



Community

Respect

Perseverance

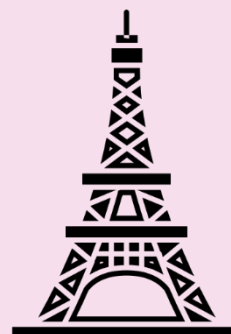
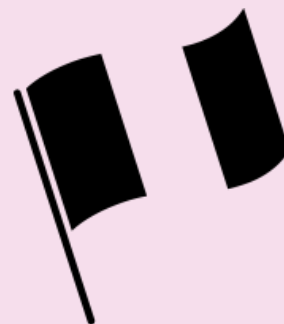


Meole Brace  
C of E Primary School and Nursery

# Languages Subject Handbook



France



# Our vision and rationale for Languages

We believe that learning a foreign language is a necessary part of being a member of a multi-cultural **community** and provides an opening to other cultures, learning to **respect** the differences and similarities in various cultures and celebrate the rich diversity of our global **community**. Our languages curriculum will foster children's curiosity and deepen their understanding of the world. The children will **persevere** to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We aim to also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Our language teaching aims to provide the foundation for learning further languages, equipping children to **respectfully** study and work with a wider **community** of people from other countries, developing our learners into global citizens equipped for the 21<sup>st</sup> century.



# Curriculum Subject Leader



Mrs Karen Cooke

# National Curriculum Progression for Languages

Languages	Year 3	• Year 4	Year 5	Year 6
<b>National Curriculum Attainment Targets - Subject Content</b>	<ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• 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*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul>			



# Languages Progression of knowledge



	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics</b>		I know how to pronounce the following sounds a, ai aim in ain in soft c, ch o , ê , é , e, è	I know how to pronounce the following sounds a, ai aim in ain in soft c, ch o , ê , é , e, è	I know how to pronounce the following sounds a, ai aim in ain in soft c, ch o , ê , é , e, è En, an eux, gn, h, l, soft g, en on, eu, o	I know how to pronounce the following sounds a, ai aim in ain in soft c, ch o , ê , é , e, è and En, an eux, gn, h, l, soft g, en on, eu, o
<b>Speaking and Listening</b>	I know how to say hello in French	<ul style="list-style-type: none"> <li>I know how to listening to and speaking in the language</li> <li>I know how to listen attentively and respond to familiar spoken words, phrases and sentences</li> <li>I know how to join in and respond</li> <li>I know how to explore patterns and sound through songs and rhymes and appreciate these stories and songs in the language</li> <li>I know how to communicate with others and engage in conversations, using simple words and phrases and short sentences</li> <li>I know how to take turns to speak, valuing the contribution of others</li> <li>I know how to use accurate pronunciation in spoken work</li> </ul>	<ul style="list-style-type: none"> <li>I know how to listen to and identify words, short phrases and sentences</li> <li>I know how to communicate by asking and answering a wider range of questions</li> <li>I know how to develop accurate pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>I know how to prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts</li> <li>I know how to express simple opinions</li> <li>I know how to listen attentively and understand more complex phrases and sentences, join in and respond.</li> <li>I know how to prepare a short presentation on a familiar topic</li> <li>I know how to speak in longer sentences using basic language structures</li> <li>I know how to describe accurately orally</li> <li>I know how to understand and use basic grammar including masculine and</li> </ul>	<ul style="list-style-type: none"> <li>I know how to understand the main points and simple opinions in a spoken story, song or passage</li> <li>I know how to perform to an audience</li> <li>I know how to understand longer and more complex phrases or sentences</li> <li>I know how to use spoken language confidently to initiate and sustain conversations and to tell stories</li> </ul>

				feminine and patterns of the language	
<b>Reading</b>		<ul style="list-style-type: none"> <li>• I know how to broaden my vocabulary through dictionary use</li> <li>• I know how to recognise and understand some familiar words and phrases in written form</li> <li>• I know how to read aloud in chorus, with confidence and enjoyment, from a known text</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to use a dictionary to broaden vocabulary</li> <li>• I know how to understand basic grammar and masculine and feminine forms</li> <li>• I know how to memorise and present a short text.</li> <li>• I know how to read and understand familiar written phrases</li> <li>• I know how to follow a short text while listening and reading, saying some of the text</li> <li>• I know how to read a wider range of words, phrases and sentences aloud</li> <li>• I know how to read carefully and show understanding of simple writing</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to re-read a variety of short texts</li> <li>• I know how to read carefully aloud with accurate pronunciation, and intonation</li> <li>• I know how to demonstrate understanding of text by explanation</li> <li>• I know how to use basic grammar including masculine and feminine and patterns of the language</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to read and understand the main points and some detail from a short written passage</li> <li>• I know how to identify different text types and read short, authentic texts for enjoyment or information</li> <li>• I know how to match sound to sentences and paragraphs</li> </ul>

<b>Writing</b>		<ul style="list-style-type: none"> <li>• I know how to write some familiar simple words using a model</li> <li>• I know how to write some familiar words from memory</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to write some familiar words and phrases without help</li> <li>• I know how to describe people places and things in writing</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to make simple sentences and short texts</li> <li>• I know how to write words, phrases and short sentences, using a reference source</li> <li>• I know how to broaden my use of language through dictionary usage</li> <li>• I know how to write phrases from memory, adapting them to make new sentences</li> <li>• I know how to apply basic grammar in writing</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to write sentences on a range of topics using a model</li> </ul>
<b>Knowledge of languages and other cultures</b>		<ul style="list-style-type: none"> <li>• I know how to appreciate the diversity of languages spoken within our school</li> <li>• I can identify the country or countries where languages are spoken</li> <li>• I know how to talk about the similarities and differences of social conventions between different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to talk about celebrations of which they have experience</li> <li>• I will know about similar celebrations in other cultures</li> <li>• I will know how to compare aspects of everyday life at home and abroad</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to compare symbols, objects or products which represent their own culture with those of another country</li> <li>• I know how to look at further aspects of their everyday lives from the perspective of someone from another country</li> <li>• I know how to recognise similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to compare attitudes towards aspects of everyday life</li> <li>• I know how to recognise and understand some of the differences between people</li> </ul>

# Languages Unit Coverage

	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>• Enjoy listening to and speaking in the language</li> <li>• Listen attentively and respond to familiar spoken words, phrases, and sentences</li> <li>• Show understanding by joining in and responding</li> <li>• Explore patterns and sound through songs and rhymes and appreciate these stories and songs in the language</li> <li>• Communicate with others and engage in conversations, using simple words and phrases and short sentences</li> <li>• Understand conventions such as taking turns to speak, valuing the contribution of others</li> <li>• Broaden vocabulary through dictionary use</li> <li>• Use accurate pronunciation in spoken work</li> <li>• Recognise and understand some familiar words and phrases in written form</li> <li>• Read aloud in chorus, with confidence and enjoyment, from a known text</li> <li>• Write some familiar simple words using a model</li> <li>• Write some familiar words from memory</li> <li>• Appreciate the diversity of languages spoken within their school</li> <li>• Talk about the similarities and differences of social conventions between different cultures</li> <li>• Identify the country or countries where the language is spoken</li> <li>• Recognise a children's song, rhyme or poem well known to native speakers</li> </ul>		
Year 3	<p><b>Numbers 0-6</b> zéro, un, deux, trois, quatre, cinq, six</p> <p><b>Greetings</b> Bonjour! Bonjour + name Bonjour, monsieur / madame / mademoiselle Comment t'appelles-tu? Joyeux Noël !</p> <p><b>Classroom phrases e.g.</b> asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous, touchez</p> <p><b>Adjectives e.g.</b> bleu, gris, jaune, rouge, vert</p> <p><b>Vocabulary for spelling skills</b> Comment ça s'écrit?</p>	<p><b>Numbers 7-10</b> sept, huit, neuf, dix</p> <p><b>Phrase of celebration</b> Bonne Année !</p> <p><b>Vocabulary for spelling skills</b> consonne, voyelle more alphabet letters</p> <p><b>Verbs e.g.</b> Courez, marchez, marchez sur la pointe des pieds, sautez</p> <p><b>Adverbs e.g.</b> Lentement, vite</p> <p><b>Asking politely</b> s'il te plaît, merci, voilà</p> <p><b>Masculine and feminine nouns e.g.</b></p>	<p><b>Numbers 11-31</b> 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</p> <p><b>Vocabulary from a song</b> un tee-shirt, un pantalon, un pull, un chapeau, je mets</p> <p><b>Responding to questions</b> oui, non</p> <p><b>Days of the week</b> lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche aujourd'hui, c'est ... hier, c'était ... demain, ce sera...</p> <p><b>Taking the register</b></p>



	some alphabet letters <b>Vocabulary for sentence building</b> Voici, et, un bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin	Qu'est-ce que c'est? un pinceau, un feutre, un crayon, un stylo, une gomme, une règle <b>Punctuation e.g.</b> Virgule, point	présent, présente <b>Punctuation e.g.</b> ouvrez les guillemets fermez les guillemets
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- Listen to and identify words, short phrases and sentences
- Communicate by asking and answering a wider range of questions
- Develop accurate pronunciation
- Memorise and present a short text.
- Use a dictionary to broaden vocabulary
- Understand basic grammar and masculine and feminine forms
- 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
- Describe people places and things in writing
- Read carefully and show understanding of simple writing
- 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 objectives

<b>Year 4</b>	<b>Questions, answers and sentence building e.g.</b> Qui est-ce? C'est + name Ce n'est pas + name Dans le sac, il y a... et... <b>Further adjectives e.g.</b> blanc, brun, noir, orange, rose <b>Vocabulary for a game</b> Coin! Coin! Encore! <b>Masculine nouns e.g.</b> un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet <b>Feminine nouns e.g.</b> une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris	<b>Adjectives that precede the noun e.g.</b> Petit, grand <b>Sentence starters e.g.</b> Chez moi Dans ma chambre Dans mon placard <b>Verbs e.g.</b> danser, sauter, voler, nager <b>Punctuation e.g.</b> Point d'exclamation Point d'interrogation <b>Months</b> 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...	<b>Vocabulary from a song</b> une culotte, une chemise, une veste, des lunettes Que fais-tu? <b>Questions and answers e.g.</b> Combien de cochons y a-t-il ? Il y a cinq cochons Quelle est la date aujourd'hui? C'est le + date. <b>Phrases of celebration / greeting e.g.</b> Bonnes vacances ! Joyeux anniversaire ! Bon anniversaire ! <b>Towns in France e.g.</b> Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours.
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- 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, join in and respond.
- Prepare a short presentation on a familiar topic
- Speak in longer sentences using basic language structures
- Describe accurately orally
- Understand and use basic grammar including masculine and feminine and patterns of the language
- Re-read frequently a variety of short texts
- Read carefully aloud with accurate pronunciation, and intonation
- Demonstrate understanding of text
- Make simple sentences and short texts
- Write words, phrases and short sentences, using a reference source
- Broaden use of language through dictionary usage
- Write phrases from memory, adapting them to make new sentences
- Apply basic grammar in writing
- 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

## Year 5

**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.

**Feminine nouns e.g.** une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache.

**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

**Healthy food e.g.** le céleri, le concombre, les carottes, les olives, les radis, les tomates

**Expression opinion e.g.** j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux

**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!

**Adjectives that precede the noun e.g.**

Jeune, joli.

**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.

**Adverbs of time/ frequency** aujourd'hui, maintenant, souvent, quelquefois, à + time on the clock

**Verbs e.g.** aller, être tricoter, chanter j'entends, je vois je pense que/ qu'...

**Simple negatives** ne...pas, ne...jamais

**Immediate future tense** aller + infinitive

**Asking questions, e.g.**

Où est la baleine ?

Que fait la coccinelle ?

Qu'est-ce qu'il fait ?

Est-ce que le canard tricote ?

**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.

**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 !

**Relative pronoun** qui (e.g. un cochon qui chante)

**Conjunction** mais

**Numbers 32 - 60**

	<p>C'est pas possible! Non ! Tu plaisantes ! Tu rigoles ! Ce n'est pas sérieux ! Incroyable !</p>	<p>Où va le lion ? Le chat, qu'est-ce qu'il va faire ?</p> <p><b>Subject pronouns, e.g.</b> je, tu, il, elle, ils, elles</p> <p><b>Disjunctive pronouns, e.g.</b> moi, toi, lui, elle</p>	
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- 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
  - 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
  - Compare attitudes towards aspects of everyday life
  - Recognise and understand some of the differences between people
- Present information about an aspect of culture

<p><b>Year 6</b></p>	<p><b>Masculine nouns e.g.</b> 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><b>Feminine nouns e.g.</b> une autruche, une cerise, une cigale, une fleur, une fraise, une gazelle, une girafe, une groseille, une guêpe, une hirondelle, une myrtille, une orange, une prune, une puce, une taupe, une tortue.</p> <p><b>Verbs in the infinitive form :</b> Siffler ronfler se cacher se promener lire dormir</p> <p><b>Conjugated forms in the présent (present tense) :</b> 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><b>Conjugated forms in the imparfait (imperfect tense) :</b></p>	<p><b>Conjugated forms in the passé composé (perfect tense):</b> j'ai/ tu as/ il a/ elle a entendu j'ai/ tu as/ il a/ elle a vu</p> <p><b>Conjugated forms of aller as part of le futur proche (near future tense):</b> je vais/ il va/ elle va + infinitive</p> <p><b>Adverbs of place/ sentence starters e.g.</b> dans la rue dans les bois dans la forêt derrière un buisson</p> <p><b>Adverbs of time</b> 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><b>Negative adverbs</b></p>	<p><b>Telling the time - analogue clock</b> 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.</p> <p>Il est midi, il est minuit... et demi.</p> <p><b>Relative pronoun</b> qui (e.g. un cochon qui chante)</p> <p><b>Times Tables</b> Revision of 2x, 3x, 5x, introduction of 10x, 4x, 6x</p> <p><b>Numbers 61 - 100</b> <b>61 - 70</b></p>
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il/elle sifflait ; ils/elles sifflaient  
il/elle ronflait ; ils/elles ronflaient  
il/elle se cache ; ils/elles se cachait  
il/elle se promenait ; ils/elles se promenaient il/elle lisait ;  
ils/elles lisaient  
il/elle dormait; ils/elles dormaient

ne...pas, ne...jamais  
**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 ?

soixante et un, soixante-deux, soixante-trois, soixante-  
quatre, soixante-cinq, soixante-six, soixante-sept, soixante-  
huit, soixante-neuf, soixante-dix.

**71 - 80**

**81 - 90**

**91 - 100**

# Curriculum Reading

Year 3



Year 4



Year 5



Year 6

