gifts Christmas	Where I live / where you live Buildings and places of interest Christmas (shopping)	Where I live/where you live House and home Christmas (comic performance)
Spring Term 1	Epiphany Animals I like/ don't like	Epiphany A family tree Faces	New Year Celebrations Healthy Eating Shopping at the market	New Year Celebrations Playing sport and enjoying sport How to play certain sports
Spring Term 2	Carnival, colours and playground games Easter	Celebrating carnival Parts of the body and descriptions Our own class aliens Easter	Carnival Colours Clothes descriptions Fashion shows	This is me! Preferences/feelings and characteristics All the fun of the fair Fairground rides and opinions/descriptions
Summer Term 1	Food we eat everyday – fruit and breakfast foods	Feeling well / unwell Jungle animals and fantastical animals	Weather and countries Weather forecasts	Going to the restaurant and cafe culture
Summer Term 2	Going on a picnic!	Summertime Weather Seasons Ice creams	Going to the beach	Performances! Simple plays to perform for pleasure for each other/ other year groups

Appendix 2: DfE Coverage

DfE Attainment Targets Unit Mapping

This document refers to the DfE Attainment Targets which can be found in full [here](#). The grids below demonstrate the depth of coverage throughout each stage, topic, and lesson within the PLN Scheme of Work for KS2 (both Video2Teach and Click2Teach).

Stage 1 – Beginning

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: A new start	L1 ✓	L5 ✓	L3 ✓	L3 ✓	L4 ✓			L1 ✓	L6 ✓		L2 ✓	L3 ✓
Autumn 2: Calendar and celebrations	L3 ✓	L1 ✓		L4 ✓	L4 ✓		L5 ✓	L6 ✓	L5 ✓			L2 ✓
Spring 1: Animals I like and don't like	L2 ✓	L1 ✓	L2 ✓	L3 ✓	L1 ✓	L3 ✓	L5 ✓	L5 ✓	L4 ✓	L6 ✓	L6 ✓	L4 ✓
Spring 2: Carnival and playground games	L1 ✓	L1 ✓	L3 ✓	L4 ✓	L3 ✓	L4 ✓	L2 ✓	L2 ✓	L6 ✓	L5 ✓	L4 ✓	L5 ✓
Summer 1: Fruit and vegetable nouns, Hungry Giant	L1 ✓	L1 ✓	L4 ✓	L4 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L5 ✓	L6 ✓	L6 ✓	L4 ✓
Summer 2: Going on a picnic	L1 ✓	L1 ✓	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓
Summer 2: Aliens in France/Spain/ Germany	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓

Stage 2 – Revisit and develop

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Welcome to school	L1 ✓	L5 ✓	L1 ✓	L1 ✓	L2 ✓		L6 ✓	L4 ✓	L4 ✓		L6 ✓	L5 ✓
Autumn 2: My town, your town	L1 ✓	L2 ✓	L5 ✓	L3 ✓	L3 ✓	L6 ✓	L2 ✓	L1 ✓	L4 ✓	L6 ✓	L5 ✓	L5 ✓
Spring 1: Family tree	L1 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L3 ✓
Spring 1: Faces	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Spring 2: Body parts (Yoga)	L1 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓	L4 ✓	L3 ✓	L1 ✓	L4 ✓	L6 ✓	L6 ✓	L5 ✓
Summer 1: Feeling unwell	L1 ✓	L1 ✓	L2 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L1 ✓
Summer 1: Jungle animals	L3 ✓	L3 ✓	L3 ✓	L4 ✓	L3 ✓	L5 ✓	L4 ✓	L4 ✓	L3 ✓	L6 ✓	L6 ✓	L5 ✓
Summer 2: The weather	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L1 ✓	L3 ✓	L3 ✓	L3 ✓
Summer 2: Ice creams	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L4 ✓		L4 ✓	L5 ✓	L5 ✓	L5 ✓

Stage 3 – Revisit and extend

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: All about us	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L4 ✓	L1 ✓	L4 ✓	L4 ✓	L4 ✓	L4 ✓
Autumn 1: School subjects and opinions	L5 ✓	L5 ✓	L6 ✓	L6 ✓	L5 ✓	L6 ✓	L5 ✓	L5 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Autumn 2: In the city	L2 ✓	L2 ✓	L5 ✓	L4 ✓	L3 ✓	L4 ✓	L1 ✓	L1 ✓	L6 ✓	L6 ✓	L4 ✓	L3 ✓
Spring 1: Healthy eating	L1 ✓	L1 ✓	L2 ✓	L3 ✓	L2 ✓	L3 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L1 ✓
Spring 1: Going to market	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Spring 2: Clothes	L1 ✓	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L4 ✓	L5 ✓	L5 ✓	L1 ✓	L6 ✓	L4 ✓	L2 ✓
Summer 1: Out of this world	L1 ✓	L3 ✓	L2 ✓	L2 ✓	L4 ✓	L3 ✓	L4 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L3 ✓
Summer 2: Going to the seaside	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L1 ✓	L4 ✓	L5 ✓	L5 ✓	L1 ✓	L4 ✓	L5 ✓	L3 ✓

Stage 4 – Revisit and enhance

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Revisiting me	L1 ✓	L1 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓
Autumn 1: Daily life of a superhero (including Time)	L3 ✓	L3 ✓	L6 ✓	L5 ✓	L3 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓
Autumn 2: Homes and houses	L1 ✓	L2 ✓	L4 ✓	L4 ✓	L2 ✓	L4 ✓	L3 ✓	L6 ✓	L5 ✓	L4 ✓	L3 ✓	L6 ✓
Spring 1: Playing and enjoying sport	L1 ✓	L1 ✓	L2 ✓	L3 ✓	L5 ✓	L5 ✓	L1 ✓	L2 ✓	L1 ✓	L5 ✓	L5 ✓	L4 ✓
Spring 2: Funfair and favourites	L1 ✓	L2 ✓	L5 ✓	L3 ✓	L2 ✓	L4 ✓	L2 ✓	L6 ✓	L1 ✓	L4 ✓	L5 ✓	L3 ✓
Summer 1: Café culture (F, G) Tapas (S)	L4 ✓	L1 ✓	L6 ✓	L2 ✓	L3 ✓	L5 ✓	L5 ✓	L1 ✓	L2 ✓	L4 ✓	L5 ✓	L6 ✓
Summer 2: Performance Time	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L3 ✓	L1 ✓	L1 ✓	L5 ✓	L2 ✓	L4 ✓	L6 ✓

Appendix 3: Example page from the MFL Progression Ladder Y3-Y6 (the full doc. Can be found on the school website)



	Year 3	Year 4	Year 5	Year 6
Listening	By the end of Year 4, children: <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words Appreciate stories, songs, poems and rhymes in the language 		By the end of Year 6, children: <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words Appreciate stories, songs, poems and rhymes in the language 	
	Can understand a few familiar spoken words and phrases.	Can understand a range of familiar spoken phrases and are able to listen for specific words and phrases.	Can understand the main points from a series of spoken sentences (including questions). May require some repetition.	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.
	<ul style="list-style-type: none"> listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases 	<ul style="list-style-type: none"> listen attentively and understand more complex phrases and sentences Identify specific sounds, phonemes and words listen for specific words and phrases 	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage 	<ul style="list-style-type: none"> listen attentively and understand more complex phrases and sentences listen for specific words and phrases understand the main points and simple opinions in a spoken story, song or passage
	<ul style="list-style-type: none"> recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation 	<ul style="list-style-type: none"> listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation 	<ul style="list-style-type: none"> imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation e 	<ul style="list-style-type: none"> imitate pronunciation identify specific sounds/phonemes/words recite a short piece of narrative either from memory or by reading aloud from a text
Speaking	By the end of Year 4, children: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary 		By the end of Year 6, children: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Develop accurate pronunciation and intonation, so that others understand <ul style="list-style-type: none"> Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary 	
	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).
	<ul style="list-style-type: none"> perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic) 	<ul style="list-style-type: none"> prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays) 	<ul style="list-style-type: none"> use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays 	<ul style="list-style-type: none"> use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays
	<ul style="list-style-type: none"> perform simple communicative tasks using single words/phrases and sentences 	<ul style="list-style-type: none"> ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences 	<ul style="list-style-type: none"> use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions 	<ul style="list-style-type: none"> use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics retell using familiar language a sequence of events from a spoken passage containing complex structures use time and/or sequencing structures in spoken sentences understand and express opinions
	<ul style="list-style-type: none"> recognise and respond to sound patterns and words identify specific sounds, 	<ul style="list-style-type: none"> imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation 	<ul style="list-style-type: none"> recognise and respond to sound patterns and words identify specific sounds, 	<ul style="list-style-type: none"> identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by

Appendix 4: Year 3 Long term plan

French Stage 1 LTP (V2T/C2T)					
Unit	Content Beginning to learn...	Phonics Beginning to recognise and practise...	Grammar Beginning to look at...	Language Learning Skills Beginning to	Skill Level
Autumn 1 <ul style="list-style-type: none"> Getting Started KPIs Can Say a greeting Respond to a question about name or feelings Attempt a question – name or feelings Remember some numbers between 0-11 Say at least 4 colours	Greetings/farewells Ask and answer question: name/feelings. Explore numbers 0-11. Explore 6 colours	Silent letters ç/é/h Sound spelling oi/ix/eu/ou	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words	Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker. Reading Can recognise and read out a few familiar words and phrases.
Autumn 2 <ul style="list-style-type: none"> Calendar and celebrations KPIs Can: Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year	Colours Commands in class Days of week Months of year Culture: Christmas	Silent letters e Pronunciation i Sound spelling ou/di/eux/ez	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.	Writing Can write a few simple words or phrases or symbols as emergent writers of target language. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 1 <ul style="list-style-type: none"> Animals I like and don't like. KPIs. Remember and say animal nouns	Animals (pets) nouns What is it? My favourite animal is ...	Silent letters t/s Pronunciation é Sound spelling ou/in/oi/est/eau/q ui/ch	Identify a noun Aware of plural nouns Nouns using indefinite article "a" (un/une).	Speak confidently (words and phrases) Imitate pronunciation Ask a question accurately Listen attentively Actions to aid memory	

Write a simple sentence about a favourite animal Recognise a noun in a sentence	Story: Animals I see when I walk to school.			Make links with English and home languages. Practise with a friend Write simple sentences using a model.	
Spring 2 <ul style="list-style-type: none"> Carnival Time KPIs Can Recall numbers 0-11 Recall personal info questions from Autumn 1 Say age Recall some months of year Recall some days of week Attempt to say and write the date	Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in French. Participate in a simple dialogue (name, feelings, age). Culture: Carnival Culture : Easter	Silent letters t/s Sound spelling in/oi/ch/qu	Intonation when asking a question. Forming a question in French. Forming the date in French.	Speak confidently (words and phrases) Actions to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.	
Summer 1 <ul style="list-style-type: none"> Fruits, vegetables, hungry giant story KPIs Can: Understand and say fruit/veg nouns Recall numbers 0-15 Count fruits Understand, enjoy, join in with story and board game Ask politely for an item Attempt to write a simple sentence using conjunction "and"	Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ... Please Story: The hungry giant story, performance Board game: The hungry giant	Silent letters t/s Sound spelling omme/oi/ane/eux/ou/ais	Polite requests Singular and plural nouns.	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	

Summer 2 <ul style="list-style-type: none"> Going on a picnic Aliens in France Language Puzzle KPIs Identify and understand familiar colours in a sentence Remember and say familiar colours Understand and join in with a story Ask the question "Where do you live/ Respond to the question with "I live in..."	Food and drink nouns for a picnic. Story: going on a picnic Culture: Map and places - in France Where do you live? I live in Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t/h Sound spelling ch/j'h/ais/où	Polite requests Singular and plural nouns. Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	
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Progression over year linked to DFE A1s 1-12 (English schools only)

During Stage 1 children will begin to explore and develop all 12 DFE ATs (see highlighted cells in grid below)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Appendix 5: Year 4 Long term plan

French Stage 2 LTP (V2T/C2T)					
Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
Autumn 1 <ul style="list-style-type: none"> Welcome to school, super learners KPIs Can: answer several questions about themselves ask several questions about a friend understand and respond to classroom instructions recall days of week recall months of year say and write some nouns for places in school say and write some nouns for classroom objects	Recall personal information questions and answers Recall 0-11 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns Culture: School in France	Silent letters t/p Pronunciation of letters x/é/h Sound spelling z/ngt/ze/ez/on	Masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words. Write familiar target language words from memory.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.
Autumn 2 <ul style="list-style-type: none"> My local area, your local area KPIs Can: Listen and respond accurately to sequence of commands Communicate simple instructions Recognise and read places in town nouns Ask and respond appropriately to where something is	Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns Ask and answer question "Where is ...?" Poem: Bonfire Night Culture: shops and a typical town in France Culture: Christmas	Silent letters t/e Pronunciation i Sound spelling ou/on/eu/oi/an/ch/ez	Classify masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.

<p>Spring 1</p> <ul style="list-style-type: none"> Family tree and faces. <p>KPIs Remember and say nouns for members of family Recognise, understand and say parts of face nouns Write a simple sentence with a part of face and a colour.</p>	<p>Culture: Epiphany in France. Family member nouns Recall personal information Parts of the face nouns Simple sentences to describe a face Create an alien face.</p>	<p>Silent letters t/s Pronunciation é/è/ç Sound spelling an/ille/oi/qui/suis/ai /eux /ez</p>	<p>Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in French Practise/use first person singular of verbs to have and to be. Practise asking a question.</p>	<p>Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Understand basic grammar Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.</p>	<p>Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p> <p>Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>
<p>Spring 2</p> <ul style="list-style-type: none"> Face and body parts <p>KPIs Recognise and use accurately body part nouns Understand simple descriptive sentence about body parts with colour adjectives and size adjectives Say and write simple sentence about for a physical description Follow a simple sequence of physical movement commands Communicate a simple sequence of physical movement commands</p>	<p>Revisit face part nouns Body parts nouns Movement commands Use of "I have" with physical descriptions in French. Generate simple sentence descriptions, adjective and nouns, to describe an alien.</p>	<p>Silent letters t/s/x Pronunciation é Sound spelling ez/eux/eille/ge</p>	<p>Practise French verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in French</p>	<p>Speak confidently (words and phrases) Imitate the pronunciation of sounds Use a bilingual dictionary to check spellings or look up new words Make educated guesses of context Actions/games to aid memory Recall and use prior learning Positive attitude Take risks and learn from mistakes Imitate pronunciation</p>	<p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
<p>Summer 1</p> <ul style="list-style-type: none"> Feeling unwell Jungle animals <p>KPIs Recall body part nouns Explain what hurts and how feeling Take part in at the doctors' roleplay Identify jungle animal nouns Remember jungle animal nouns Identify and find meaning of unfamiliar adjectives Understand and join in with a story. Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</p>	<p>Recall body parts nouns Explaining how something hurts Ask the question "What is wrong?" At the doctors' roleplay Jungle animal nouns Adjectives of colour and size to describe animal nouns Story: Walking through the jungle Poem: Jungle animal explorers</p>	<p>Silent letters t/s/h Pronunciation i Sound spelling en/in/erre/un/oi</p>	<p>Revisit intonation when asking a question Using adjectives to describe a noun in French</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.</p>	
<p>Summer 2</p> <ul style="list-style-type: none"> The weather Ice creams Language Puzzle <p>KPIs Can: Read and understand 3 simple sentences about the weather Say and write 3 simple sentences about the weather Understand some ice cream flavours Describe a favourite ice cream Participate in a buy an ice cream roleplay</p>	<p>Weather statements Weather question. Ice cream flavours Buying an ice cream dialogues Ice creams- I love, like, dislike Culture: Map and places - in France and weather forecasts Language Puzzle: using our language detective skills to explore another language.</p>	<p>Silent letters e/s/t/d Sound spelling ch/oi/au/ai/ille/at/ ette/ace</p>	<p>Can ask for an item politely Asking a question accurately</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.</p>	

Progression over year linked to DFE Afs 1-12 (English schools only)

During Stage 2 children will revisit and develop all 12 DFE Afs (see highlighted cells in grid below)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Appendix 6: Year 5 Long term plan

French Stage 3 LTP (V2T/C2T)					
Unit	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...	Skill Level
Autumn 1 <ul style="list-style-type: none"> Talking about Us KPIs Can: Say an extended sentence about how feeling with a reason Say a 3 rd person singular sentence with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb	Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings Opinions and reasons School subjects Likes and dislikes Culture: School in France and school timetable	Silent letters s/e/d/h/x Sound spelling us/gué/ai/ei/on/in	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Begin to explore 3 rd person singular	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.
Autumn 2 <ul style="list-style-type: none"> Time in the city KPIs Can: Understand at least 5 places in the city/town nouns Say and write a simple sentence to describe what is in a town/city	Recall familiar places in town/shops nouns Places and nouns for places in a city Simple directions around town/city Buying an entrance ticket	Pronunciation é Sound spelling ou/is/an/en/oi/ch	Write simple present tense descriptive sentences using nouns and adjectives.	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend	Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can

<p>Can say and write the nouns for presents on a charity stall. Can ask and answer politely to purchase an item Can participate in a simple shopping dialogue Write a simple descriptive sentence about a festive jumper.</p>	<p>Buying an item and asking the price Numbers 0-100 and euros Shopping roleplay Festive jumper nouns Culture: visiting Paris and getting to know a city in France Culture: A charity stall Culture: a festive jumper competition (for Xmas)</p>			<p>Games to aid memory Use bilingual dictionaries to check spelling and meanings</p>	<p>write simple sentences with limited mistakes so the message is understood.</p> <p>Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term</p> <p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
<p>Spring 1</p> <ul style="list-style-type: none"> Healthy eating and going to the market. <p>KPIs Can: Remember and say familiar fruit/veg nouns Identify cognates and semi cognates (fruit/veg nouns) Say some numbers between 0 and 100 Participate in an at the market role-play Follow simple instructions for a recipe Give simple instructions for a recipe</p>	<p>Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables Culture: explore fruits and vegetables grown in France Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market role-plays Recipe instructions Culture: fruit salad</p>	<p>Silent letters s Sound Spellings gn/oi/gue/in/ai/as/ez /uit</p>	<p>Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in French.</p>	<p>Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.</p>	
<p>Spring 2</p> <ul style="list-style-type: none"> Clothes, colours 	<p>Clothes nouns Verb; to wear in French.</p>	<p>Silent letters t/s/e Pronunciation é</p>	<p>Consolidate understanding of masc/fem</p>	<p>Speak confidently (words and phrases)</p>	

<p>and fancy dress</p> <p>KPIs Can: <i>Identify and understand clothes nouns</i> Can say nouns for clothes accurately Can read and understand descriptive sentences about clothes Can use nouns and adjectives accurately to create descriptive sentences Can use parts of the verb to wear to write simple clothes descriptions</p>	<p>Adjectives of size and colour A fancy dress outfit – nouns and adjectives Sports kit nouns</p>	<p>Sound spelling ez/ch/ou/oi/ent/eau/ail</p>	<p>nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Present tense conjugation of the verb "to wear" in French</p>	<p>Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes</p>	
<p>Summer 1</p> <ul style="list-style-type: none"> Out of this World <p>KPIs Can: <i>Understand information on a simple ID card</i> Ask and answer details about identity Recognise planets in target language Use adjectives accurately to describe planets Read and understand simple facts about the planets. Recall and use prior learning to create a simple imaginary</p>	<p>Personal identity nouns Questions and answers about ID Planets in French Adjectives to describe the planets Recall familiar language from range of topics to create an imaginary planet Links between languages: etymology of planets</p>	<p>Silent letters t/s Pronunciation é</p>	<p>Consolidate understanding of masc/fem nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Use of verb "to be" in present tense descriptions Conjunctions to extend sentences</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.</p>	

planet description.					
Summer 2 <ul style="list-style-type: none"> At the seaside Language Puzzle KPIs <i>Can:</i> <i>Understand and say nouns for beach bag items</i> <i>Use sentence starters to create a sequence of sentences</i> <i>Use "you can" + infinitive of a verb to create a persuasive sentence</i> <i>Say/write extended sentences to describe a day at the seaside.</i>	Beach bag item nouns Sentence starters You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reasons Culture: Map and places - in France to go on holiday Beach culture in France Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t Sound spelling eau/ait/au/oi/gue	Consolidate place/ agreement of adjectives with nouns in French Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	

Progression over year linked to DFE ATs 1-12 (English schools only)						
During Stage 3 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Appendix 7: Year 6 Long term plan

French Stage 4 LTP (V2T/C2T)					
Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
Autumn 1 <ul style="list-style-type: none"> Revisiting me Telling the time Everyday Life KPIs Can: Participate in brief conversations about themselves and others. Understand and say several o'clock time phrases Say and write a sequence of daily routine sentences Ask and answer some question about own daily routine	Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in French Simple daily routine sentences Story : Daily life of a super hero Culture : Daily life	Silent letters e/t/s Pronunciation of letters o/a/x/e Sound spelling ingt/ille/illes/eize/ce /ze/ qu	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Time phrases – for o'clock time 1 st /2 nd person singular questions and answers about daily routine	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written
Autumn 2 <ul style="list-style-type: none"> Time in the city KPIs Can: Understand brief descriptions of items in a house Use a sequence of simple sentences with nouns and adjectives to describe a house	House and home nouns Adjectives to describe the house Prepositions of place Story : A spooky house Culture : Mondrian's house and furniture Culture : houses in France	Silent letters t/x/s/d Pronunciation é Sound spelling ch/on/eau/able/ile	Consolidate: adjectives of colour and size-agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory	
Ask and answer where something is, using prepositions of place.	Culture : castles in France Culture : a festive elf on the shelf lesson (for Xmas) Boardgame : escape from the castle			Use bilingual dictionaries to check spelling and meanings	words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment : Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 1 <ul style="list-style-type: none"> Investigating sports. KPIs Can: Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jouer Give an opinion Say and write a description of a sport.	Sports nouns Cognates and semi-cognates Likes, dislikes and preferences Opinions about sports Culture : handball in France	Silent letters t/s/h Sound Spellings ans/oo/all/ou/er/is me	Identify cognates and semi-cognates Use of jouer and faire with sports Regular present tense conjugation of verb: jouer Sentences to express likes, dislikes preference with conjunctions and opinions	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Make links between English/home languages and French Practise with a friend Write simple sentences using a model.	
Spring 2 <ul style="list-style-type: none"> At the funfair Favourite things Traditions KPIs Can: Understand information about a theme park Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using	Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme park Favourite things (with familiar language from previous topics) Culture : theme park in France	Silent letters t/s/h Sound spelling ôme/ûche/gne/use /aut	Identifying cognates/semi-cognates Consolidate use of adjectives with nouns in French Conjunctions to extend sentences	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes	

conjunctions and adjectival phrases. Say a simple statement about favourite things Write a simple statement about favourite things	Culture: April fool-poisson d'avril			Positive attitude to language	
Summer 1 <ul style="list-style-type: none"> Café culture KPIs Can: Understand a target language menu. Ask for 3 drinks politely Ask for 3 snacks politely Ask politely for typical target language breakfast items Participate in short café roleplays	Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet Culture: Café culture in France Traditional French breakfast foods	Sound spelling ait/ou/ai	Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages.	
Summer 2 <ul style="list-style-type: none"> Performance Transition to KS3 (Read/hear all about it!) Language Puzzle KPIs Can: Understand a simple short sketch Develop and adapt a simple short sketch and add new language Remember a short sketch Participate in a sketch Use a word reference tool and comprehension	Revisit and extend roleplay language to create a café sketch and performance Nature nouns (nature trail/ scavenger hunt) Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes Language Puzzle: using our language detective skills to explore another language.		Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Recall and use prior learning Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	
strategies to access unfamiliar language Compile over time and write a sequence of short texts to describe themselves and the things they like.					

Progression over year linked to DFE ATs 1-12 (English schools only)

During Stage 4 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Appendix 8

DfE Attainment Targets

DfE Attainment targets

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
6. present ideas and information orally to a range of audiences*
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally* and in writing
12. 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.