

**Subject:** *Languages*

**National Curriculum Aims**  
 The national curriculum for languages aims to ensure that all pupils:

- (A1) understand and respond to spoken and written language from a variety of authentic sources;
- (A2) 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;
- (A3) can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- (A4) discover and develop an appreciation of a range of writing in the language studied.

**Weobley Primary School Aims**  
 A pupil of Weobley Primary School will:

- (W1) develop enjoyment of learning a foreign language (French).
- (W2) develop their knowledge about another country's language and culture.

National Curriculum Aims and Attainment Targets - KS1	Year groups	Term 1		Term 2		Term 3	
		1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Not applicable	Year 1	All about me	Fire & Celebration	Transport	Space	Under the sea	Out and about
	Year 2	Out & about	Out & about	Continents	Continents	Comparing Countries	Comparing Countries

National Curriculum Aims and Attainment Targets - KS2		Term 1		Term 2		Term 3	
		1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
<p>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.</p> <p>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.</p> <p>A pupil of Weobley Primary School will:</p> <ul style="list-style-type: none"> <li>(W1) develop enjoyment of learning a foreign language (French).</li> <li>(W2) develop their knowledge about another country's language and culture.</li> </ul> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>(A1) understand and respond to spoken and written language from a variety of authentic sources</li> <li>(A2) 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</li> <li>(A3) can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>(A4) discover and develop an appreciation of a range of writing in the language studied.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>(FL1) listen attentively to spoken language and show understanding by joining in and responding</li> <li>(FL2) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>(FL3) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>(FL4) speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>(FL5) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>(FL6) present ideas and information orally to a range of audiences</li> <li>(FL7) read carefully and show understanding of words, phrases and simple writing</li> <li>(FL8) appreciate stories, songs, poems and rhymes in the language</li> <li>(FL9) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>(FL10) write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>(FL11) describe people, places, things and actions orally* and in writing</li> <li>(FL12) 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.</li> </ul> <p>The aim is that children will develop their vocabulary through the individual units, practising words orally and moving on to include them in written sentences. All previous objectives will be constantly practised and built upon in future units / years. The subject does not lend itself to focusing on a single objective per unit— more of a 'mastery' approach is needed. Children will be exposed to common verbs (etre and avoir in particular) at an early level, but will not be expected to conjugate these verbs until year 5. Once they have mastered this, they will be able to create a great number of sentences using the vocabulary they have learnt. It is for this reason that a single book should be used for French across the whole key stage—children will need to use vocabulary lists for the whole curriculum throughout their learning.</p> <p>French days will be held to enable children to perform songs and poems in French and display their knowledge of the country and culture. This will address the Weobley objective.</p>	Year 3	<p><b>Getting to know you (Twinkl)</b></p> <p><b>Conversation between children</b></p> <p><b>Basic greetings</b></p> <p><b>Basic vocabulary.</b></p> <p><b>Numbers to 10</b></p>		<p><b>All about me (Twinkl)</b></p> <p><b>Moi, Me</b></p> <p><b>Conversation between children.</b></p> <p><b>Basic greetings</b></p> <p><b>Basic vocabulary</b></p> <p><b>Numbers to 20.</b></p>		<p><b>Family &amp; Friends (Twinkl)</b></p> <p><b>Families 1</b></p> <p><b>Conversation between children.</b></p> <p><b>Basic greetings</b></p> <p><b>Basic vocabulary</b></p>	
		FL1; FL2; FL3; FL4 A1, W1		FL1; FL2; FL3; FL4 A1, W1		FL1; FL2; FL3; FL4 A1, W1, W2	
	Year 4	<p><b>Friends</b></p> <p><b>Days of the week.</b></p> <p><b>Months of the year.</b></p>		<p><b>Clothes.</b></p> <p><b>Animals</b></p>		<p><b>Les Monstres (body parts)</b></p>	
		FL1; FL2; FL3; FL4; FL5 A1, A2, W1		FL1; FL2; FL3; FL4; FL5 A1, A2, W1		FL1; FL2; FL3; FL4; FL5 A1, A2, W1, W2	
Year 5	<p><b>La Meteo</b></p> <p><b>Etre</b></p> <p><b>Avoir</b></p>		<p><b>Families 2</b></p> <p><b>Homes</b></p>		<p><b>Food and shopping</b></p> <p><b>Numbers 10 100</b></p>		
	FL1; FL2; FL3; FL4; FL5; FL6; FL8; FL11; FL12 A1, A2, A3, W1		FL1; FL2; FL3; FL4; FL5; FL6; FL8; FL11; FL12 A1, A2, A3, W1		FL1; FL2; FL3; FL4; FL5; FL6; FL8; FL11; FL12 A1, A2, A3, W1, W2		
Year 6	<p><b>REVISION UNIT</b></p>		<p><b>Cher Zoo (more animals)</b></p>		<p><b>Au Café (more food)</b></p>		
	FL1; FL2; FL3; FL4; FL5; FL6; FL7; FL8; FL9; FL10; FL11; FL12 A1, A2, A3, A4, W1		FL1; FL2; FL3; FL4; FL5; FL6; FL7; FL8; FL9; FL10; FL11; FL12 A1, A2, A3, A4, W1		FL1; FL2; FL3; FL4; FL5; FL6; FL7; FL8; FL9; FL10; FL11; FL12 A1, A2, A3, A4, W1, W2		