



	Communication and Language	3 and 4-year-olds	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Sing a large repertoire of songs.</li> </ul>		
		Reception	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and know why listening is important.</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Use new vocabulary in different contexts</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>• Learn rhymes, poems and songs</li> </ul>		
		ELG	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul>	
	Speaking		<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>		
	Understanding the World	3 and 4-year-olds	<ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>		
		Reception	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> </ul>		

		<b>ELG</b>	<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</li> </ul>
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<b>EYFS</b>	<p>Although we do not explicitly teach modern foreign languages (specifically French) in Reception, the work on Communication and Language in EYFS forms an essential platform for subsequent learning. Additionally, as Personal, Social and Emotional Development is a Prime Area, practitioners take into account languages spoken at home and incorporate these into the environment where appropriate. As part of children's work on Understanding of the World, children have opportunities to learn about other countries, cultures and religions, thus broadening their intercultural awareness.</p>								
	Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	<b>All about me</b> Focus on individual background and connections or links to other countries and languages.	<b>Sparkle &amp; shine</b> Focus on celebrations from different faiths and cultures how are we different and how are we similar.	<b>Superheroes</b> Children to learn about healthy eating, well-being and qualities that make you a 'superhero' such as kindness.	<b>Arctic</b> Focus on countries in the Arctic and how people live there. Learning about Artic animals. Focus on Artic themed texts.	<b>Dinosaurs</b> Focus on learning about dinosaurs. Learning key language linked to dinosaurs.	<b>Pets</b> Animals from around the world. Naming and locating countries and learning about how to look after and care for animals.	<b>Once Upon a Time</b> Children to focus on key traditional tales and develop ability to retell stories in their own words.	<b>Minibeasts</b> Children to learn about different mini beast, what mini beasts we can see in our local area. Children to learn how to look after creatures.	<b>Splash</b> Focus on different animals who live in bodies of water (real and imaginary). Focus on pirates and map work/naming locations.

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p><u>Possible Opportunities that would help children in KS2</u></p> <p><b>Je parle francais</b> Children will be given opportunities to practise using phrases such as saying their name ('Je m'appelle'), counting to 10 and saying how old they are (J'ai ... ans) informally through songs, when answering the register and when lining up.</p>	<p><u>Possible Opportunities that would help children in KS2</u></p> <p><b>Les couleurs</b> Children will be given opportunities to learn and practise colours in French informally through songs, when answering the register and when lining up.</p>	<p><u>Possible Opportunities that would help children in KS2</u></p> <p><b>Les animaux</b> Children will be given opportunities to learn the names of different animals in French informally through songs, when answering the register and when lining up.</p>
	Cycle B	<p><u>Possible Opportunities that would help children in KS2</u></p> <p><b>Ma famille</b> Children will be given opportunities to learn and practise names of different family members in French informally through songs, when answering the register and when lining up.</p>	<p><u>Possible Opportunities that would help children in KS2</u></p> <p><b>Les jours de la semaine, les mois et la meteo</b> Children will be given opportunities to learn and practise days of the week, months of the year and basic weather in French informally through songs, when answering the register and when lining up.</p>	<p><u>Possible Opportunities that would help children in KS2</u></p> <p><b>Les parties du corps</b> Children will be given opportunities to learn and practise parts of the body in French informally through songs, when answering the register and when lining up.</p>

Year 3/4	Cycle A	<p><b>Getting to Know You</b></p> <p>Children will learn about basics of the French language. They will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.</p>	<p><b>Food Glorious Food</b></p> <p>This 'food' themed unit pack uses an easy-to-follow story as its inspiration. By joining in with the story, the children will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.</p>	<p><b>Our School</b></p> <p>This unit will teach the children key vocabulary and phrases around the theme of school. They will learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.</p>
	Cycle B	<p><b>All Around Town</b></p> <p>In this unit, the children will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French.</p>	<p><b>On the Move</b></p> <p>Children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.</p>	<p><b>What's the Time?</b></p> <p>In this unit, children will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between two times.</p>
Year 5/6	Cycle A	<p><b>Ourselves</b></p> <p>Children will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They will have the opportunity to talk about their emotions and health, increasing their conversational skills.</p>	<p><b>Family and Friends</b></p> <p>Children will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender.</p>	<p><b>This is France</b></p> <p>Children will learn key vocabulary related to France and, in particular, Paris. They will learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. They will also learn about famous French people and the French names for the areas they are/were famous for. They will also learn key phrases for themes that run through the unit.</p>
	Cycle B	<p><b>Shopping</b></p> <p>Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where</p>	<p><b>Holidays and Hobbies</b></p> <p>Children will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different</p>	<p><b>Visit a French Town</b></p> <p>Children will learn about areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word</p>

		children will take on the roles of shoppers and shopkeepers.	sports and hobbies. They will learn key phrases connected to the themes.	classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable.
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### Progression of Skills in Languages

	EYFS	KS1	Y3/4	Y5/6
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**Spoken Language - Statutory Requirements Y1-6**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

**ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

**ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems

**KS2 Languages National Curriculum**Children listen attentively to spoken language and show understanding by joining in and responding. **Aut A Sum A**  
**Aut B Sum B**

Children can:

- repeat modelled words; show
- listen and understanding of single words through physical response;
- repeat modelled short phrases;
- listen and show understanding of short phrases through physical response.

**KS2 Languages National Curriculum**Children listen attentively to spoken language and show understanding by joining in and responding. **Aut A Sum B**

Children can:

- listen and show understanding of simple sentences containing familiar words through physical response;
- listen and understand the main points from short, spoken material in French;
- listen and understand the main points and some detail from short, spoken material in French.

**KS2 Languages National Curriculum**Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. **Spr A Sum A Aut A**

Children can:

- recognise a familiar question and respond with a simple rehearsed response;
- ask and answer a simple and familiar question with a response;
- express simple opinions such as likes, dislikes and preferences;
- ask and answer at least two simple and familiar questions with a response.

**KS2 Languages National Curriculum**Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. **Spr A Sum A Aut B**

Children can:

- engage in a short conversation using a range of simple, familiar questions;
- ask and answer more complex questions with a scaffold of responses;
- express a wider range of opinions and begin to provide simple justification;
- converse briefly without prompts.

<p>when appropriate press their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures. <b>Aut A Sum A Spr B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• name objects and actions and may link words with a simple connective;</li> <li>• use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>• speak about everyday activities and interests;</li> <li>• refer to recent experiences or future plans.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures. <b>Spr A Aut B Spr B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• say a longer sentence using familiar language;</li> <li>• use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>• refer to everyday activities and interests, recent experiences and future plans;</li> <li>• vary language and produce extended responses.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. <b>Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• identify individual sounds in words and pronounce accurately when modelled;</li> <li>• start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>• adapt intonation to ask questions or give instructions;</li> <li>• show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. <b>Aut A Spr B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>• appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>• start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>• adapt intonation, for example to mark questions and exclamations.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences. <b>Aut B Spr B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• name nouns and present a simple rehearsed statement to a partner;</li> <li>• present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>• present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences. <b>Spr A Aut B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• manipulate familiar language to present ideas and information in simple sentences;</li> <li>• present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>• present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>

			<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• say simple familiar words to describe people, places, things and actions using a model;</li> <li>• say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>• say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally. <b>Spr A</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>• use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
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	EYFS	KS1	Y3/4	Y5/6
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**ELG: Comprehension**

Children at the expected level of development will

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate - where appropriate - key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

**ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

**ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

**Year 1&2 National Curriculum Reading Statutory Requirements:**

**Year 1:**

- apply phonic knowledge and skills as the route to decode words
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

**Year 2:**

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

**Year 1&2 National Curriculum Writing Statutory Requirements:**

**KS2 Languages National Curriculum**  
Children read carefully and show understanding of words, phrases and simple writing. **Spr B**

Children can:

- read and show understanding of familiar single words;
- read and show understanding of simple phrases and sentences containing familiar words.

**KS2 Languages National Curriculum**

Children read carefully and show understanding of words, phrases and simple writing. **Aut B Spr B**

Children can:

- read and show understanding of simple sentences containing familiar and some unfamiliar language;
- read and understand the main points from short, written material;
- read and understand the main points and some detail from short, written material.

**Year 1:**

Pupils should be taught to:

- spell:  
words containing each of the 40+ phonemes already taught; common exception words; the days of the week
- name the letters of the alphabet: naming the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Pupils should be taught to:

- write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher

**Year 2:**

Pupils should be taught to:

- spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones; learning to spell common exception words; learning to spell more words with contracted forms; learning the possessive apostrophe (singular) [for example, the girl's book]; distinguishing between homophones and near-homophones

	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		
		<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use strategies for memorisation of vocabulary;</li> <li>• make links with English or known language to work out the meaning of new words;</li> <li>• use context to predict the meaning of new words; begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <b>Spr A</b> <b>Sum A Aut B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>• use a bilingual dictionary to identify the word class;</li> <li>• use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>
		<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. <b>Aut A</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• identify individual sounds in words and pronounce accurately when modelled;</li> <li>• start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>• adapt intonation to ask questions;</li> <li>• show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. <b>Aut A</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>• appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>• start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>• adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>

		<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <b>Spr A Aut B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write single familiar words from memory with understandable accuracy;</li> <li>b write familiar short phrases from memory with understandable accuracy;</li> <li>• replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <b>Sum A</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write a simple sentence from memory using familiar language;</li> <li>b write several sentences from memory with familiar language with understandable accuracy;</li> <li>• replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
		<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy simple familiar words to describe people, places, things and actions using a model;</li> <li>• write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>• write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing. <b>Aut A Sum A Aut B Spr B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>• use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

	EYFS	KS1	Y3/4	Y5/6
Stories, Songs, Poems and Rhymes	<p><b>ELG: Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> </ul>		<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. <b>Sum A Aut B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>• listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. <b>Aut A Spr A Aut B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>• follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>• read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>

	<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul>		<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language. <b>Sum A Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>join in with actions to accompany familiar songs, stories and rhymes;</li> <li>join in with words of a song or storytelling.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language. <b>Aut A Aut B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>follow the text of a familiar song or story;</li> <li>follow the text of a familiar song or story and sing or read aloud;</li> <li>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>

	EYFS	KS1	Y3/4	Y5/6
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**Year 1&2 National Curriculum Vocabulary, Grammar and Punctuation Statutory Requirements:**

**Year 1:**

- Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

**Year 2:**

- Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when,

**KS2 Languages National Curriculum**

Children 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. **Spr A Sum A Spr B**

Children can:

- show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English;
- name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- recognise and use partitive articles;
- name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- use a simple negative form (ne... pas);
- show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- recognise and use the first person possessive adjectives (mon, ma, mes);
- recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- conjugate a high frequency verb (aller - to go) in the present tense; show awareness of subject-verb agreement;
- use simple prepositions in their sentences;
- use the third person singular and plural of the verb 'être' in the present tense.

**KS2 Languages National Curriculum**

Children 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. **Aut A Sum A Aut B Spr B Sum B**

Children can:

- identify word classes;
- demonstrate understanding of gender and number of nouns and use appropriate determiners;
- explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- name and use a range of conjunctions to create compound sentences;
- use some adverbs;
- demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;
- explain and use elision; state the differences and similarities with English;
- recognise and use the simple future tense of a high frequency verb; compare with English;
- recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
- recognise and use a range of prepositions;
- use the third person plural of a few high frequency verbs in the present tense;
- name all subject pronouns and use to conjugate a high frequency verb in the present tense;
- recognise and use a high frequency verb in the perfect tense; compare with English;
- follow a pattern to conjugate a regular verb in the present tense;
- choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

		<p>if, that, or because) and co-ordination (using or, and, or but)</p> <ul style="list-style-type: none"><li>○ the grammar for year 2 in English Appendix 2</li><li>○ some features of written Standard English</li><li>○ use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li></ul>		
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