**Languages Curriculum**

**Purpose of study**

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

**Aims**

The national curriculum for languages aims to ensure that all pupils:

understand and respond to spoken and written language from a variety of authentic sources

speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

discover and develop an appreciation of a range of writing in the language studied.

**Subject content - Key stage 2: Foreign language**

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.

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.

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.

**Lower Key stage 2**

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| **YEAR 3: LANGUAGES** | **Planned / Covered** | | |
|  | **Au** | **Sp** | **Su** |

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| **Knowledge about Language**   * Identify specific sounds, phonemes and words, linking sounds to meanings * Imitate pronunciation of sounds * Hear main word classes * Recognise questions and negatives * Recognise how sounds are represented in written form * Notice the spelling of familiar words * Recognise that languages describe familiar things differently * Recognise the centrality of language in communication   Recognise different language conventions to express politeness | | | | |
| **Language Learning Strategies**   * Discuss language learning and reflect and share ideas and experiences * Use actions and rhymes to aid memorisation * Ask for repetition and clarification * Use context and previous knowledge to help understanding * Practice new language – speaking aloud or silently, speaking with a friend * Practice new language outside the classroom * Look at the face of the person speaking and listen attentively * Use gestures and mime to show understanding * Play games to help memorisation   Recognise words which the teacher mouths silently | | | | |
| **3.1 Moi!** | | | | |
| 1 | Learn to greet others |  |  |  |
| 2 | Learn to say how they are |  |  |  |
| 3 | Learn how to ask and answer questions about names |  |  |  |
| 4 | Learn that French is spoken in France and elsewhere in the world |  |  |  |
| 5 | Discuss linguistic diversity within their class |  |  |  |
| **3.2 Les couleurs** | | | | |
| 1 | Learn the colours in French |  |  |  |
| 2 | Learn about games played in France e.g. la pétanque |  |  |  |
| **3.3 La Jungle** | | | | |
| 1 | Learn the names of some jungle animals |  |  |  |
| 2 | Recognise that some words occur in both English and French, although they may sound different |  |  |  |
| 3 | Use numbers to count animals |  |  |  |
| 4 | Begin to use adjectives of size |  |  |  |
| **3.4 Tutti Frutti** | | | | |
| 1 | Learn the names of some fruits |  |  |  |
| 2 | Read descriptions |  |  |  |
| 3 | Write simple sentences to describe their own fruit kebab |  |  |  |
| 4 | Express likes and dislikes about fruit |  |  |  |
| **3.5 Vive le sport** | | | | |
| 1 | Learn the days of the week |  |  |  |
| 2 | Learn the names for some sports |  |  |  |
| 3 | Learn to say what activities they play/ do on particular days |  |  |  |
| 4 | Learn some poems and songs |  |  |  |
| 5 | Revise Which is your favourite? |  |  |  |
| 6 | Further option: revise likes/dislikes |  |  |  |
| **3.6 La météo** | | | | |
| 1 | Learn the names and locations of some towns in France |  |  |  |
| 2 | Learn some phrases about the weather |  |  |  |

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| **YEAR 4: LANGUAGES** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Knowledge about Language**   * Reinforce and extend recognition of word classes and understand their function * Recognise and apply simple agreements, singular and plural * Apply question forms * Develop awareness of communication strategies * Recognise that texts in different languages will often have the same conventions of style and layout * Apply phonic knowledge of the foreign language to support reading and writing   Identify a different writing system | | | | |
| **Language Learning Strategies**   * Discuss language learning and reflect and share ideas and experiences * Use actions and rhymes to aid memorisation * Ask for repetition and clarification * Use context and previous knowledge to help understanding * Practice new language – speaking aloud or silently, speaking with a friend * Practice new language outside the classroom * Plan and prepare for a language activity * Read and memorise words * Use a mental association to help remember words * Sort words into categories * Apply knowledge about letters and simple grammatical knowledge to experiment   Use context and previous knowledge to determine meaning and pronunciation | | | | |
| **4.7 Les monstres** | | | | |
| **1** | Learn the names for the main parts of the body |  |  |  |
| **2** | Revise numbers to 10 |  |  |  |
| **3** | Use newly learnt vocabulary to describe themselves and others |  |  |  |
| **4** | Learn a traditional French song and dance |  |  |  |
| **4.8 Le calendrier des fêtes** | | | | |
| **1** | Learn the months and dates in French |  |  |  |
| **2** | Study a range of different festivals celebrated in French |  |  |  |
| **3** | \*\*As this unit is planned for Autumn term 2, part of the unit will be spent learning about Christmas traditions in France |  |  |  |
| **4.9 Les animaux** | | | | |
| **1** | Learn the names for some pet animals |  |  |  |
| **2** | Learn to talk about their pets |  |  |  |
| **3** | Learn to write simple/complex sentences about their pets |  |  |  |
| **4** | Learn animal songs |  |  |  |
| **4.10 Au marché** | | | | |
| **1** | Compare shopping in French markets with their own experiences |  |  |  |
| **2** | Learn names for vegetables in French |  |  |  |
| **3** | Learn how to buy some vegetables |  |  |  |
| **4.11 Je suis le musicien** | | | | |
| **1** | Learn to say which instrument they play |  |  |  |
| **2** | Learn to focus on the rhythm in sentences |  |  |  |
| **3** | Use the language and structures to write a rap |  |  |  |
| **4.12 À la mode** | | | | |
| **1** | Learn vocabulary for a range of clothes |  |  |  |
| **2** | Learn to say what they and others wear in different weathers/seasons |  |  |  |

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**Upper Key stage 2**

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| **YEAR 5: LANGUAGES** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Knowledge about Language**   * Recognise patterns in simple sentences * Develop accuracy in pronunciation and intonation * Appreciate that different languages use different writing conventions * Recognise the typical conventions of word order in the foreign language * Understand that words will not always have a direct equivalent in the foreign language   Notice different text types and cope with authentic texts | | | | |
| **Language Learning Strategies**   * Discuss language learning and reflect and share ideas and experiences * Use actions and rhymes to aid memorisation * Ask for repetition and clarification * Use context and previous knowledge to help understanding * Practice new language – speaking aloud or silently, speaking with a friend * Practice new language outside the classroom * Plan and prepare – analyse what needs to be done to carry out a task * Use a word or phrase and reflect and share ideas and experiences * Look and listen for visual and aural clues * Apply grammatical knowledge to make sentences * Use a dictionary or a word list * Pronounce / read aloud unknown words | | | | |
| **5.13 Ma famille** | | | | |
| **1** | Learn to talk about their family |  |  |  |
| **2** | Give an oral presentation |  |  |  |
| **5.14 On fait la fête** | | | | |
| **1** | Learn how to ask and say when their birthday is in French |  |  |  |
| **2** | Find out about birthday celebrations in French |  |  |  |
| **5.15 Cher Zoo** | | | | |
| **1** | Learn names for zoo animals |  |  |  |
| **2** | Learn and use some adjectives to describe zoo animals |  |  |  |
| **3** | Use past tenses to recount a zoo visit |  |  |  |
| **5.16 Le petit déjeuner** | | | | |
| **1** | Develop their awareness of typical breakfast food and drink in France |  |  |  |
| **2** | Learn to order a range of food and drink |  |  |  |
| **3** | Learn to express and understand likes and dislikes with regard to food/drink |  |  |  |
| **4** | Learn to express and understand opinions |  |  |  |
| **5.17 Vive le temps libre** | | | | |
| **1** | Learn to talk about more hobbies |  |  |  |
| **2** | Learn to use the future tense |  |  |  |
| **3** | Design a poster about themselves |  |  |  |
| **5.18 À la plage** | | | | |
| **1** | Learn some nouns and verbs to describe a beach scene |  |  |  |
| **2** | Learn to read, understand and write instructions to create a beach scene |  |  |  |
| **3** | Learn how to order and pay for ice creams |  |  |  |

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| **YEAR 6: LANGUAGES** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Knowledge about Language**   * Recognise patterns in the foreign language * Notice and match agreements * Use knowledge of words, text and structure to make meaning * Apply knowledge of word order and sentence construction to support the understanding of the written text * Use knowledge of word order and sentence construction to support the understanding of the written text * Use knowledge of word and text conventions to build meaningful sentences and short texts * Devise questions for authentic use   Create spoken and written sentences using simple language | | | | |
| **Language Learning Strategies**   * Discuss language learning and reflect and share ideas and experiences * Use actions and rhymes to aid memorisation * Ask for repetition and clarification * Use context and previous knowledge to help understanding and reading skills * Practice new language – speaking aloud or silently, speaking with a friend * Practice new language outside the classroom * Plan and prepare – analyse what needs to be done in order to carry out a task * Listen for clues to meaning (e.g. tone of voice, key words) * Make predictions based on existing knowledge * Apply a range of linguistic knowledge for simple, written production * Evaluate work * Compare and reflect on techniques for memorising language * Use a dictionary | | | | |
| **6.19 Les portraits** | | | | |
| **1** | Learn to describe themselves and other people |  |  |  |
| **2** | Use their developing language skills to understand clues in a guessing game |  |  |  |
| **3** | Write a paragraph about a famous person |  |  |  |
| **6.20 Les cadeaux** | | | | |
| **1** | Learn some words for presents |  |  |  |
| **2** | Learn how to ask for presents and be able to say what they will buy for other family members |  |  |  |
| **3** | Be able to thank someone for a gift and write gift tags, lists and letters |  |  |  |
| **4** | Use their previous knowledge, in a new context, to speak, read and write about family hobbies |  |  |  |
| **6.21 Le carnaval des animaux** | | | | |
| **1** | Listen to a piece of music by a French composer |  |  |  |
| **2** | Learn new animal names |  |  |  |
| **3** | Learn about animal habitats |  |  |  |
| **4** | Learn how to design a poster in French |  |  |  |
| **5** | Read information texts – about a carnival, an email and a poster + option to learn about animal noises in other cultures |  |  |  |
| **6.22 Au café** | | | | |
| **1** | Learn to order a range of snacks and drinks |  |  |  |
| **2** | Understand and justify likes and dislikes |  |  |  |
| **3** | Learn to understand prices |  |  |  |
| **6.23 Tour de France/Tour de Yorkshire** | | | | |
| **1** | Learn about France, Paris and Le Tour de France/Tour de Yorkshire |  |  |  |
| **2** | Learn how to make an oral and written presentation in French |  |  |  |
| **6.24 Destinations** | | | | |
| **1** | Learn names of countries in French |  |  |  |
| **2** | Learn shape names |  |  |  |
| **3** | Learn to describe nationality, where they are from + the language they speak |  |  |  |
| **4** | Learn to describe holiday plans |  |  |  |
| **5** | Become more aware of stereotypes |  |  |  |
| **6** | Develop awareness of francophone countries |  |  |  |
| **7** | Explore other European languages |  |  |  |