



The intention of the Languages curriculum

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To ensure that all pupils:

- 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



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What are the key features of 'knowledge-rich' assessment for Languages?

Intent

Skidby French offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. Skidby French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of Skidby French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Through our Skidby French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Teachers have the freedom to decide how and when to teach the weeks objective, but a suggested model is to cover the initial new learning in a longer session, followed by shorter, daily revision of the new skill or vocabulary.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. Skidby French has been designed by our language specialist teaching team, including French native speakers, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons and summative assessments aimed at targeting next steps in learning.



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Languages: Key Stage 2			
Languages	National Curriculum	Year 3	Year 4
Speaking and pronunciation	<p><i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i></p> <p><i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p> <p><i>develop accurate pronunciation and intonation so that others</i></p>	<p>Asking and/or answering simple questions</p> <p>Forming simple statements with information including the negative</p> <p>Practising speaking with a partner</p> <p>Using short phrases to give information</p> <p>Beginning to adapt phrases from a rhyme/song</p> <p>Listening and repeating key phonemes with care</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p>Introducing self to a partner with simple phrases</p> <p>Recognising and using adjectives</p>	<p>Recognising and answering simple questions which involve giving personal information</p> <p>Beginning to form opinion phrases</p> <p>Beginning to use conversational phrases for purposeful dialogue</p> <p>Using a model to form a spoken sentence</p> <p>Speaking in full sentences using known vocabulary</p> <p>Comparing sounds and spelling patterns with English</p> <p>Listening and repeating further key phonemes with care</p> <p>Rehearsing and performing a short presentation</p> <p>Choosing appropriate adjectives from a wider range of adjectives</p>



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	<p><i>understand when they are reading aloud or using familiar words and phrases</i></p> <p><i>present ideas and information orally to a range of audiences</i></p>		
<p>iii Assessment</p>		<p>Speaking – Pupils can communicate with others using simple words, phrases and short sentences.</p> <p>Repetition (T2) Pronunciation (T3) Articulation (T3)</p> <p>Can you remember some words associated with your current French topic? Can you put some of these words into a sentence?</p>	<p>Speaking – Pupils can communicate by asking and answering a wider range of questions.</p> <p>Repetition (T2) Pronunciation (T3) Articulation (T3)</p> <p>Can you remember some words associated with your current French topic? Can you put some of these words into a sentence?</p>
<p>Listening</p>	<p><i>listen attentively to spoken language and show</i></p>	<p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p>	<p>Identifying items by colour and other adjectives</p> <p>Listening and selecting information</p>



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	<p><i>understanding by joining in and responding</i></p> <p><i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p>	<p>Responding to objects or images with a phrase or other verbal response</p> <p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>	<p>Using language detective skills to decode vocabulary</p> <p>Listening to songs, joining in with songs and noticing sound patterns</p> <p>Noticing and beginning to predict key word patterns and spellings</p>
lii Assessment			
Reading and writing	<p><i>read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>appreciate stories, songs, poems and</i></p>	<p>Recognising some familiar words in written form</p> <p>Reading aloud some words from simple songs, stories and rhymes</p> <p>Beginning to develop dictionary skills</p> <p>Identifying cognates and near cognates</p> <p>Recalling and writing simple words from memory</p>	<p>Noticing and discussing cognates and beginning to identify language detective strategies</p> <p>Following a short text or rhyme, listening and reading at the same time</p> <p>Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p>



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	<p><i>rhymes in the language</i></p> <p><i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></p>	<p>Experimenting with simple writing, copying with accuracy</p> <p>Recognising and using adjectives of colour and size</p>	<p>Using cognates and near cognates along with other detective skills to gist information</p> <p>Selecting and writing short words and phrases</p> <p>Making short phrases or sentences using word cards</p> <p>Using adapted phrases to describe an object or person</p>
<p>iii Assessment</p>		<p>Reading – Pupils can read aloud in chorus, with confidence, from a known text</p> <p>Accent (T2) Phoneme (T3) Intonation (T3)</p> <p>KS2: How does this accent change the phoneme? Can you find the vocabulary that would be used to say... (specific phrase relating to text)?</p>	<p>Reading – Pupils can follow a short text while listening and reading saying some of the text</p> <p>Accent (T2) Phoneme (T3) Intonation (T3)</p> <p>KS2: How does this accent change the phoneme? Can you find the vocabulary that would be used to say... (specific phrase relating to text)?</p>
<p>Grammar</p>	<p><i>understand basic grammar appropriate to the language</i></p>	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p>



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	<p><i>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.</i></p> <p><i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</i></p>	<p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions</p>	<p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>
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	<i>material, including through using a dictionary</i>		
iii Assessment			
Intercultural understanding	<i>describe people, places, things and actions orally* and in writing</i>	<p>Recognising that different languages are spoken in the community/world</p> <p>Showing awareness of the capital and identifying some key cultural landmarks</p> <p>Recognising cultural similarities and differences between customs and traditions in France and England</p>	<p>Comparing schools and celebrations between France and the UK</p> <p>Comparing shops and high streets of France and UK</p> <p>Recognising and using the Euro currency</p> <p>Identifying some French-speaking countries</p>
iii Assessment			
Languages: Key Stage 2			
Languages	National Curriculum	Year 5	Year 6
Speaking and pronunciation	<i>engage in conversations; ask and answer questions;</i>	<p>Forming a question in order to ask for Information</p> <p>Presenting factual information in extended sentences including justification</p>	Developing extended sentences, for example to justify a fact or opinion



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	<p><i>express opinions and respond to those of others; seek clarification and help</i></p> <p><i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p> <p><i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p> <p><i>present ideas and information</i></p>	<p>Rehearsing and recycling extended sentences orally</p> <p>Planning and presenting a short descriptive text</p> <p>Using intonation and gesture to differentiate between statements and questions</p> <p>Making realistic attempts at pronunciation of new, unknown vocabulary</p> <p>Listening and repeating key phonemes with care applying pronunciation rules</p> <p>Adapting a story and retelling to the class</p> <p>Using adjectives with correct placement and agreement</p>	<p>Planning, asking and answering extended questions</p> <p>Engaging in conversation and transactional language</p> <p>Planning and presenting a short descriptive text</p> <p>Modifying, expressing and comparing opinions</p> <p>Discussing strategies for remembering and applying pronunciation rules</p> <p>Speaking and reading aloud with increasing confidence and fluency</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary</p> <p>Recognising and using a wide range of descriptive phrases</p> <p>Giving a presentation drawing upon learning from a number of previous topics</p>
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	<i>orally to a range of audiences</i>		
lii Assessment		<p>Speaking – Pupils can join in a short conversation</p> <p>Repetition (T2) Pronunciation (T3) Articulation (T3)</p> <p>Can you remember some words associated with your current French topic? Can you put some of these words into a sentence?</p>	<p>Speaking – Pupils can converse briefly without prompts</p> <p>Repetition (T2) Pronunciation (T3) Articulation (T3)</p> <p>Can you remember some words associated with your current French topic? Can you put some of these words into a sentence?</p>
Listening	<p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>explore the patterns and sounds of language through songs</i></p>	<p>Listening and gisting information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p> <p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>	<p>Using prepositions to indicate the location of objects relative to something</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</p> <p>Recognising present and near future tense sentences (using aller + infinitive)</p> <p>Recalling and performing an extended song or rhyme</p>



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	<i>and rhymes and link the spelling, sound and meaning of words</i>		Listening to stories, songs or texts in French
lii Assessment			
Reading and writing	<p><i>read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>appreciate stories, songs, poems and rhymes in the language</i></p> <p><i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></p>	<p>Recognising features of different text types</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type</p> <p>Reading and adapting a range of different format short texts</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Using contextual clues and cues to gist and make predictions about meanings</p> <p>Gisting information from an extended text</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences</p>	<p>Making increasingly accurate attempts to read unfamiliar words and phrases</p> <p>Reading and using language detective skills to assess meaning including sentence structure</p> <p>Reading and responding to. an extract from a story, an e-mail message or song</p> <p>Reading short authentic texts for enjoyment or information</p> <p>Using a bilingual dictionary to select alternative vocabulary for sentence building</p> <p>Choosing words, phrases and sentences and writing as a text or captions</p> <p>Constructing a short text on a familiar topic</p>



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		<p>Completing a gapped text with key words/phrases</p> <p>Writing a short text using word and phrase cards to model or scaffold</p> <p>Using different adjectives, with correct positioning and agreement</p> <p>Using language of metaphor and comparison</p>	<p>Using a wide range of descriptive phrases</p> <p>Recognising and using verbs in different tenses</p>
<p>iii Assessment</p>		<p>Reading – Pupils can read and understand some of the main points from a text.</p> <p>Accent (T2) Phoneme (T3) Intonation (T3)</p> <p>KS2: How does this accent change the phoneme? Can you find the vocabulary that would be used to say... (specific phrase relating to text)?</p>	<p>Reading – Pupils can read aloud, with confidence and expression, in chorus and individually.</p> <p>Accent (T2) Phoneme (T3) Intonation (T3)</p> <p>KS2: How does this accent change the phoneme? Can you find the vocabulary that would be used to say... (specific phrase relating to text)?</p>
<p>Grammar</p>	<p><i>understand basic grammar appropriate to the language being studied, including (where</i></p>	<p>Correct use of definite and indefinite article depending on gender and number of noun and including partitive 'some'</p> <p>Applying placement and agreement rules for adjectives</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using aller</p>



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	<p><i>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.</i></p> <p><i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including</i></p>	<p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. faire - 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>
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	<i>through using a dictionary</i>		
lii Assessment			
Intercultural understanding	<i>describe people, places, things and actions orally* and in writing</i>	<p>Identifying and locating other countries in the world where French is spoken</p> <p>Comparing geographical features and climates of different French-speaking countries</p>	<p>Learning about France's sporting culture and events</p> <p>Asking question and making insightful commentary on cultural differences, including some understanding of stereotype</p>
lii Assessment			