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|  | LKS2 | UKS2 |
| Listening and Speaking/Oracy | Children listen attentively to spoken language and show understanding by joining in and responding.  Children can:   1. repeat modelled words; 2. listen and show understanding of single words through physical response; 3. repeat modelled short phrases; 4. listen and show understanding of short phrases through physical response. | Children listen attentively to spoken language and show understanding by joining in and responding.  Children can:   1. listen and show understanding of simple sentences containing familiar words through physical response; 2. listen and understand the main points from short, spoken material in French; 3. listen and understand the main points and some detail from short, spoken material in French. |
| Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.  Children can:   1. recognise a familiar question and respond with a simple rehearsed response; 2. ask and answer a simple and familiar question with a response; 3. express simple opinions such as likes, dislikes and preferences; 4. ask and answer at least two simple and familiar questions with a response. | Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.  Children can:   1. engage in a short conversation using a range of simple, familiar questions; 2. ask and answer more complex questions with a scaffold of responses; 3. express a wider range of opinions and begin to provide simple justification; 4. converse briefly without prompts. |
| Children speak in sentences, using familiar vocabulary, phrases and basic language structures.  Children can:   1. name objects and actions and may link words with a simple connective; 2. use familiar vocabulary to say a short sentence using a language scaffold; 3. speak about everyday activities and interests; 4. refer to recent experiences or future plans. | Children speak in sentences, using familiar vocabulary, phrases and basic language structures.  Children can:   1. say a longer sentence using familiar language; 2. use familiar vocabulary to say several longer sentences using a language scaffold; 3. refer to everyday activities and interests, recent experiences and future plans; 4. vary language and produce extended responses. |
| Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.  Children can:   1. identify individual sounds in words and pronounce accurately when modelled; 2. start to recognise the sound of some letter strings in familiar words and pronounce when modelled; 3. adapt intonation to ask questions or give instructions; 4. show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.  Children can:   1. pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; 2. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; 3. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; 4. adapt intonation, for example to mark questions and exclamations. |
| Children present ideas and information orally to a range of audiences.  Children can:   1. name nouns and present a simple rehearsed statement to a partner; 2. present simple rehearsed statements about themselves, objects and people to a partner; 3. present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. | Children present ideas and information orally to a range of audiences.  Children can:   1. manipulate familiar language to present ideas and information in simple sentences; 2. present a range of ideas and information, using prompts, to a partner or a small group of people; 3. present a range of ideas and information, without prompts, to a partner or a group of people. |
| Children describe people, places, things and actions orally.  Children can:   1. say simple familiar words to describe people, places, things and actions using a model; 2. say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; 3. say one or two short sentences that may contain an adjective to describe people, places, things and actions. | Children describe people, places, things and actions orally.  Children can:   1. say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; 2. manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; 3. use a wider range of descriptive language in their descriptions of people, places, things and actions. |
| Reading and Writing/Literacy | Children read carefully and show understanding of words, phrases and simple writing.  Children can:   1. read and show understanding of familiar single words; 2. read and show understanding of simple phrases and sentences containing familiar words. | Children read carefully and show understanding of words, phrases and simple writing.  Children can:   1. read and show understanding of simple sentences containing familiar and some unfamiliar language; 2. read and understand the main points from short, written material; 3. read and understand the main points and some detail from short, written material. |
| Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  Children can:   1. use strategies for memorisation of vocabulary; 2. make links with English or known language to work out the meaning of new words; 3. use context to predict the meaning of new words; 4. begin to use a bilingual dictionary to find the meaning of individual words in French and English. | Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  Children can:   1. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); 2. use a bilingual dictionary to identify the word class; 3. use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. |
| Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.  Children can:   1. identify individual sounds in words and pronounce accurately when modelled; 2. start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; 3. adapt intonation to ask questions; 4. show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. | Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.  Children can:   1. read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; 2. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; 3. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; 4. adapt intonation for example to mark questions and exclamations in a short, written passage. |
| Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  Children can:   1. write single familiar words from memory with understandable accuracy; 2. write familiar short phrases from memory with understandable accuracy; 3. replace familiar vocabulary in short phrases written from memory to create new short phrases. | Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  Children can:   1. write a simple sentence from memory using familiar language; 2. write several sentences from memory with familiar language with understandable accuracy; 3. replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. |
| Children describe people, places, things and actions in writing.  Children can:   1. copy simple familiar words to describe people, places, things and actions using a model; 2. write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; 3. write one or two simple sentences that may contain an adjective to describe people, places, things and actions. | Children describe people, places, things and actions in writing.  Children can:   1. write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; 2. manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; 3. use a wider range of descriptive language in their descriptions of people, places, things and actions. |
| Stories, Songs, Poems and Rhymes | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  Children can:   1. listen and identify specific words in songs and rhymes and demonstrate understanding; 2. listen and identify specific phrases in songs and rhymes and demonstrate understanding. | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  Children can:   1. listen and identify rhyming words and specific sounds in songs and rhymes; 2. follow the text of familiar songs and rhymes, identifying the meaning of words; 3. read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. |
| Children appreciate stories, songs, poems and rhymes in the language.  Children can:   1. join in with actions to accompany familiar songs, stories and rhymes; 2. join in with words of a song or storytelling. | Children appreciate stories, songs, poems and rhymes in the language.  Children can:   1. follow the text of a familiar song or story; 2. follow the text of a familiar song or story and sing or read aloud; 3. understand the gist of an unfamiliar story or song using familiar language and sing or read aloud. |
| Grammar | 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.  Children can:   1. show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; 2. 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; 3. recognise and use partitive articles; 4. 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; 5. name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; 6. use a simple negative form (ne… pas); 7. show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; 8. recognise and use the first person possessive adjectives (mon, ma, mes); 9. recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; 10. conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; 11. use simple prepositions in their sentences; 12. use the third person singular and plural of the verb ‘être’ in the present tense. | 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.  Children can:   1. identify word classes; 2. demonstrate understanding of gender and number of nouns and use appropriate determiners; 3. explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; 4. name and use a range of conjunctions to create compound sentences; 5. use some adverbs; 6. 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; 7. explain and use elision; state the differences and similarities with English; 8. recognise and use the simple future tense of a high frequency verb; compare with English; 9. recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed; 10. recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); 11. recognise and use a range of prepositions; 12. use the third person plural of a few high frequency verbs in the present tense; 13. name all subject pronouns and use to conjugate a high frequency verb in the present tense; 14. recognise and use a high frequency verb in the perfect tense; compare with English;   **o** follow a pattern to conjugate a regular verb in the present tense;  **p** choose the correct tense of a verb (present/perfect/imperfect/future) according to context. |