

		Listening	Speaking	Reading	Writing
EYFS/KS1		Children will access French through songs, French cartoons and games. They will listen to spoken language, explore patterns and sounds and begin to link words with meaning	Children will access French through songs, French cartoons and games. They will begin to explore patterns and sounds and link words with meaning. They will begin to engage in simple exchanges.	Children will share story book with adults and listen to familiar stories in French and English	Year Two children may label objects in the target language.
3	c	I can understand single words.	I can repeat single words that I hear.	I can understand single words.	I can copy words correctly.
	b	I can understand short, simple statements.	I can make simple statements.	I can understand short, simple statements.	I can complete sentences by inserting single, familiar words.
	a	I can accurately transcribe single words.	I can answer simple questions.	I can translate single words into English.	I can translate simple words into the target language.
4	c	I can understand more complicated words.	I can pronounce familiar words accurately.	I can understand more complicated words.	I can copy short sentences correctly.
	b	I can understand longer statements.	I can speak in full sentences on familiar topics.	I can understand longer statements.	I can spell familiar words from memory.
	a	I can transcribe shorter sentences.	I can ask questions and answer them using full sentences.	I can translate simple sentences into English.	I can translate short, simple sentences into the target language.
5	c	I can follow instructions.	I can answer questions with more accurate pronunciation.	I can look up the meaning of simple unknown words in a dictionary.	I can write simple sentences
	b	I can write down the main points from short passages and conversations.	I can ask longer questions and ask for help.	I can write down the main points from short texts which include peoples' opinions.	I can give my opinion on familiar topics.
	a	I can transcribe sentences with opinions.	I can give more detailed answers to questions using opinions.	I can translate sentences with opinions into English.	I can translate sentences with opinions into the target language.
6	c	I can understand sentences spoken at normal speed.	I can present descriptions of people, places and things from memory, using opinions and connectives.	I can understand the main points of songs, poems and stories in the target language.	I can write a paragraph from memory describing people, places and things.
	b	I can pick out the main points of longer dialogues and passages, including some authentic materials.	My pronunciation when speaking or reading aloud is reasonably accurate.	I can use a dictionary to correctly look up words I do not understand.	I have memorised the main forms of the verbs <i>to have</i> , <i>to be</i> and <i>to go</i> in the present tense.

a	I can accurately transcribe sentences with connectives and opinions.	I can use opinions with connectives to give longer answers to questions.	I can accurately translate paragraphs on familiar topics into English.	I can translate a short paragraph into the target language.
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We aim to generate a love of languages and a thirst for learning through relevant learning experiences and practical activity wherever possible. By developing a love of language learning, we hope to start them on the route of learning a variety of languages as they get older so learning should be both relevant and fun.

We want their language learning to contribute to their knowledge as global citizens, to support their understanding of the world and the possibilities that are open to them in the wider world; we want them to develop their cultural knowledge.

We want our children to be inspired by language learning and to give them confidence and good foundations so that they can build on learning in secondary school. It is important that they have opportunities to practise and engage in communication both oral and written and that they have access to a range of materials in the target language.

We want our children to be able to present ideas and information to a range of audiences, including our target language partner schools.

Implementation

- Access to at least 1 x30 minute session of high quality language input per week
- Learning in small chunks with opportunities for practice and revisiting learning
- Sticky learning through stimulating activities, linked with real life where possible
- Regular assessment for learning.
- Access to resources delivered by native speakers to promote accurate pronunciation and intonation
- Thorough teaching of correct grammatical structures.

Supplemented by

- Block sessions dedicated to language and cultural activities- eg European Language Day, festivals, immersive learning
- Project work towards the international Languages Award
- Story telling
- 5 minute French lessons to supplement and practise learning
- Register/birthdays/counting/classroom instructions throughout the week
- Cross curricular links where possible – eg traditional story tales in target language, immersive Art/ DT/Cookery
- Project work and communication with our Partner schools abroad

Impact

Children will develop a love of languages and a willingness to experiment and learn new languages.

Children will understand and respond to spoken and written languages

Children will develop confidence to speak, as questions and communicate with others in the target language

Children will develop authenticity through correct pronunciation and intonation.

Children will acquire knowledge about the countries of their target language.