

Key Stage 2 National Curriculum Expectations

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.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Intent:

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

Implementation

NC Objective	Year 3	Year 4	Year 5	Year 6
Listening				
L1: listen attentively to spoken language and show understanding by joining in and responding	a. understand simple words and phrases b. understand simple instructions and follow them c. recognise, understand, and respond to simple questions. d. recognise negatives. e. recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'. f. recognise some basic French adjectives.	a. pick out familiar words and phrases from spoken sentences b. recognise who is being talked about in a sentence from the pronoun.	a. understand the main points, including simple opinions from a short, spoken passage that contains some unfamiliar language. b. understand the difference between 'le/la' and 'un/une' in spoken French. c. recognise and understand the difference between 'mon/ma/mes'.	a. understand the main points, including simple opinions from a short, spoken passage including more complex phrases and sentences.
L2: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	a. identify phonemes which are the same as, or different from, English phonemes. b. identify sounds songs and rhymes. E.g., by clapping when I hear a given sound.	a. recognise familiar words and phrases in a spoken story or poem. b. recognise the gender of a noun from its article in spoken French.	a. understand the main points from a spoken story or poem, which contains some unfamiliar language.	a. understand the main points and some of the detail from a spoken story or poem that contains some unfamiliar language.

Speaking				
S1: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	a. recognise, understand, and respond to simple questions. b. repeat simple words and phrases. c. join in with simple songs and rhymes. d. ask for help using polite language. e. introduce myself, giving my name and age, using short, simple sentences. f. use some numbers, colours, and simple describing words in spoken sentences.	a. ask for simple opinions and give my own e.g., likes and dislikes. b. recite a simple finger rhyme or song from memory. c. say a few sentences to describe where I live. d. say a few sentences about the things I do e.g., daily routine, hobbies, likes and dislikes. e. give short descriptions of other people, including family and friends.	a. join in with a short continuous conversation, including giving simple opinions. b. sing familiar songs clearly and confidently with accurate pronunciation. c. describe what other people do or like doing.	a. join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g., giving reasons.
S2: speak in sentences, using familiar vocabulary, phrases and basic language structures	a. ask and answer questions to give basic information using simple sentences, words, and phrases. b. say that I don't understand or ask for a question to be repeated.	a. say several sentences from memory. b. use the correct article most of the time to match the gender of the noun. c. use either 'les' or 'des' with plural nouns. d. describe things using simple adjectives.	a. adapt familiar sentences by changing a few words. b. prepare a short talk on a familiar subject and present it clearly and confidently.	a. use familiar words and sentence structures to construct new sentences. b. use French articles confidently and accurately. c. recognise that 'vous' is used for more than one person or in formal situations while 'tu' is used for one person or informal situations. d. talk about what I am going to do in the future tense. e. talk about what I have done using the past tense.

S3: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	a. say simple words and phrases from memory with accurate pronunciation, so that others understand. b. pronounce 'le/la' and 'un/une' clearly and accurately. c. talk about myself in the first-person singular form.	a. say several sentences from memory with accurate pronunciation so that others understand me. b. use simple sentences where the structure or word order differs from English e.g., negatives and reflexives.	a. use the third person singular form of the present tense to describe what others are doing e.g., 'il/elle danse'. b. use the second person singular form of the present tense to ask questions e.g., 'Tu aimes le chocolat?'. c. use either 'le/la' or 'un/une' appropriately.	a. use a range of spoken language confidently using accurate pronunciation and intonation.
S4: present ideas and information orally to a range of audiences	a. prepare and recite a few familiar sentences to my teacher. b. give a spoken response to a simple written question.	a. prepare and present a set of simple instructions to a group for them to follow e.g., some directions.	a. use what I have learnt about the structure of French sentences to build new ones using the same model. b. prepare and present a short talk about a place, person, or thing.	a. develop a simple sketch or role-play and perform it to my class or in an assembly.

Reading & Comprehension				
R1: read carefully and show understanding of words, phrases and simple writing	a. read and pronounce the most common letters and letter strings in French. b. read and pronounce familiar written words accurately, using my knowledge of French phonics. c. read familiar words and phrases aloud with accurate pronunciation so that others can understand me. d. recognise and understand some individual written words and match them to pictures. e. recognise whether nouns are singular or plural.	a. follow and understand a familiar written text, reading and listening at the same time. b. recognise the gender of a French noun from its article. c. recognise subject pronouns such as 'je', 'tu', 'il', and 'elle'. d. recognise the first-, second- and third-person singular forms of some common verbs in the present tense. e. recognise common sentence and word order patterns in French.	a. read and pronounce unfamiliar written words accurately, using French phonics. b. read unfamiliar words and phrases aloud with accurate pronunciation so that others can understand me. c. understand the main points from a short-written text, which contains some unfamiliar language. d. understand the difference between 'le/la' and 'un/une'. e. recognise the meaning of 'mon'/'ma'/'mes'.	a. understand the main points and some of the detail from a short-written text which contains some unfamiliar language. b. recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense. c. recognise that some verbs are irregular. d. identify the future tense. e. recognise the past tense of some common verbs.
R2: appreciate stories, songs, poems and rhymes in the language	a. read a simple rhyme or poem, in chorus.	a. read a simple rhyme, song, or story aloud to my class.	a. read aloud a short story containing familiar language clearly with expression.	a. appreciate why certain words have been used in written stories, songs, or poems e.g., to create a rhythm.
R3: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	a. understand familiar written phrases and simple sentences, and respond to them e.g., drawing a line to match an image to a phrase or sentence.	a. use a bilingual dictionary to look up the meaning in English of unfamiliar French words. b. use a bilingual dictionary to find the French	a. recognise that some nouns have irregular plurals. b. recognise that adjectives' endings often change to	a. understand the basic meaning of 'on' in French.

		translation of English words.	match the noun they're describing.	
Writing				
W1: write phrases from memory, and adapt these to create new sentences, to express ideas clearly	a. write short, simple responses to spoken language using familiar words. b. give a written response to a simple written question.	a. write some phrases and simple sentences from memory. b. complete a written sentence by adding letters, words, and phrases. c. write responses to spoken language using short phrases and simple sentences. d. express my opinions using simple sentences.	a. write several sentences from memory. b. adapt familiar written sentences by changing a few words. c. express my opinions using complex sentences.	a. use familiar words and sentence structure to write new sentences. b. write a short passage from memory, including longer or more complex sentences.
W2: describe people, places, things and actions orally* and in writing	a. write some familiar words from memory.	b. write a few simple sentences about myself, including my name and age, from memory. c. write a few simple sentences to describe where I live, from memory. d. write a few simple sentences about the things that I do, e.g., my daily routine or hobbies, from memory. e. write a few simple sentences about other people, including my family and friends from memory.	a. write several sentences from memory to describe what other people do or like doing. b. write several sentences from memory to describe a place, person, or thing.	a. construct a short text to describe a place, person, or thing, using more complex sentences.

W3: 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.	a. write some singular nouns with the correct article.	a. use my knowledge of French phonics to help me spell familiar words. b. summarise some of the content of stories, songs, and poems to show my understanding. c. use the correct article most of the time to match the gender of the noun.	a. use the correct article to match the gender of a noun. b. write the correct form of some common verbs in the third person singular e.g., 'il/elle a'. c. use some simple sentence structures that differ from English in my writing.	a. write the correct forms of some simple adjectives with a noun, using an example sentence. b. write a short passage from memory, including longer or more complex sentences. c. use French articles confidently and accurately. d. write some regular French nouns in the singular and plural form. e. write the correct form of some irregular verbs in the first and third person singular. f. write simple sentences using the future and past tenses, with help. g. use the rules I know about building sentences in French to create new sentences using different vocabulary.
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