

**LEARNING
WITHOUT LIMITS**



**Successful learners
Confident individuals
Responsible Citizens**

Ladybrook Primary School

Primary Languages



Our school intention for Primary Languages

Ambitious Curriculum

*"To learn a language is to
have one more window from
which to look at the world" -
Chinese Proverb*



Our children will:

- Develop curiosity about the world around them.
- Be interested in and excited about learning another language.
- Be able to communicate at some level with other people in French (orally, in written form, through listening and reading).
- Develop confidence and resilience in language learning as well as enjoyment of it through a challenging scheme of work.
- Develop transferable language skills, knowledge and understanding which they can build on at High School, whichever language/s they go on to study.
- Develop a deeper awareness and understanding of their own identity and of cultural similarities and differences.
- Make real and measurable progress in their learning through innovative activities, challenging tasks and the desire to understand more and more as they listen to, speak and read French.
- Be given opportunities to learn French from the beginning of KS1 through Enrichment time and French club.



What does our Progression for Languages look like? Why?

Our French curriculum follows the Catherine Cheater scheme of learning which has been deliberately sequenced to build upon prior knowledge and allow for a progression of skills.

By using the Catherine Cheater scheme, we know our pupils will have embedded the skills of speaking, listening, reading and writing in French to allow them to learn new languages in the future.

The pillars of progression are: phonics, grammar and vocabulary. The scheme brings these together in 4 modalities : listening, speaking, reading and writing.

Our progression map shows the vocabulary learnt in each year group and how the vocabulary is built upon in each year group.

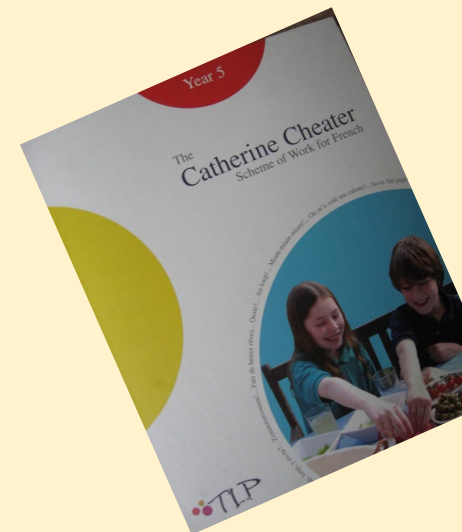




What does our Progression for Languages look like? Why?

Using the Catherine Cheater Scheme gives use the following strengths:

- Explicit development of phonics and pronunciation using a systematic approach – phonics teaching and pronunciation. Clear planned progression.
- Vocabulary is introduced systematically and is revisited regularly in different contexts. Clear planned progression.
- Clear sequence of grammar which is revisited regularly.
- Opportunities for children to manipulate language themselves (not just rehearsed exchanges) and to start to apply basic grammatical understanding on their own.
- Reading, writing, speaking and listening activities are planned for new vocabulary and learning.
- Lots of repetition of vocabulary and grammar so children can remember – know more and remember more.
- Lessons include previously learned material. Lessons build on language, step by step.
- We include lessons on French culture/intercultural understanding/links with other countries...
- We give the children opportunities to explore and celebrate their own languages and cultures.





What does our Progression of French Vocabulary look like? Why?

Our progression map shows the vocabulary learnt in each year group and how the vocabulary is built upon in each year group.

Year 3

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

Year 4

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



What does our Progression of French Vocabulary look like? Why?

| Year 5 | | |
|---|--|---|
| <p>Masculine nouns e.g. un canard, un chameau, un cheval, un crocodile, un dauphin, un escargot, un lapin, un loup, un merle, un poisson, un renard, un robot, un singe, un zèbre.</p> <p>Feminine nouns e.g. une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache.</p> <p>French food e.g. aioli, tapenade, rillettes de saumon, pâté de canard au poivre vert, bonbons au miel, galettes bretonnes, nougat de Montelimar, sirop de fruits</p> <p>Healthy food e.g. le céleri, le concombre, les carottes, les olives, les radis, les tomates</p> <p>Expression opinion e.g. j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux</p> <p>Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement, e.g. Zut alors! Mince alors! Mais enfin! Ça alors! Tu rigoles! C'est pas vrai! C'est pas possible! Non! Tu plaisantes! Tu rigoles! Ce n'est pas sérieux! Incroyable!</p> | <p>Adjectives that precede the noun e.g. Jeune, joli.</p> <p>Adverbs of place/ sentence starters e.g. chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans la piscine, dans la cuisine.</p> <p>Adverbs of time/ frequency aujourd'hui, maintenant, souvent, quelquefois, à + time on the clock</p> <p>Verbs e.g. aller, être tricoter, chanter j'entends, je vois je pense que/ qu'...</p> <p>Simple negatives ne...pas, ne...jamais</p> <p>Immediate future tense aller + infinitive</p> <p>Asking questions, e.g. Où est la baleine? Que fait la coccinelle? Qu'est-ce qu'il fait? Est-ce que le canard tricote? Où va le lion? Le chat, qu'est-ce qu'il va faire?</p> <p>Subject pronouns, e.g. je, tu, il, elle, ils, elles</p> <p>Disjunctive pronouns, e.g. moi, toi, lui, elle</p> | <p>Telling the time Quelle heure est-il? Il est une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, dix heures, neuf heures, onze heures... et demie. Il est midi, il est minuit... et demi.</p> <p>Relative pronoun qui (e.g. un cochon qui chante)</p> <p>Conjunction mais</p> <p>Numbers 32 - 60 trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante, quarante et un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf, cinquante, cinquante et un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf, soixante.</p> |

| Year 6 | | |
|--|---|--|
| <p>Masculine nouns e.g. un abricot, un bison, un cerf, un chapeau, un château, un citron, un corbeau, un crabe, un crapaud, un dauphin, un drapeau, un écureuil, un pigeon, un garçon, un géranium, un guépard, un hanneton, un hérisson, un héron, un hibou, un kangourou, un koala, un marteau, un moineau, un poney, un requin, un seau, un serpent, un scorpion, un taureau, un train, un wapiti.</p> <p>Feminine nouns e.g. une autruche, une cerise, une cigale, une fleur, une fraise, une gazelle, une girafe, une grossaille, une guêpe, une hirondelle, une myrtille, une orange, une prune, une puce, une taupe, une tortue.</p> <p>Verbs in the infinitive form : siffler ronfler se cacher se promener lire dormir</p> <p>Conjugated forms in the présent (present tense) : il/elle siffle ; ils/elles sifflent il/elle ronfle ; ils/elles ronflent il/elle se cache ; ils/elles se cachent il/elle se promène ; ils/elles se promènent il/elle lit ; ils/elles lisent il/elle dort ; ils/elles dorment</p> <p>Conjugated forms in the imparfait (imperfect tense) : il/elle sifflait ; ils/elles sifflaient il/elle ronflait ; ils/elles ronflaient il/elle se cachait ; ils/elles se cachaient il/elle se promenait ; ils/elles se promenaient il/elle lisait ; ils/elles lisaient il/elle dormait ; ils/elles dormaient</p> | <p>Conjugated forms in the passé composé (perfect tense): j'ai/ tu as/ il a/ elle a entendu j'ai/ tu as/ il a/ elle a vu</p> <p>Conjugated forms of aller as part of le futur proche (near future tense): je vais/ il va/ elle va + infinitive</p> <p>Adverbs of place/ sentence starters e.g. dans la rue dans les bois dans la forêt derrière un buisson</p> <p>Adverbs of time Aujourd'hui Hier Ce matin Cet après-midi Ce soir Le week-end dernier La semaine dernière À (+ clock time) Il y a une demi-heure Le week-end prochain La semaine prochaine Dans une demi-heure</p> <p>Negative adverbs ne...pas, ne...jamais</p> <p>Asking questions, e.g. Qui tricote? Que fait le cochon? Que font les hannetons? Qu'est-ce que tu as vu? Qu'est-ce que tu as entendu? Qu'est-ce que le loup a entendu à minuit?</p> | <p>Telling the time - analogue clock Quelle heure est-il? Il est une heure, deux heures, trois heures, etc. ... cinq, ... dix, ... et quart, ... vingt, ... vingt-cinq, ... et demie, ... moins vingt-cinq, ... moins vingt, ... moins le quart, ... moins dix, ... moins cinq. Il est midi, il est minuit... et demi.</p> <p>Relative pronoun qui (e.g. un cochon qui chante)</p> <p>Times Tables Revision of 2x, 3x, 5x, introduction of 10x, 4x, 6x</p> <p>Numbers 61 - 100 61 - 70 soixante et un, soixante-deux, soixante-trois, soixante-quatre, soixante-cinq, soixante-six, soixante-sept, soixante-huit, soixante-neuf, soixante-dix. 71 - 80 soixante et onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingts. 81 - 90 quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, quatre-vingt-quatre, quatre-vingt-cinq, quatre-vingt-six, quatre-vingt-sept, quatre-vingt-huit, quatre-vingt-neuf, quatre-vingt-dix. 91 - 100 quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, quatre-vingt-quatorze, quatre-vingt-quinze, quatre-vingt-seize, quatre-vingt-dix-sept, quatre-vingt-dix-huit, quatre-vingt-dix-neuf, cent.</p> |



What does our Progression for Languages look like? Why?

Planning overview – Catherine Cheater scheme of work for French.

| Overview - years 3, 4, 5 and 6 at a glance | | | | |
|--|--|--|--|---|
| Strand | Year 3 | Year 4 | Year 5 | Year 6 |
| Oracy | <ul style="list-style-type: none"> Enjoy listening to and speaking in the language Listen and respond to familiar spoken words, phrases and sentences Communicate with others using simple words and phrases and short sentences Understand conventions such as taking turns to speak, valuing the contribution of others Use correct pronunciation in spoken work | <ul style="list-style-type: none"> Listen to and identify words and short phrases Communicate by asking and answering a wider range of questions Memorise and present a short text | <ul style="list-style-type: none"> Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Prepare a short presentation on a familiar topic | <ul style="list-style-type: none"> Understand the main points and simple opinions in a spoken story, song or passage Perform to an audience Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories |
| Literacy | <ul style="list-style-type: none"> Recognise and understand some familiar words and phrases in written form Read aloud in chorus, with confidence and enjoyment, from a known text Write some familiar simple words using a model Write some familiar words from memory | <ul style="list-style-type: none"> Read and understand familiar written phrases Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud Write some familiar words and phrases without help | <ul style="list-style-type: none"> Re-read frequently a variety of short texts Make simple sentences and short texts Write words, phrases and short sentences, using a reference source | <ul style="list-style-type: none"> Read and understand the main points and some detail from a short written passage Identify different text types and read short, authentic texts for enjoyment or information Match sound to sentences and paragraphs Write sentences on a range of topics using a model |
| Intercultural Understanding | <ul style="list-style-type: none"> Appreciate the diversity of languages spoken within their school Talk about the similarities and differences of social conventions between different cultures Identify the country or countries where the language is spoken Have some contact with the country/countries Recognise a children's song, rhyme or poem well known to native speakers | <ul style="list-style-type: none"> Talk about celebrations of which they have experience Know about similar celebrations in other cultures Compare aspects of everyday life at home and abroad Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy Framework objectives | <ul style="list-style-type: none"> Compare symbols, objects or products which represent their own culture with those of another country Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places | <ul style="list-style-type: none"> Compare attitudes towards aspects of everyday life Recognise and understand some of the differences between people Present information about an aspect of culture |



What does our Progression for MFL look like? Why?

We have taken the broad KS2 attainment targets and broken them down into Year groups. This is in a little more detail than the progression provided in the scheme.

| | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|----------------------------------|---|--|---|---|
| Speaking and Listening | <ul style="list-style-type: none"> Listen and show understanding of single words through physical response Listen and identify rhyming words and particular sounds in songs and rhymes Recognise a familiar question and respond with a simple rehearsed response Name objects and actions and link words with a connective in a simple rehearsed statement | <ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response Listen and demonstrate understanding of words in songs and rhymes Ask and answer several simple and familiar questions with a rehearsed response Use familiar vocabulary to say simple sentences to give information using a language scaffold | <ul style="list-style-type: none"> Listen and show understanding of more complex familiar phrases and sentences Follow the text of familiar rhymes and songs identifying the meaning of the words Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold | <ul style="list-style-type: none"> Listen and show understanding of more complex sentences containing familiar and unfamiliar words Read aloud the text of familiar rhymes and songs Engage in a short conversation using familiar questions and express opinions Manipulate familiar language to present own ideas and information in more complex sentences |
| Songs, Stories and Rhymes | <ul style="list-style-type: none"> Join in with actions to accompany familiar songs, stories and rhymes and say some of the words | <ul style="list-style-type: none"> Join in with the words of a rhymes, song or story sometimes from memory | <ul style="list-style-type: none"> Follow the simple text of a familiar song or story and sing or read aloud | <ul style="list-style-type: none"> Understand the gist of an unfamiliar text using some familiar language |
| Reading and Writing | <ul style="list-style-type: none"> Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words | <ul style="list-style-type: none"> Read aloud familiar short sentences using knowledge of letter string sounds and | <ul style="list-style-type: none"> Read aloud more complex sentences using knowledge of letter string sound and | <ul style="list-style-type: none"> Pronounce unfamiliar words in a sentence using knowledge of |



What does our Progression for MFL look like? Why?

Our progression map for Languages ensures that steps in learning between year groups for all aspects of the subject are incremental to support sound understanding and long term recall.

| | | | | |
|----------------|--|---|--|---|
| | <ul style="list-style-type: none"> • Read and show understanding of familiar single words • Identify and use strategies for <u>memorising</u> new vocabulary • Write and say simple familiar words to describe people, places, things and actions using a model • Write single familiar words from memory with understandable accuracy | <p>observing silent letter rules</p> <ul style="list-style-type: none"> • Read and show understanding of simple familiar phrases and short sentences • Use a bi-lingual dictionary to find the meaning of a word or its translation • Write and say a simple phrase to describe people, places, things and actions using a language scaffold • Write simple familiar short phrases from memory with understandable accuracy | <p>observing silent letter rules</p> <ul style="list-style-type: none"> • Read and show understanding of a complex sentence using familiar language • Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs • Write and say a more complex sentence to describe people, places, things and actions using a language scaffold • Write a familiar complex sentence from memory with understandable accuracy | <p>letter strings, liaison and silent letter rules</p> <ul style="list-style-type: none"> • Read and show understanding of a series of complex sentences using familiar language • Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary • Write and say a complex sentence manipulating familiar language, using a dictionary for new language • Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy |
| Grammar | <ul style="list-style-type: none"> • Name a noun, adjective, verb, pronoun, conjunction in the language being studied • Use the 1st and 2nd person pronouns with a regular verb | <ul style="list-style-type: none"> • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural • Demonstrate understanding of the position of the majority of adjectives | <ul style="list-style-type: none"> • Apply the rules of the agreement of adjectives in the singular and plural with some accuracy • Produce positive and negative sentences with high frequency verbs and pronouns | <ul style="list-style-type: none"> • Use the correct form of the definite article in singular and plural sentences • Apply all grammatical knowledge learnt to build complex sentences |



What does our Progression for Languages look like? Why?

Suggested Learning Objectives in 4 stages
www.cavelanguages.co.uk 2016

KEY STAGE 2 MFL
 Attainment Targets

| Learning Objectives | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Listen and show understanding of single words through physical response. | 1 | 2 | 3 | 4 |
| Listen and show understanding of short phrases through physical response. | 1 | 2 | 3 | 4 |
| Listen and show understanding of more complex familiar phrases and sentences. | 1 | 2 | 3 | 4 |
| Listen and show understanding of more complex sentences containing familiar words and unfamiliar words. | 1 | 2 | 3 | 4 |
| Listen and identify rhyming words and particular sounds in songs and rhymes. | 1 | 2 | 3 | 4 |
| Listen and demonstrate understanding of words in songs and rhymes. | 1 | 2 | 3 | 4 |
| Follow the text of familiar rhymes and songs identifying the meaning of words. | 1 | 2 | 3 | 4 |
| Read aloud the text of familiar rhymes and songs. | 1 | 2 | 3 | 4 |
| Recognise a familiar question and respond with a simple rehearsed response. | 1 | 2 | 3 | 4 |
| Ask and answer several simple and familiar questions with a rehearsed response. | 1 | 2 | 3 | 4 |
| Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. | 1 | 2 | 3 | 4 |
| Engage in a short conversation using familiar questions and express opinions. | 1 | 2 | 3 | 4 |
| Name objects and actions and link words with a connective in a simple rehearsed statement. | 1 | 2 | 3 | 4 |
| Use familiar vocabulary to say simple sentences to give information using a language scaffold. | 1 | 2 | 3 | 4 |
| Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. | 1 | 2 | 3 | 4 |
| Manipulate familiar language to present own ideas and information in more complex sentences. | 1 | 2 | 3 | 4 |
| Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. | 1 | 2 | 3 | 4 |
| Join in with the words of a rhyme, song or story sometimes from memory. | 1 | 2 | 3 | 4 |
| Follow the simple text of a familiar song or story and sing or read aloud. | 1 | 2 | 3 | 4 |
| Understand the gist of an unfamiliar text using some familiar language. | 1 | 2 | 3 | 4 |
| Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. | 1 | 2 | 3 | 4 |
| Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. | 1 | 2 | 3 | 4 |
| Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. | 1 | 2 | 3 | 4 |
| Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. | 1 | 2 | 3 | 4 |

The broad KS2 attainment targets have been broken down into year groups.

| Attainment Targets | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. | 1 | 2 | 3 | 4 |
| Read and show understanding of familiar single words. | 1 | 2 | 3 | 4 |
| Read and show understanding of simple familiar phrases and short sentences. | 1 | 2 | 3 | 4 |
| Read and show understanding of a complex sentence using familiar language. | 1 | 2 | 3 | 4 |
| Read and show understanding of a series of complex sentences using familiar language. | 1 | 2 | 3 | 4 |
| Identify and use strategies for memorising new vocabulary. | 1 | 2 | 3 | 4 |
| Use a bi-lingual dictionary to find the meaning of a word or its translation. | 1 | 2 | 3 | 4 |
| Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. | 1 | 2 | 3 | 4 |
| Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary. | 1 | 2 | 3 | 4 |
| Write and say simple familiar words to describe people, places, things and actions using a model. | 1 | 2 | 3 | 4 |
| Write and say a simple phrase to describe people, places, things and actions using a language scaffold. | 1 | 2 | 3 | 4 |
| Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. | 1 | 2 | 3 | 4 |
| Write and say a complex sentence manipulating familiar language, using a dictionary for new language. | 1 | 2 | 3 | 4 |
| Write single familiar words from memory with understandable accuracy. | 1 | 2 | 3 | 4 |
| Write simple familiar short phrases from memory with understandable accuracy. | 1 | 2 | 3 | 4 |
| Write familiar complex sentences from memory with understandable accuracy. | 1 | 2 | 3 | 4 |
| Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy. | 1 | 2 | 3 | 4 |
| Name a noun, adjective, verb, pronoun, conjunction in the language being studied. | 1 | 2 | 3 | 4 |
| Use the 1 st and 2 nd person pronouns with a regular verb. | 1 | 2 | 3 | 4 |
| Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. | 1 | 2 | 3 | 4 |
| Demonstrate understanding of the position of the majority of adjectives. | 1 | 2 | 3 | 4 |
| Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. | 1 | 2 | 3 | 4 |
| Produce positive and negative sentences with high frequency verbs and pronouns. | 1 | 2 | 3 | 4 |
| Use the correct form of the definite article in singular and plural sentences. | 1 | 2 | 3 | 4 |
| Apply all the knowledge of grammar above to build complex sentences. | 1 | 2 | 3 | 4 |

| |
|---|
| Read carefully and show understanding of words, phrases and simple writing. |
| Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary. |
| Describe people, places, things and actions orally and in writing. |
| Write words from memory and adapt these to create new sentences, to express ideas clearly. |
| Understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to |
| to apply these, for instance, to build sentences; and how these differ from or are similar to English. |



What does our Progression for Languages look like? Why?

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.

The starred (*) content above will not be applicable to ancient languages.



• How is learning sequenced from Year 3 to Year 6? Why?

Our **clear sequence** for learning begins in Year 3 where there is a focus on developing the basics of language learning. Starting with single words and building up to more complex phrases.

Vocabulary is introduced systematically, modelled and repeated through planned learning opportunities to embed its use

Explicit and systematic development of **phonics development and pronunciation**.

| | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|----------------------------------|---|--|---|---|
| Speaking and Listening | <ul style="list-style-type: none"> Listen and show understanding of single words through physical response Listen and identify rhyming words and particular sounds in songs and rhymes Recognise a familiar question and respond with a simple rehearsed response Name objects and actions and link words with a connective in a simple rehearsed statement | <ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response Listen and demonstrate understanding of words in songs and rhymes Ask and answer several simple and familiar questions with a rehearsed response Use familiar vocabulary to say simple sentences to give information using a language scaffold | <ul style="list-style-type: none"> Listen and show understanding of more complex familiar phrases and sentences Follow the text of familiar rhymes and songs identifying the meaning of the words Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold | <ul style="list-style-type: none"> Listen and show understanding of more complex sentences containing familiar and unfamiliar words Read aloud the text of familiar rhymes and songs Engage in a short conversation using familiar questions and express opinions Manipulate familiar language to present own ideas and information in more complex sentences |
| Songs, Stories and Rhymes | <ul style="list-style-type: none"> Join in with actions to accompany familiar songs, stories and rhymes and say some of the words | <ul style="list-style-type: none"> Join in with the words of a rhymes, song or story sometimes from memory | <ul style="list-style-type: none"> Follow the simple text of a familiar song or story and sing or read aloud | <ul style="list-style-type: none"> Understand the gist of an unfamiliar text using some familiar language |
| Reading and Writing | <ul style="list-style-type: none"> Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words | <ul style="list-style-type: none"> Read aloud familiar short sentences using knowledge of letter string sounds and | <ul style="list-style-type: none"> Read aloud more complex sentences using knowledge of letter string sound and | <ul style="list-style-type: none"> Pronounce unfamiliar words in a sentence using knowledge of |



• How have we sequenced learning from Year 3 to Year 6? Why?

| | | | | |
|----------------|--|---|--|---|
| | <ul style="list-style-type: none"> • Read and show understanding of familiar single words • Identify and use strategies for <u>memorising</u> new vocabulary • Write and say simple familiar words to describe people, places, things and actions using a model • Write single familiar words from memory with understandable accuracy | <p>observing silent letter rules</p> <ul style="list-style-type: none"> • Read and show understanding of simple familiar phrases and short sentences • Use a bi-lingual dictionary to find the meaning of a word or its translation • Write and say a simple phrase to describe people, places, things and actions using a language scaffold • Write simple familiar short phrases from memory with understandable accuracy | <p>observing silent letter rules</p> <ul style="list-style-type: none"> • Read and show understanding of a complex sentence using familiar language • Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs • Write and say a more complex sentence to describe people, places, things and actions using a language scaffold • Write a familiar complex sentence from memory with understandable accuracy | <p>letter strings, liaison and silent letter rules</p> <ul style="list-style-type: none"> • Read and show understanding of a series of complex sentences using familiar language • Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary • Write and say a complex sentence manipulating familiar language, using a dictionary for new language • Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy |
| Grammar | <ul style="list-style-type: none"> • Name a noun, adjective, verb, pronoun, conjunction in the language being studied • Use the 1st and 2nd person pronouns with a regular verb | <ul style="list-style-type: none"> • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural • Demonstrate understanding of the position of the majority of adjectives | <ul style="list-style-type: none"> • Apply the rules of the agreement of adjectives in the singular and plural with some accuracy • Produce positive and negative sentences with high frequency verbs and pronouns | <ul style="list-style-type: none"> • Use the correct form of the definite article in singular and plural sentences • Apply all grammatical knowledge learnt to build complex sentences |

Clear sequence and progression of **grammar** – revisited regularly.





• How have we sequenced learning from Year 3 to Year 6? Why?

Our sequence of lessons in a unit of work always begin with recapping prior knowledge as a baseline for new learning.

Lessons are connected with prior learning influencing and supporting the next step taught.

Phonic progression – explicitly taught.

Grammar – explicitly taught and progression evident.

| Learning focus | Teaching sequence |
|---|--|
| Starter activity Vocabulary Game - Pelmanism | <ul style="list-style-type: none"> Teacher, children and cuddly toys all exchange greetings. In pairs, children have a set of picture cards and a set of matching text cards. They have one minute to study these before they place the cards face down on the desk in front of them. Whilst some background music is playing they play a game of Pelmanism, matching picture cards to text cards. <p>Resources: CD Henri Dès No. 12 - <i>Un éléphant</i>; picture and text cards of vocabulary to be practised (e.g. animals); cuddly toys</p> |
| Spelling skills and pronunciation <i>une baleine</i> <i>une souris</i> <i>une panthère</i> <i>une perruche</i> <i>une libellule</i> <i>une chenille</i> <i>une grenouille</i> <i>une abeille</i> <i>une araignée</i> Phoneme [œ~] | <ul style="list-style-type: none"> Revise the feminine words taught in lesson 7. Show these words in their written form. With the children, count the number of letters in each word. (<i>Il y a combien de lettres?...une, deux, trois...</i>) Point to the letters in <i>baleine</i> one at a time, saying <i>voyelle</i> and <i>consonne</i> as appropriate, i.e. for <i>baleine</i> you say <i>consonne - voyelle - consonne - voyelle - voyelle - voyelle - consonne - voyelle</i>. Invite the children to spell some of the words with you in this way, in chorus. Focus on the phoneme [œ~] in <i>chenille</i>, <i>grenouille</i> and <i>abeille</i>. The same phoneme occurs in <i>fille</i>, <i>soleil</i>, <i>pied</i>, <i>crayon</i>, <i>guillemet</i>. The grapheme "ille" does not always make this sound, e.g. in the words <i>ville</i>, <i>mille</i>, <i>Lille</i>, the phoneme is [ɛ]. In pairs, the children discuss how they will remember the spellings of this group of words. In a short plenary, children share some of their ideas for remembering the spellings. <p>Resource: Pictures or toys to illustrate the feminine words.</p> |
| Focus on phonics: [œ~] in <i>chenille</i> | <ul style="list-style-type: none"> Focus on the phoneme [œ~] in <i>chenille</i>, <i>grenouille</i> and <i>abeille</i>. This sound is sometimes written as a letter - y -. Show soundsheet no. 91 and say <i>y, y, y, yaourt</i> as you eat each spoonful of yoghurt. <p>Resource: <i>Le Manuel Phonique</i> p.91.</p> |
| Agreement of feminine nouns + adjectives | <ul style="list-style-type: none"> Using pictures or toys with Multilink, model some combinations of feminine nouns and adjectives. Have the children noticed that not all the adjectives change their sound? Can they listen carefully and identify which are the colours that change their sound when they are feminine? Show the children an example in writing: <i>une souris jaune, rouge, orange, rose, bleue, noire, verte, brune et blanche</i>. Can they work out what the rule is? Generally when adjectives become feminine they add an -e, but they do not do so if they already end in -e. The -e on <i>verte</i> and <i>brune</i> results in a sound change. <i>Blanc</i> adds -he, to become <i>blanche</i>. (If you have also taught <i>gris</i> and <i>violet</i>, show the spelling changes and the sound changes to <i>grise</i> and <i>violette</i>). <p>Resources: Pictures or toys to illustrate the feminine words; Multilink.</p> |

Key vocabulary identified is explicitly taught.

Opportunities for listening, speaking, reading and writing within lessons.



• How have we sequenced learning from Year 3 to Year 6? Why?

Opportunities for listening, speaking, reading and writing within lessons.

| | |
|--|---|
| Recognising and responding | <ul style="list-style-type: none"> Using a set of picture cards showing feminine nouns, as well as Multilink cubes in a variety of colours, you hold up one card and one colour and invite the children to respond in chorus by saying the noun and the adjective, such as <i>une araignée blanche</i>, <i>une souris bleue</i>. Remind the children that there is not always a sound change when the adjective is feminine. Resources: Picture cards of feminine nouns, Multilink cubes. |
| Listening and responding - feminine nouns + adjectives | <ul style="list-style-type: none"> In pairs the children have a set of picture cards showing feminine nouns, as well as Multilink cubes in a variety of colours. You call out examples, such as <i>une baleine bleue</i>. Give the children a few seconds to find the right card and colour cube, then say "<i>Montrez-moi</i>" to invite the children to hold up their card and cube. Allow the children to practise the above activity in pairs, taking it in turns to suggest a word and an adjective for their partner to find, or holding up a picture and a cube so that their partner says the phrase. Resources: Picture cards of feminine nouns, Multilink cubes. |
| Sequencing skills | <ul style="list-style-type: none"> Revise the days of the week. Rehearse the sequence <i>aujourd'hui c'est lundi</i> (hands on shoulders), <i>hier c'était dimanche</i> (hands pointing behind you), <i>demain ce sera mardi</i> (hands pointing straight ahead). Repeat this sequence starting with different days. |
| Traditional Song: <i>Mon Âne</i> | <ul style="list-style-type: none"> The children watch the DVD and join in singing <i>Mon Âne</i>. Resource: <i>Mon Âne DVD - Mon Âne</i>. |
| Text: recipe End of lesson | <ul style="list-style-type: none"> Read out the recipe <i>Les sablés de Noël</i>, using mime and actions to support the meaning. Encourage the children to join in with the actions as you read the method. Teacher, children and cuddly toys exchange farewells with <i>au revoir</i>. Resource: Recipe book - <i>Des Goûters de toute l'année avec mes copains - Les sablés de Noël</i>; cuddly toys. |

| Intercultural Understanding | Language Learning Strategies | Knowledge About Language |
|---|---|--|
| <ul style="list-style-type: none"> Watch or listen to a media resource involving native speakers. Look at a French recipe book. | <ul style="list-style-type: none"> Children practise with a friend. They share spelling strategies. | <ul style="list-style-type: none"> Children recognise that sound changes can occur when an adjective becomes feminine. They identify the spoken and written form of the phoneme [œ] as in <i>chenille</i>. |

Learning outcomes are planned for so that misconceptions are dealt with as soon as possible.



- How do children demonstrate that they know more and remember more?

At the beginning of lessons, children are asked to recall prior learning.

Throughout lessons there is repetition and revisiting of vocabulary, grammar and phonics.

Assessment is continuous and formative. Informs future planning.



How do we ensure inclusion in Primary Languages?

- All children are included in every lesson.
- Children don't miss French lessons for interventions, etc.
- Adaptation of teaching, eg use of adapted sheets, practical resources,
- Use of speaking and writing frames.
- Scaffolded writing tasks.
- TA support.
- Lots of focus on speaking and listening activities to begin with. Enables more to thrive.
- Multi-sensory approach
- Strong focus on songs, rhymes, games, stories...
- Visual/kinaesthetic approaches.
- Lots of repetition of key words/phrases. Over-learning by all
- Opportunities throughout lessons/sequences of lessons to practise and recap learning.
- Partner/paired/group activities. Choral responses/whole-class response...
- Use of cognates/near cognates.
- EAL children can use previous knowledge of how languages work to shine.
- Languages can boost self esteem as all children starting from same point.
- Growth mindset/learning through mistakes



What policy decisions have we made about Languages?

- **Primary Languages are recognised as important, exciting and a part of a broad and balanced curriculum . French is taught in all KS2 classes. A love of languages is encouraged.**
- **Teaching and Learning must engage** through assAFL; Teacher’s toolkit (Market Place / Quick on the Draw etc);
- **Vocabulary, Grammar and Phonics are the pillars of progression** – must be taught explicitly and assessed ongoing
- **Investment in high quality resourcing throughout** – lots of resources in PPA room and classrooms
- **Opportunities to experience languages before KS2** – enrichment time in KS1 and throughout KS2 plus KS1 French club. Spanish club trialled.
- **Use of displays in KS2** – referred to in lessons.
- **Home/First languages are celebrated** – whole school posters. Individual class activities, International Mother tongue day...
- **Languages is part of whole school improvement planning**
- **Support for new/less confident teachers** - Expertise shared – meetings, team teaching, notes, enrichment.
- **Growth mindset/Stretch zone** – recognition that pupils need to practise, make mistakes, learn from these...
- **French books** kept throughout KS2.



How have we constructed and renewed the curriculum for Primary Languages?

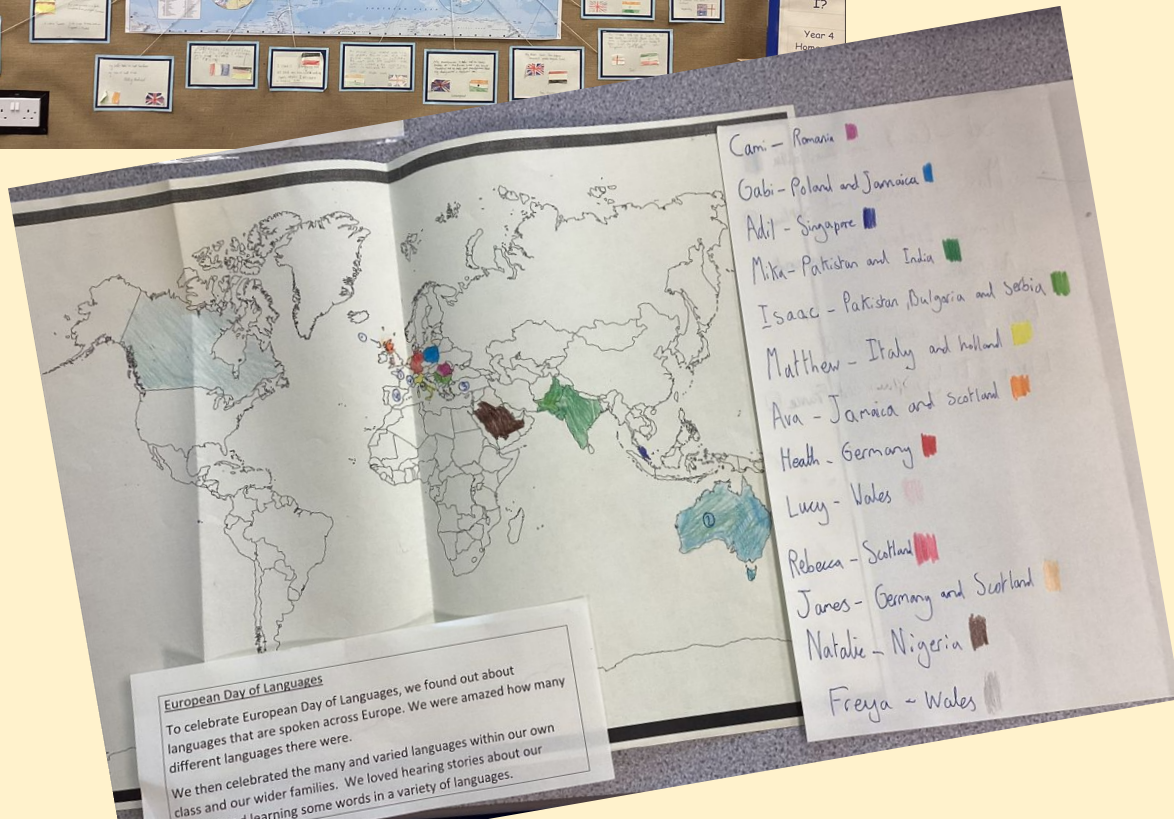
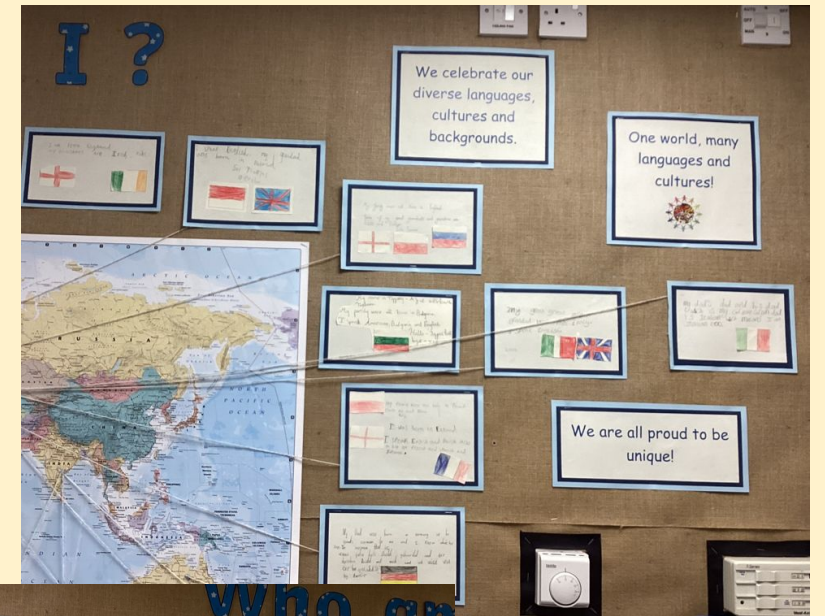
- **Brief summary of the story so far:** Scheme selected, changes made, new staff, staff changes, covid...
- **Subject leader Training:** Stockport LA
- **Planning monitoring**
- **Pupil voice**
- **Book Looks**
- **Enrichment time**
- **Support for new staff**



Next steps for the development of Primary Languages?

- Continue to support new staff / staff who move to a new year group / less confident members of staff
- Investigate further links with BHS

Ladybrook Loves Languages!



European Day of Languages




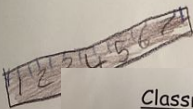
To celebrate European Day of Languages, we found out about languages that are spoken across Europe. We were amazed how many different languages there were.

We then celebrated the many and varied languages within our own class and our wider families. We loved hearing stories about our learning some words in a variety of languages.



Progression...

Les objets dans la classe
Dessiner les objets...







| | |
|---|--|
| Un pinceau  | Un feutre  |
| Un crayon  | Un stylo  |
| Une gomme  | Une règle  |

Classroom Objects 17.2.23

Voici un pinceau. ✓
Voici un stylo. ✓
Voici un feutre. ✓
Voici un crayon. ✓
Voici une gomme. ✓
Voici une règle. ✓
Voici un feutre, une règle, un stylo et une gomme. ✓
Voici un crayon, un stylo et un feutre. ✓







Creating sentences

Voici + et

| | |
|--|---|
|  un pinceau |  un stylo |
|  un feutre |  une gomme |
|  un crayon |  une règle |







14.10.22

l'est-ce que c'est?

 C'est un lion. ✓
 C'est un papillon. ✓
 C'est un mouton. ✓
 C'est un chat. ✓
 C'est un squirrel. ✓
 C'est un cochon. ✓

14.10.22

Adding size adjectives - feminine nouns

 C'est une grande baleine. ✓
 C'est une petite abeille. ✓
 C'est une petite grenouille. ✓
 C'est une grande libellule. ✓
 C'est une petite souris. ✓
 C'est une grande chenille. ✓

25.11.22

Adding adverbials of place

Cheez moi
Dans ma chambre
Dans mon placard

il ya

un grand
une grande
un petit
une petite

| | |
|-----------|---------|
| lion | rouge |
| mouton | rose |
| chat | jaune |
| avion | bleu |
| ours | vert |
| âne | verte |
| baleine | noir |
| souris | noire |
| libellule | blanc |
| abeille | blanche |
| araignée | |
| étoile | |

Use the writing frame to create your own sentences.
Check your adjectives match your nouns.

Dans mon placard il ya une grande baleine rose. ✓
Dans ma chambre il ya une grande araignée blanche. ✓
Chez moi il ya il ya un petit avion rose. ✓
Dans ma chambre il ya un grand chat noir. ✓

