



Key	
SO	Starting Off
(MO)	Moving On
E	Early Language Teaching
I	Intermediate Language Teaching
X	Extra Learning

### **Sky Primary and Eden Project Nursery MFL French Curriculum**

**National Curriculum 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.

**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.

## French Substantive and Disciplinary Knowledge

### Early Language Substantive and Disciplinary Knowledge

#### Substantive Knowledge

(the 'what')

##### Phonics

oi  
on  
ou  
Silent letters

##### Vocabulary

Simple Greetings  
  
Numbers 1-10  
  
10 Key Colours

##### Grammar

None

#### Disciplinary Knowledge

(the 'how')

Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.

How to answer the question and say how you are feeling in French.  
Eg: *Ça va bien.*

How to ask somebody their name in French.  
*Comment t'appelles-tu ?*

How to answer and say what your name is in French.  
*Je m'appelle...*

In preparation for future units (to express their age and birthday and the date).

In preparation for future units (describing clothes).

None as this is an introductory unit.

### Intermediate Language Substantive and Disciplinary Knowledge

#### Substantive Knowledge

(the 'what')

##### Phonics

é  
eau  
Silent letters & elision

##### Vocabulary

8 common pets & indefinite articles  
  
1<sup>st</sup> person high frequency verb *j'ai*  
  
Structure *qui s'appelle*  
  
Conjunction *mais*

##### Grammar

Gender differences  
Indefinite articles  
Use of negative

#### Disciplinary Knowledge

(the 'how')

Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.

Recognise, remember & recall 8 pets in the foreign language with their correct determiner. Eg: *un lapin*

Working on improving metacognition memory skills and encouraging the use of a dictionary for extra pet nouns.

Using this verb to say/write what pet you have.  
Eg: *J'ai un lapin.*

Using the structure to be able to say what your pet is called. Eg: *J'ai un lapin qui s'appelle Pierre.*

Using the conjunction to make longer, more interesting, and complex sentences. Eg: *J'ai un lapin qui s'appelle Pierre mais je n'ai pas de chien.*

Understand better that nouns in French have gender and this will impact the choice of article/determiner.

Using the negative to say what pet you do not have.  
Eg: *Je n'ai pas de lapin.*

















































## Curriculum Overview

### Year 3

### Year 4

### Year 5

### Year 6

Autumn Term				
Half Term 1	Phonetics 1 (X) & 	Phonetics 1-2 (X) & 	Phonetics 1-2 (X) & 	Phonetics 1-3 (X) & 
	I Am Learning Fr/Sp/It (E) 	I Am Able ...(Fr)  I Know How...(It/Sp) (E) 	Seasons (E)  	Presenting Myself (I) 
Half Term 2	Animals (E) 	Fruits (E)  	Ice-Creams (E)  	My Family (I)  
Spring Term				
Half Term 1	Instruments (E)  	Vegetables (E)  	Presenting Myself (I) 	The Date (I)  
Half Term 2	I Am Able ...(Fr)  I Know How...(It/Sp) (E) 	Presenting Myself (I) 	My Family (I)  	Do You Have a Pet? (I)  
Summer Term				
Half Term 1	Fruits (E)  	My Family (I)  	At the Tea Room (Fr)  At the Café (Sp)  At the Restaurant (It) (I) 	My Home (I)  
Half Term 2	Ice-Creams (E)  	In the Classroom (I)  	My Home (I)  	Clothes (I)  

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics (X)  I am Learning (E)	Animals (E)	Instruments (E)	I Am Able... (E)	Fruits (E)	Ice Creams (E)
Core Vocabulary Lesson:	Classroom Instructions		Colours		Days of the week	
Learning Objectives (Components)	C1: Can I pronounce the sounds of the French alphabet?  C2: Can I pronounce the vowel sounds in French? Can I pronounce the sounds CH OU ON OI?  C3: Can I pronounce the sounds I, in, ique, ille?  C4: Can I say hello and goodbye in French?  C5: I can ask simple questions (how are you? What is your name?) and respond with some personal details?  C6: Can I count to 10 in French?  C7: Can I name 5-10 colours in French?	C1: Can I name 5 animals in French?  C2: Can I name 5 more animals?  C3: How do articles / determiners work differently in French compared to English?  C4: Can I say a short phrase using the verb 'je suis' (I am) and an animal in French?  C5: Can I write a short phrase using 'je suis' (I am) and an animal?	C1: Can I begin to name some instruments in French using the correct article/determiner?  C2: Can I name up to 5 instruments in French with the correct article/determiner?  C3: Why do the instruments not all have the same definite article?  C4: Can I say/write 5 short phrases on different instruments in French?  C5: Can I say/write a further 5 short phrases on different instruments in French?	C1: Can I name 5 verbs in French?  C2: Can I name 5 more verbs?  C3: Can I match taught verbs to their picture?  C4: Can I say a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French?  C5: Can I write a short phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French including conjunctions 'et' (and) and 'mais' (but)?	C1: Can I repeat and recognise 5 fruits in French with their correct article?  C2: Can I repeat and recognise 5 more fruits with their correct article?  C3: Can I spell 5 of these fruit words from memory?  C4: Can I ask somebody in French if they like a particular fruit?  C5: Can I say in French which of the 10 fruits I like and dislike?	C1&2: Can I repeat and recognise 10 ice-cream flavours in French?  C3: Can I say a particular flavour that I would like using 'je voudrais' (I would like)?  C4: Can I spell five of these ice-cream flavours in French?  C5: Can I specify in French what flavour ice-cream I would like?  C6: Can I specify in French how I would like my ice cream?
Assessment Checkpoint	Children who are <b>secure</b> will be able to:  ✓ Say all taught sounds	Children who are <b>secure</b> will be able to:  ✓ Use the correct	Children who are <b>secure</b> will be able to:  ✓ Use the correct definite	Children who are <b>secure</b> will be able to:  ✓ Look at the	Children who are <b>secure</b> will be able to:  ✓ Name the fruits with	Children who are <b>secure</b> will be able to:

	<p>with the correct pronunciation and intonation.</p> <ul style="list-style-type: none"> <li>✓ Use French greetings.</li> <li>✓ Ask and respond to simple questions about personal information.</li> <li>✓ Count all numbers 1-10 with a prompt first.</li> <li>✓ Recall the names of up to 10 colours.</li> </ul>	<p>articles when looking at the vocab sheet first if attempting all spellings.</p> <ul style="list-style-type: none"> <li>✓ Understand they will have to always learn the article alongside the noun.</li> <li>✓ Name 10 animals in French.</li> <li>✓ Read and write a sentence using the verb 'je suis' I am.</li> </ul>	<p>article.</p> <ul style="list-style-type: none"> <li>✓ know which definite articles go with each instrument confidently from memory.</li> <li>✓ Write short phrases from memory.</li> </ul>	<p>vocabulary sheet first if/when attempting all the spellings.</p> <ul style="list-style-type: none"> <li>✓ Match verbs and pictures easily from memory and attempt more if they have time to remind themselves of the language first.</li> <li>✓ Say / write short phrases using 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>✓ Create some complex sentences using conjunctions 'et' (and) and 'mais' (but).</li> </ul>	<p>their correct article.</p> <ul style="list-style-type: none"> <li>✓ Spell with accuracy, unaided.</li> <li>✓ Use a model answer to express favourite fruit.</li> <li>✓ Ask someone about fruits that they like.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Spell the ice cream flavours unaided from memory with good accuracy.</li> <li>✓ Say an ice cream I'd like with a reminder of the question first.</li> <li>✓ Say if they'd like a tub or cone.</li> </ul>
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Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics (X)  I am able (E) Recap	Fruits (E) Recap	Vegetables (E)	Presenting Myself (I)	My Family (I)	In the Classroom (I)
Core Vocabulary Lesson	Recap Classroom Instructions		Recap Numbers		Recap colours	
Learning Objectives (Components)	<p>C1: Recap: Can I pronounce the sounds ch, ou, on, oi?</p> <p>C2: Can I pronounce the sounds l, in, ique, ille and eau, eux, é, è, e??</p> <p>C3: Can I say hello and goodbye in French?</p> <p>C4: Can I recap 10 action verbs?</p> <p>C5: Can I say/write short phrases using je peux (I am able) and 'je ne peux pas' (I am not able)?</p> <p>C6: Can I use conjunctions 'et' (and) and 'mais' (but)?</p>	<p>C1: Can I repeat and recognise 5 fruits in French with their correct article?</p> <p>C2: Can I repeat and recognise 5 more fruits with their correct article?</p> <p>C3: Can I spell 5 of these fruit words from memory?</p> <p>C4: Can I ask somebody in French if they like a particular fruit?</p> <p>C5: Can I say in French which of the 10 fruits I like and dislike?</p>	<p>C1: Can I repeat and recognise 5 vegetables in French?</p> <p>C2: Can I repeat and recognise 5 more vegetables in French?</p> <p>C2: Can I spell 5 of these words?</p> <p>C3: Can I ask somebody in French for a particular vegetable using 'je voudrais'?</p> <p>C4&amp;5: Can I perform a very simple French role play about buying vegetables at a market stall?</p>	<p>C1&amp;2: Can I understand and use set phrases to talk about myself?</p> <p>C3: Can I ask others for simple information in return?</p> <p>C4&amp;5: Can I count to 20 in French?</p> <p>C6: Can I say my nationality in French?</p>	<p>C1: Can I remember most of the language covered in the 'Presenting Myself' unit?</p> <p>C2&amp;3: Can I give the words for family members in French?</p> <p>C4&amp;5: Can I recognise numbers 1-100 in French?</p> <p>C6: Can I say how old various family members are?</p>	<p>C1&amp;2: Can I repeat and remember the 12 classroom objects in French?</p> <p>C3: Can I spell the 12 classroom objects in French?</p> <p>C4: Can I change the word for 'a' before a classroom object to the correct word for 'my'?</p> <p>C5: Can I recall in spoken and written form what I have and do not have in my pencil case?</p>
Assessment Checkpoint	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Say all taught sounds with the correct pronunciation and intonation.</p> <p>✓ Recall up to 10 action</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Name the fruits with their correct article.</p> <p>✓ Spell with accuracy,</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Use the correct article.</p> <p>✓ Spell vegetables unaided from memory</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>Children who are <b>secure</b> will be able to:</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ With some prompting, recall phrases as and when they are revisited in this unit.</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Use the correct indefinite article/determiner.</p>

	<p>verbs in French.</p> <p>✓ Say and write phrases using je peux and je ne peux pas plus action verbs.</p> <p>✓ Use conjunctions 'et' and 'mais' in my sentences.</p>	<p>unaided.</p> <p>✓ Use a model answer to express favourite fruit.</p> <p>✓ Ask someone about fruits that they like.</p>	<p>with good accuracy.</p> <p>✓ Use a model answer and a word bank when role-playing.</p> <p>✓ Ask for a specific vegetable using 'je voudrais.'</p>	<p>✓ Recall numbers up to 20 out of sequence.</p> <p>✓ Be aware that the pronunciation changes if they are a girl or boy.</p> <p>✓ Say simple phrases to give information about themselves.</p> <p>✓ Ask others for information.</p>	<p>✓ Say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and their names (with support)</p> <p>✓ Change the verb from 'I am called' to 'he/she is called' with support.</p> <p>✓ Count within 100 with support.</p> <p>✓ Change the verb from 'I am ...years old' to 'he/she... is years old' with support.</p>	<p>✓ Change 'a' to 'my' when shown a few examples first and reminded what the options are.</p>
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Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics (X)  Seasons (E)	Ice Creams (E) Recap Y3	Presenting Myself (I) Recap Y4	My Family (I) Recap Y4	At The Tearoom (I)	My Home (I)
Core Vocabulary	Recap months of the year.		Recap Numbers		Recap: Days of the week.	
Learning Objectives (Components)	<p>C1: Can I pronounce the sounds ch, ou, on, oi, i, in, ique, ille and eau, eux, é, è, e?</p> <p>C2: Can I name/spell the four seasons in French with the correct article?</p> <p>C3: Can I say/write my favourite season in French?</p> <p>C4: Can I write a short phrase about a season in French?</p> <p>C5: Can I justify my thoughts using the conjunction 'car' (because)?</p>	<p>C1&amp;2: Can I repeat and recognise 10 ice-cream flavours in French?</p> <p>C3: Can I say a particular flavour that I would like using 'je voudrais' (I would like)?</p> <p>C4: Can I spell five of these ice-cream flavours in French?</p> <p>C5: Can I specify in French what flavour ice-cream I would like?</p> <p>C6: Can I specify in French how I would like my ice cream?</p>	<p>C1&amp;2: Can I understand and use set phrases to talk about myself?</p> <p>C3: Can I ask others for simple information in return?</p> <p>C4&amp;5: Can I count to 20 in French?</p> <p>C6: Can I say my nationality in French?</p>	<p>C1: Can I remember the language covered in the 'Presenting Myself' unit?</p> <p>C2&amp;3: Can I give the words for family members in French?</p> <p>C4&amp;5: Can I recognise numbers 1-100 in French?</p> <p>C6: Can I say how old various family members are?</p>	<p>C1&amp;2: Can I repeat and attempt to spell some items typically found at the salon de thé with the correct article?</p> <p>C3: Can I change a singular noun to a plural noun in French?</p> <p>C4: Can I ask for items to eat in French?</p> <p>C5: Can I ask for items to drink in French?</p> <p>C6: Can I write down some French phrases asking for items to eat and drink?</p>	<p>C1: Can say and write whether I live in a house or a flat?</p> <p>C2: Can I say and write where my home is?</p> <p>C3&amp;4: Can I repeat and recognise the ten rooms of the house?</p> <p>C5: Can I spell the rooms in a house?</p> <p>C6: Can I ask somebody what rooms they have in their home and answer this question in return?</p>
Assessment Checkpoint	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Say all taught sounds with the correct pronunciation and intonation.</p> <p>✓ Say the four seasons in</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Spell the ice cream flavours unaided from memory with good accuracy.</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>Children who are <b>secure</b> will be able to:</p> <p>✓ Recall numbers up to 20 out of sequence.</p> <p>✓ Be aware that the</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ With some prompting, recall phrases as and when they are revisited in this unit.</p> <p>✓ Say what relation they are, if I they are an only</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Say and spell some items found in a tearoom in French.</p> <p>✓ With some prompting, recall phrases as and when they are revisited in this</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Answer whether they live in a house or flat with high accuracy.</p> <p>✓ Say where they live after hearing the</p>

	<p>French.</p> <p>✓ Spell the four seasons in French.</p> <p>✓ Write a short phrase about our favourite season in French and justify our answers.</p>	<p>✓ Say an ice cream I'd like with a reminder of the question first.</p> <p>✓ Say if they'd like a tub or cone.</p>	<p>pronunciation changes if they are a girl or boy.</p> <p>✓ Say simple phrases to give information about themselves.</p> <p>✓ Ask others for information.</p>	<p>child or, if not, the siblings they have, how old they are and their names (with support)</p> <p>✓ Change the verb from 'I am called' to 'he/she is called' with support.</p> <p>✓ Count within 100 with support.</p> <p>✓ Change the verb from 'I am ...years old' to 'he/she... is years old' with support.</p>	<p>unit.</p> <p>✓ Change a noun from singular to plural.</p> <p>✓ Ask for items to eat and drink in French.</p>	<p>options available.</p> <p>✓ Use the correct gender in French for rooms in the house.</p> <p>✓ Spell over half of these words unaided from memory with good accuracy.</p>
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Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics (X)  Presenting Myself (I) Recap Y4 & Y5	My Family (I) Recap Y4 & Y5	What is The Date? (I)	Do you have a pet? (I)	My Home (I) Recap from Y5.	Clothes (I)
Learning Objectives (Components)	<p>C1: Can I pronounce the sounds i, in, ique, ille and eau, eux, é, è, e, qu, gne, ç, en, an?</p> <p>C2&amp;3: Can I understand and use set phrases to talk about myself?</p> <p>C4: Can I ask others for simple information in return?</p> <p>C5: Can I count to 20 in French?</p> <p>C6: Can I say my nationality in French?</p>	<p>C1: Can I remember most of the language covered in the 'Presenting Myself' unit?</p> <p>C2&amp;3: Can I give the words for family members in French?</p> <p>C4&amp;5: Can I recognise numbers 1-100 in French?</p> <p>C6: Can I say how old various family members are?</p>	<p>C1: Can I say and spell the days of the week?</p> <p>C2: Can I say and remember the months of the year?</p> <p>C3: Can I spell the months of the year?</p> <p>C4: Can I recall numbers 1-31 in French?</p> <p>C5: Can I say the date in French?</p> <p>C6: Can I say the date of my birthday in French?</p>	<p>C1: Can I understand and repeat the nouns for eight pets in French with the correct article?</p> <p>C2: Can I ask somebody if they have a pet and reply to the question in French?</p> <p>C3: Can I tell you the name of my pet using a full sentence in French?</p> <p>C4: Can I use conjunctions 'et' (and) and 'mais' (but)?</p>	<p>C1: Can say and write whether I live in a house or a flat?</p> <p>C2: Can I say and write where my home is?</p> <p>C3&amp;4: Can I repeat and recognise the ten rooms of the house?</p> <p>C5: Can I spell the rooms in a house?</p> <p>C6: Can I ask somebody what rooms they have in their home and answer this question in return?</p>	<p>C1: Can I use the correct French words for clothes?</p> <p>C2: Can I confidently use un/une/des?</p> <p>C3: Can I say what I am wearing in French?</p> <p>C4: Can I tell you what I wear in different weathers in French?</p> <p>C5: Can I describe clothing by colour and understand the concept of adjectival agreement?</p> <p>C6: Am I confident using the possessive adjectives mon, ma and mes?</p>
Assessment Checkpoint	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Say all taught sounds with the correct pronunciation and intonation.</p> <p>✓ Recall numbers up to</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ With some prompting, recall phrases as and when they are revisited in this unit.</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Say the date and own birthday when shown a few examples first and reminded what the options are.</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Use the French nouns for pets with the correct article.</p> <p>✓ Ask questions about someone's pet in French.</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Answer whether they live in a house or flat with high accuracy.</p> <p>✓ Say where they live after hearing the</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Use the French words to name clothes.</p> <p>✓ Confidently use articles un / une /</p>

	<p>20 out of sequence.</p> <p>✓ Be aware that the pronunciation changes if they are a girl or boy.</p> <p>✓ Say simple phrases to give information about themselves.</p> <p>✓ Ask others for information.</p>	<p>✓ Say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and their names (with support)</p> <p>✓ Change the verb from 'I am called' to 'he/she is called' with support.</p> <p>✓ Count within 100 with support.</p> <p>✓ Change the verb from 'I am ...years old' to 'he/she... is years old' with support.</p>	<p>✓ Recall numbers to 31 with some prompting.</p> <p>✓ Recall days of week and months with prompting.</p>	<p>✓ Respond to questions about their own pet in French.</p> <p>✓ Use conjunctions 'et' and 'mais.'</p>	<p>options available.</p> <p>✓ Use the correct gender in French for rooms in the house.</p> <p>✓ Spell over half of these words unaided from memory with good accuracy.</p>	<p>des.</p> <p>✓ Use the possessive adjectives mon / ma / mes.</p> <p>✓ Describe the clothes that they wear in French.</p> <p>✓ Describe how they change their clothes for different weather and scenarios.</p> <p>✓ Use their knowledge of French colours to describe clothes.</p>
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### Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.