# Languages

## National Curriculum Requirements

| Key Stage Two |
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| 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.<br><br>The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.<br><br>Pupils should be taught to:<br>• listen attentively to spoken language and show understanding by joining in and responding<br>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words<br>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*<br>• speak in sentences, using familiar vocabulary, phrases and basic language structures<br>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*<br>• present ideas and information orally to a range of audiences*<br>• read carefully and show understanding of words, phrases and simple writing<br>• appreciate stories, songs, poems and rhymes in the language<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly<br>• describe people, places, things and actions orally* and in writing<br>• 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<br><br>The starred (*) content above will not be applicable to ancient languages. |

| | Year Three | | |
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| **Knowledge & Skills** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Knowledge about France**<br><br>**Listening**<br><br>**Speaking**<br><br>**Reading**<br><br>**Writing** | • Learn about France, French people, French customs, French culture and French speaking countries in the world<br>• Use simple greetings<br>• Greet people at the right time of the day<br>• Ask how people are feeling<br>• Say how I am feeling<br>• Ask someone's name<br>• Say my name<br>• Learn classroom instructions<br>• Count from 0-10 | • Learn the French pronunciation and sounds of the alphabet<br>• Name the French colours<br>• Say my favourite colour<br>• Say which colours I like/ don't like<br>• Count from 0 up to 20 in French | • Name members of my family<br>• Say if I have brothers and sisters<br>• Ask someone if they have brothers and sisters<br>• Name months of the year<br>• Use numbers up to 31<br>• Say my birthday<br>• Ask someone's birthday<br>• Say today's date<br>• Name days of the week<br>• Say the year<br>• Use numbers up to 31<br>• Ask someone the date<br>• Count up to 50 in French<br>• Understand and use numbers 0-50 both in and out of sequence<br>•<br>• |
| **Grammar/Schema** | • Using "tu" in questions<br>• Using "je" in answers<br>• Questions using « Comment… »<br>(Comment ça va ? / Comment tu t'appelles?)<br>• Using numbers 0-10<br>• Using « oui/non »<br>• Using numbers 0-20<br>• Using I have (J'ai)<br>• Questions using « Quel… » (Quel âge as-tu ?) | • Questions using « Comment… »<br>(Comment ça s'écrit?)<br>• Questions using « Quelle… »<br>(Quelle couleur aimes-tu?/ Quelle est ta couleur préférée?)<br>• Using like/dislike (J'aime/ Je n'aime pas)<br>• J'aime / Je n'aime pas + le + colour<br>• Questions using « C'est… »<br>(C'est combien ?)<br>• Using the sentence « Aujourd'hui nous sommes le (day)+ (number) + (month)+ (year). » | • Gender of nouns (female)<br>• Using indefinite articles (une)<br>• Using she eats (Elle mange)<br>• Using she has (Elle a)<br>• Using numbers in a sentence<br>• Plural (adding an "s")<br>• Using I have (J'ai)<br>• Using "tu" in questions (As-tu des frères et soeurs?)<br>• Using « oui/non »<br>• Gender of nouns (female, male, plural)<br>• Using numbers<br>• Using numbers, days and months in a sentence<br>• Questions using « Quelle… »<br>(Quelle est la date de ton anniversaire ?)<br>• Using the sentence « Mon anniversaire est le (number) + (month). »<br>• Using numbers and months in a sentence<br>• Questions using « Quelle… »<br>(Quelle est la date aujourd'hui ?) |

| | Year Four | | |
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| **Knowledge & Skills** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Knowledge about France**<br><br>**Listening**<br><br>**Speaking**<br><br>**Reading**<br><br>**Writing** | • Name pets in French<br>• Say if I have pets<br>• Ask someone if they have pets<br>• Describe where I live (in a house/flat/ in the city/in the countryside/ in the sea side/ in the mountains)<br>• Name the rooms in the house<br>• Say where people/animals are in the house<br>• Name the rooms in the house<br>• Say where people/animals are in the house | • Name things and items in the classroom<br>• Describe what is in the classroom/ pencil case and how many items<br>• Ask for items in French<br>• Name the different school subjects<br>• Say what I like/love/don't like/hate<br>• Say what my favourite school subject is | • Name the different weather conditions<br>• Name the seasons<br>• Locate the main cities in France<br>• Say the weather forecast<br>• Say the temperature<br>• Name sports<br>• Name hobbies<br>• Say what I like, love, don't like and hate<br>• Ask someone about their hobbies<br>• Ask someone about their favourite sport<br>• Name instruments<br>Say if I play an instrument |
| **Grammar/Schema** | • Using I have (J'ai)<br>• Using "tu" in questions (As-tu des animaux ?)<br>• Using « oui/non »<br>• Gender of nouns (female/male)<br>• Using indefinite articles (un/une)<br>• Using numbers in a sentence<br>• Plural (adding an "s" or "x")<br>• Question using « Où… ? »<br>(Où habites-tu ? / Où est… ?)<br>• Using verbs: I live (J'habite)<br>• Saying 'in' (dans, en, à la)<br>• Gender of nouns (female/male)<br>• Using definite articles (le/la/les/l')<br>• Gender of nouns (F/ M/ Plural)<br>• Using indefinite articles (un/une/des)<br>• possessive adjectives: « my » (mon/ma)<br>• Saying 'in' (dans)<br>• Using « il y a… »<br>• Question using « As-tu…? » or « Tu as… ?» (As-tu un stylo ?)<br>• Plural (adding an "s") | • Using verbs: I eat/ I drink (Je mange/ Je bois)<br>• The partitive article (du / de la / de l' / des)<br>• Plural (adding an "s")<br>• Question using « Quelle/Quelles… »<br>(Quelle est ta matière préférée ? Quelles matières aimes-tu ?)<br>• Using definite articles (le/la/les/l')<br>• Using I like/ I love/ I dislike/ I hate (J'aime/ J'adore/ Je n'aime pas/ Je déteste)<br>• J'aime + le/ la/les + school subject<br>• Using coordinating conjunctions (et/ mais)<br>• Using definite articles (le/la/les/l')<br>• Using I like/ I love/ I dislike/ I hate<br>(J'aime/ J'adore/ Je n'aime pas/ Je déteste)<br>• J'aime + verb. / J'aime + le/ la/ l' + sport.<br>• Using coordinating conjunctions (et/ mais)<br>• Question using « Quel/Quels… »<br>(Quel est ton sport préféré ?/ Quels sports aimes-tu ?/ Quels sont tes loisirs ?)<br>• Question using "Tu" (tu joues d'un instrument?)<br>• Using " Je joue + instrument." | • Question using "tu joues d'un instrument?"<br>• Using « oui/non »<br>• Using " je joue + instrument."<br>• Question using « Quel … »<br>(Quel temps fait-il aujourd'hui ? Quel temps fait il à (city) ?)<br>• Using numbers in a sentence<br>• saying 'in/at' (en/ à)<br>• Using gender (un/ une)<br>• Using definite articles (les)<br>• Using I like/ I love/ I dislike/ I hate (J'aime/ J'adore/ Je n'aime pas/ Je déteste) + "les" + (fruit)<br>• Question using « Quel … »<br>(Quel est ton fruit préféré ?)<br>• Question using «Tu» (tu aimes les (fruits) ?)<br>• Using « oui/non »<br>• Using « je voudrais… » |

| | Year Five | | |
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| **Knowledge & Skills** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Knowledge about France**<br><br>**Listening**<br><br>**Speaking**<br><br>**Reading**<br><br>**Writing** | • Name the different emotions according to gender (M/F)<br>• Say how I feel<br>• Ask someone how they feel<br>• Name the different body parts<br>• Say where it hurts using the body parts<br>• | • Say where I live (city + country)<br>• Name and locate different cities in the world<br>• Name and locate different countries in the world<br>• Name different French speaking countries around the world<br>• Name different transports<br>• Name the continents<br>• Say how I go to a country/ city<br>• Say where I'm going<br>• Name different nationalities according to gender (M/F)<br>• Say my nationality<br>• Say what language(s) I can speak | • Recognise euros coins and notes<br>• Say a price<br>• Write a cheque<br>• Name some food items<br>• Say what I want to buy<br>• Say if I like/dislike food items<br>• Use numbers 0-100<br>• Learn how to say hundreds (200, 300, 400, 500 etc)<br>• Use grams, kilograms and litres<br>• Read a shopping list<br>• Know useful sentences at the supermarket<br>• Take part in a role play |
| **Grammar/Schema** | • Add numbers<br>• Je suis + adjectives (according to gender)<br>• Il/Elle est + adjectives<br>• Questions using « Comment… » (Comment tu te sens ?)<br>• Using numbers in a sentence<br>• Plural (adding an "s")<br>• Gender of nouns (female/male/plural)<br>• Using indefinite articles (un/une/des)<br>• Using definite articles (le/la/les/l')<br>• Il est + adjectives<br>• Il a + number + body parts<br>• J'ai mal + à la / au / aux + body part<br>• J'ai + illness<br>• Using orders (prenez/ mettez/ restez) | • Saying 'in' (en, au, aux)<br>• J'habite + à/ en/ au/ aux + city/country<br>• Question using « Où … » (Où habites-tu? Où vas-tu en vacances ?)<br>• Using « Je vais + à/ en/ au/ aux + city/country + à/en + transport. »<br>• Questions using « Quelle/ Quel… » (Quelle est ta nationalité ?/ Quel est ton numéro de téléphone ?)<br>• Je suis + nationality (with correct gender)<br>• Using "je parle"<br>• Using numbers 1-100<br>• | • Question using « Combien… » (Combien ça coûte ?/ c'est combien ?)<br>• J'ai + number + euros<br>• J'achète + un/une/du/des + food<br>• J'aime / J'adore/ Je n'aime pas/ Je déteste + le/les + food<br>• Question using « Combien… » (Combien ça coûte ?)<br>• J'ai + number + euros<br>• J'achète + un/une/du/des + food<br>• J'aime / J'adore/ Je n'aime pas/ Je déteste + le/les + food |

| | Year Six | | |
|---|---|---|---|
| **Knowledge & Skills** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Knowledge about France**<br><br>**Listening**<br><br>**Speaking**<br><br>**Reading**<br><br>**Writing** | • Understand times when they hear them, holding up a clock<br>• Pronounce times accurately<br>• Tell the time with minutes<br>• Understand times when they read them on a clock or text<br>• Understand and answer the question "Quelle heure est-il?"<br>• Understand and say adjectives<br>• Understand the agreement of simple nouns and adjectives<br>• Use adjectives to describe yourself by saying "je suis…"<br>• Understand and use the genders<br>• Write your portrait by describing yourself with name, gender, age, hair colour/length, height, eye colour, glasses<br>• Listen to a description and understand it<br>• Describe myself and others (He/She) | • Name different items of clothing<br>• Recognise and use colour adjectives<br>• Understand the position of colour adjectives<br>• Add the feminine ending when appropriate in spoken and written form<br>• Describe what someone is wearing and the colour of the items of clothing<br>• Use phrases, ex: je/ il/elle porte un tee shirt jaune et une jupe rose<br>• | • Name items of food and drinks you can find on the menu<br>• Order food at a café<br>• Use numbers, money and useful sentences<br>• Take part in a role play<br>• Name places in the city<br>• Ask where places are<br>• Give directions to go somewhere<br>• Understand and follow directions given<br>• Describe a city |
| **Grammar/Schema** | • Il est + number + heure(s)<br>• Questions using « Quelle… » (Quelle heure est-il ?)<br>• Question using « Qu'est-ce que … » (Qu'est-ce que tu fais le matin / l'après-midi /le soir ?)<br>• Using different routine verbs with "I"<br>• Using time connectives (ensuite/ après/ et/ puis/ à/ vers)<br>• Question « Tu es comment (physiquement) ? Tu es comment ?»<br>• Using adjectives according to gender (M/F)<br>• Using "tu", "il", "elle" in questions<br>• Using "je", "il", "elle" in answers<br>• Je suis /Il est/ Elle est + adjectives<br>• J'ai / Il a/ Elle a + les cheveux + adjectives<br>• J'ai / Il a/ Elle a + les yeux + colours<br>• Je m'appelle/ Il s'appelle/ Elle s'appelle + Name | • Question using « Qu'est-ce que … » (Qu'est-ce que tu portes ?/ Qu'est-ce qu'il/elle porte ?)<br>• Using the colours<br>• Colours + different endings with gender<br>• Je/ Il/ Elle porte + un/une/des + clothes + colours<br>• Using clothes and adjectives of colours accordingly<br>• Question « Où… ?» (Où est (place ) ?)<br>• Using indefinite articles (un/un)<br>• Using "Il y a… / Il n'y a pas de… »<br>• negative using "ne…pas"<br>• Using connective words (et/mais) | • Using numbers in a sentence<br>• Plural (adding an "s")<br>• Gender of nouns (female/male/plural)<br>• Using indefinite articles (un/une/des)<br>• Je voudrais + un/une/des/ de l' + food/drink<br>• The partitive article (du / de la / de l' / des)<br>• Use numbers and euros<br>• Gender of nouns (female/male)<br>• Using orders « allez/ tournez » |