Modern Foreign Languages 2022-2023

The study of Modern Foreign Languages is intended to provide an opportunity for all children to experience and understand other cultures, to inspire kindness and openness to others and develop wisdom to protect against insularity. Through the study of French, children develop courage and vision to communicate in another language, which we hope can lead to aspirations to experience more of the world, deepen curiosity and develop a greater understanding and tolerance of the differences of those around them.





L Bowden



Languageangels.com Login: Whitenr6 Password: Whitenr6

PUPIL LOGIN: WWL

PUPIL PASSWORD: WWL

Language Angels is designed for non-target language speakers to be able to lead whole classes through French lessons. All vocabulary and pronunciation is on the powerpoints so this shouldn't be an issue or barrier. Lesson plans and differentiated work is linked to each lesson. It would be ideal to work basic sentence structures into each lesson (once they have been learned) so children are able to repeatedly practise conversation skills. Start every lesson with conversation, incorporating the range of topics already studied. E.G. very early on simply hello, how are you, then conversations asking age, what day it is, favourite colour etc. Regularly count – chant and games. Recap topics using games such as Simon Says or songs such as heads/shoulders/knees and toes.



FOREIGN LANGUAGES: AGE RELATED STATUTORY COVERAGE

LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO ONLY

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.



Long term plan – Skills progression

	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 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. <u>EG</u> : '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. <u>EG</u> : 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. EG: 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. EG: 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. EG: 'I like' 'I play' 'I am called'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: '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 (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear', 'he/she wears' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: 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. EG: 'to go', 'to do', 'to have' and 'to be'.

Curriculum Skills and Progression Map



Medium	Term
Plans	

Grammar concepts taught in each unit across Year 3-6 linked to MFL curriculum points

	Year 3 Grammar	Year 4 Grammar	Year 5 Grammar	Year 6 Grammar
REVISED GRAMMAR		 Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. 	 Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form. 	 Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form. Conjunctions / Connectives. Introduce the concept of whole regular verb conjugation.
NEW GRAMMAR	 Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. 	 Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form. 	 Conjunctions / Connectives. Introduce the concept of whole regular verb conjugation. 	 Opinions Introduce the concept of whole irregular verb conjugation.

Curriculum Skills and Progression Map



ANY GRAMMAR POINT INTRODUCED IN A PREVIOUS TEACHING TYPE WILL AUTOMATICALLY BE REVISED & CONSOLIDATED IN THE TEACHING TYPES

•	EARLY	NOUNS & ARTICLES/DETERMINERS	HIGH FREQUENCY VERBS 1ST PERSON	POSSESSIVE ADJECTIVES	ADJECTIVES & ADJECTIVAL AGREEMENT	USE OF THE NEGATIVE FORM	CONJUNCTIONS & CONNECTIVES	REGULAR WHOLE VERB CONJUGATION	IRREGULAR WHOLE VERB CONJUGATION	OPINIONS & JUSTIFICATIONS
	PROGRESSIVE	ARTICLI	HIGH FI	POSSES	ADJECTI	USE OF TI	CONJUNCT	REGUL	IRREGU	OPINIONS
	I'm Learning		Х							
	Animals	X	X							
	Instruments	X	X							
Ş	Little Red Riding Hood	X								
EARLY LANGUAGE UNITS	l Can		X							
ANGUAG	Ancient Britain	X	X							
ARLY LA	Fruits	X	X			X				
Э	Vegetables	X	X							
	Shapes	X								
	Ice Creams	X	X				X			
	Seasons	X					X			

ANY GRAMMAR POINT INTRODUCED IN A PREVIOUS TEACHING TYPE WILL AUTOMATICALLY BE REVISED & CONSOLIDATED IN THE TEACHING TYPES

	EARLY	MINERS	/ VERBS	CTIVES	ECTIVAL IT	IVE FORM	INNECTIVES	E VERB ON	LE VERB ON	ICATIONS
•	INTERMEDIATE	NOUNS & ARTICLES/DETERMINERS	HIGH FREQUENCY VERBS	POSSESSIVE ADJECTIVES	ADJECTIVES & ADJECTIVAL AGREEMENT	USE OF THE NEGATIVE FORM	CONJUNCTIONS & CONNECTIVES	REGULAR WHOLE VERB CONJUGATION	IRREGULAR WHOLE VERB CONJUGATION	OPINIONS & JUSTIFICATIONS
	PROGRESSIVE	ARTIC	нын	POSS	ADJEC	USE OF	CONJUNC	REGI	IRREC	OPINIO
	Presenting Myself		X		X					
	My Family	X	X	X		X	X			
	The Tudors	X	X		X					
	At The Café		X				X			
	In Class	X	X	X		X				
STI	Do You Have A Pet?	X	X			X	X			
INTERMEDIATE UNITS	Goldilocks & The Three Bears	X	X							
RMEDI	What Is The Date?									
IN	The Weather	X	X							
	Clothes	X	X	Х	Х		Х	Х		
	The Olympics	X	X		X	X	X		X	
	The Romans	X	X			Х	Х			
	Habitats	X	X				Х			
	My Home	X	X			X	X			

ANY GRAMMAR POINT INTRODUCED IN A PREVIOUS TEACHING TYPE WILL AUTOMATICALLY BE REVISED & CONSOLIDATED NUMEROUS TIMES IN THE TEACHING TYPES THAT FOLLOW.

	EARLY		VERBS	CTIVES	CTIVAL	/E FORM	S &	VERB N	E VERB N	CATIONS
•	INTERMEDIATE	NOUNS & ARTICLES/DETERMINERS	HIGH FREQUENCY VERBS	POSSESSIVE ADJECTIVES	ADJECTIVES & ADJECTIVAL AGREEMENT	USE OF THE NEGATIVE FORM	CONJUNCTIONS & CONNECTIVES	REGULAR WHOLE VERB CONJUGATION	IRREGULAR WHOLE VERB CONJUGATION	OPINIONS & JUSTIFICATIONS
	PROGRESSIVE	ARTIC	HIGH	POSSI	ADJECT	USE OF .	8	REGU	IRREG	OPINIO
	At School	X	X		X	X	X	X		X
	The Weekend	X	X				X		X	X
	World War II	X	X		X		X			
TI SI	Healthy Lifestyles	X	X			X	X			
IVE UN	The Planets	X	X		X					
PROGRESSIVE UNITS	Habitats	Х	X					Х		
PRC	Regular Verbs							Х		
	Irregular Verbs								Х	
	Me In The World	X	X				X			X
	Vikings	X	X	X	X	X	X		X	X



Medium Term plans for each year group

Skills linked to units taught across Years 3-6

	Skills Map – Modern Foreign Languages												
			Year 3 – MFL										
	Speaking	Listening	Reading	Writing	Grammar								
I am learning French Colours	Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Listen to model role-plays and infer meaning. Numbers listening exercise.	Match colours to written form. Match written form of numbers to digits.	Activities lessons 1-5. Create name labels. Worksheets in lesson 5.	N/A								
<u>Numbers</u> <u>I can</u>	Activities in lessons 1-5. Say "I am able to" / "I can" plus activity by end of unit.	Activities in lessons 1-5. Match sound to picture / word / phrase.	Activities in lessons 1-5. Match key verb to picture / word / phrase in English.	Activities in lessons 1-5. Differentiated worksheets in lesson 5.	Modal verb followed by infinitive. "I am able to" / "I can" plus verb infinitive. First person singular only.								



Skills Map - Modern Foreign Languages Year 4 - MFL Listening Reading Writing **Speaking** Grammar Activities in lessons 1-5. Activities in lessons 1-5. Activities in lessons 1-5. Lesson 5 contains Match sound to picture / Activities in lessons 1-5. Nationalities and adjectival Perform role play with differentiated numbers Presenting myself Read role-plays and agreement based on word / phrase. Numbers name, age, where they live worksheets and ID card. 1-20 listening exercise in understand the content. gender. and nationality in lesson 5. Extended written lesson 3. opportunity week 5. Activities in lessons 1-5. Different possessives for 'MY'. Moving from 1st Activities in lessons 1-5. Activities in lessons 1-5. Activities in lessons 1-5. Lesson 5 contains a written Family Present orally on your / a Longer reading task in Match sounds to picture / presentation based on a / person to 3rd person family in lesson 5. your family. Extended singular with 'he / she is word / phrase. lesson 5. written opportunity week 5. called...' Various written tasks in Activities in lessons 1-5. Activities in lessons 1-5. lessons 1-5. Worksheets in Gender and changing an Do you have a Activities in lessons 1-5. Match sound to picture / Match words to picture / lessons 4 and 5. Create pet indefinite article to a Oral class survey / interview pet? sound / phrase. Create pet definite article. Worksheet word / phrase throughout ID card in lesson 4. on pets in lesson 5. ID card in lesson 5. whole unit. Extended written in lesson 3. opportunity week 5.

<u>Cross-Curricular Links:</u> Geography 'our European neighbours' topic – links to France. Music – songs attached to units. Music – songs linked with units. English, Grammar



Skills Map – Modern Foreign Languages Year 5 – MFL											
	Speaking	Listening	Reading	Writing	Grammar						
In the classroom	Activities in lessons 1-5. 'What I have / don't have' in my pencil case in lesson 5.	Activities in lessons 1-5. Matching sound to picture / word / phrase in lessons 3-4.	Activities in lessons 1-5. Match word to picture / sound / phrase.	Various tasks in lessons 1-5. 'I have / I don't have' worksheets in lesson 3. Extended written opportunity week 4.	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have'						
The date	Various activities in lessons 1-5. Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5.		Activities in lessons 1-5. Birthday reading exercise in lesson 5.	Various tasks in lessons 1-5. Birthday diary worksheet in lesson 5. Extended written opportunity.							

Cross-Curricular Links

Music – songs linked with units. English, Grammar



	Skills Map – Modern Foreign Languages Years 6 – MFL											
Unit	Speaking	Listening	Reading	Writing	Grammar							
My home	Activities in lessons 1-5. Say where you live and name the rooms in your house that you have and do not have.	Activities in lessons 1-5. Challenging listening exercises in lessons 4 and 5.	Various activities in lessons 1-5. Differentiated worksheets in all lessons. Longer reading texts.	Activities in lessons 1-5. Longer written email task and authentic reading task week 5.	First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".							
Weather	Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5.	Activities in lessons 1-5. Challenging weather listening exercise in lesson 3.	Various activities in lessons 1-5. Weather reading exercise in lesson 3.	Create weather map and written weather report in lesson 5. Extended written opportunity.	N/A							
Clothes	Activities in lessons 1-5. Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday.	Activities in lessons 1-5. Extended listening exercises in lessons 4 and 5.	Activities in lessons 1-5. Extended reading exercises in lessons 4 and 5.	Activities in lessons 1-5. Translation tasks in lesson 4 and extended writing opportunities in lesson 5.	Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.							

<u>Cross-Curricular Links:</u> Geography 'Our changing world' – links to erosion, physical geography – weather. Music – songs linked with units. English, Grammar



Our curriculum and how each unit meets the DFE attainment MFL targets

	LISTENING	d show nding.	guage pelling,	uestions; f others;	oulary, es.	nation so ling aloud s.	range of	f words,	nes in the	ability to d into using a	hese to clearly.	ns orally	uage being culine and / verbs; key hese to build to English.
	SPEAKING	nguage an	patterns and sounds of language s and rhymes and link the spelling id and meaning of words.	l answer q to those of d help.	iiliar vocak ge structur	and intor y are reac nd phrase	orally to a	standing o writing.	s and rhyn	elop their a introduce ng through	nd adapt t ess ideas	and actio	rammar appropriate to the language being (where relevant): feminine, masculine and ne conjugation of high-frequency verbs; ke s of the language; how to apply these to bu v these differ from or are similar to English
	READING	spoken lar oining in a	is and sou nymes and meaning o	nversations; ask and answe nions and respond to thos seek clarification and help.	using fam ic languag	nunciation when the ar words a	iformation c audiences.	ow unders id simple v	ongs, poem: language.	ilary and dev ords that are erial, includir dictionary.	nemory, a es, to expr	places, things and in writing	r appropriate relevant): fe gation of hig anguage; ho
	WRITING	sten attentively to spoken language and sho understanding by joining in and responding.	the patterns and sounds of la songs and rhymes and link the sound and meaning of words.	nversatior nions and seek clarif	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	p accurate pronunciation and intona ers understand when they are readii or using familiar words and phrases.	as and infc au	ully and show understandin phrases and simple writing.	tories, sor la	roaden their vocabulary and develop their ability tunderstand new words that are introduced into familiar written material, including through using a dictionary.	ses from n w sentence	eople, plac and	isic grammar ding (where nd the conju terns of the I how these
	GRAMMAR	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 s phrase	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 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 to build sentences; and how these differ from or are similar to English.
	PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
	I'm Learning			X	X	X	X	Х		Х	Χ		
	Animals	X		X	X	X	X	Х		X	X	Х	X
NITS	Instruments	X	X	X	X	X	X	Х	X	Х	Χ		X
GE U	Little Red Riding Hood	X	X		X	X	X	X	X	X	X		
IGUA	l Can	X		X	X	X	X	X		X	X	X	
LAN	Ancient Britain	X			X	X	X	X		X	X	X	X
EARLY LANGUAGE UNITS	Fruits	X		X	X	X	X	X		X	X		X
	Vegetables	X		X	X	X	X	X		X	X		X
	Shapes	X	X		X	X	X	Х	X	Х	Х	Х	X



	LISTENING	d show nding.	guage pelling,	uestions; others;	oulary, es.	nation so ling aloud s.	range of	f words,	ies in the	sbility to d into using a	hese to clearly.	ns orally	uage being culine and verbs; key hese to build to English.
	SPEAKING	sten attentively to spoken language and shov understanding by joining in and responding.	Explore the patterns and sounds of language prough songs and rhymes and link the spelling sound and meaning of words.	l answer q o those of d help.	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	p accurate pronunciation and intona ers understand when they are readii or using familiar words and phrases.	orally to a	standing or writing.	songs, poems and rhymes in the language.	roaden their vocabulary and develop their ability understand new words that are introduced into familiar written material, including through using dictionary.	nd adapt t ess ideas	and action	d basic grammar appropriate to the language being cluding (where relevant): feminine, masculine and ns and the conjugation of high-frequency verbs; key patterns of the language; how to apply these to bu and how these differ from or are similar to English
	READING	spoken lar oining in a	is and sou hymes and meaning o	nversations; ask and answe nions and respond to thos seek clarification and help.	using fam sic languag	nunciation I when the ar words a	nformation c audiences.	ow unders nd simple v	ongs, poems language.	ulary and devords that are erial, includir dictionary.	nemory, al es, to expr	places, things and in writing	r appropriate relevant): fe igation of hig language; ho differ from o
	WRITING	ntively to ınding by j	the patterns and sounds of la songs and rhymes and link the sound and meaning of words.	nversatior inions and seek clarif	sentences, es and bas	curate pro nderstand sing familia	as and info	ully and show understandin phrases and simple writing		eir vocabula nd new wo itten mater	ses from n N sentenc	eople, plac and	asic gramma ding (where nd the conju terns of the I how these
	GRAMMAR	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 s phras	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,	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 scribe people, places, thing.	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 to buil sentences; and how these differ from or are similar to English.
	PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
	Presenting Myself	X		X	X	X	X	X		X	X		X
	My Family	X	Х	X	X	X	X	X	X	X	X	X	X
INITS	The Tudors	Х	Х		X	X	X	X	X	Х	Х	X	
ATE U	At The Café	X		X	X	X	X	X		Х		X	X
MEDI	In Class	X		X	X	X	X	X		X	Х	X	X
INTERMEDIATE UNITS	Do You Have A Pet?	X		X	X	X	X	X		X	Х	X	X
	Goldilocks & The Three Bears	X	Х		X	X	X	X	Х	X			
	What Is The Date?	X		X	X	X	X	X		Х	Х		



	LISTENING	d show nding.	guage pelling,	questions; of others;	oulary, es.	nation so ling aloud s.	range of	f words,	nes in the	ability to d into using a	hese to clearly.	ns orally	ne language being e, masculine and quency verbs; key apply these to build similar to English.
	SPEAKING	nguage and	nds of lang d link the s of words.	d answer q to those of id help.	using familiar vocabulary, c language structures.	and inton by are read ind phrase	orally to a	standing o	s and rhym	cabulary and develop their ability w words that are introduced into material, including through using dictionary.	nd adapt t ress ideas	and action	e to the lang minine, mass gh-frequency ow to apply t or are similar
	READING	spoken la joining in a	ns and sou hymes and meaning o	nversations; ask and answe nions and respond to thos seek clarification and help.	, using fan sic languaք	nunciation d when the iar words a	ıformation audiences.	ully and show understandin phrases and simple writing.	ngs, poem language.	lary and dev ords that arr erial, includi dictionary.	memory, a ses, to exp	places, things a	ammar appropriate to the where relevant): femining conjugation of high-fre of the language, how to these differ from or are
	WRITING	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.	ngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	ak in sentences, using familiar vocabuli phrases and basic language structures.	Develop accurate pronunciation and intonation so nat others understand when they are reading alou 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.	stories, so	Broaden their vocabulary and develop their ability understand new words that are introduced into familiar written material, including through using dictionary.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Describe people, places, things and actions orally 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 atures and patterns of the language; how to apply these to bui sentences; and how these differ from or are similar to English.
	GRAMMAR	Listen att unders	Explore through	Engage in c express ol	Speak in phras	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Present id	Read care	Appreciate stories, songs, poems and rhymes in the language.	Broaden their vo understand ne familiar written	Write phr create no	Describe	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 to build sentences; and how these differ from or are similar to English.
	PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
	The Weather	X		X	X	X	X	X		X	X	X	
UNITS	Clothes	X		X	X	X	X	X		X	X	X	X
IATE (The Olympics	X	X		X	X	X	X	X	X	X	X	X
INTERMEDIATE	The Romans	X	X		X	X	X	X	X	X	X	X	X
INTER	Habitats	X	X		X	X	X	X		X	X	X	
	My Home	X		X	X	X	X	X		X	X	X	X