

### Listening

- **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**

### Speaking

- **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\*

### Reading

- **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

### Writing

- **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

### Grammar

- **understand basic grammar** appropriate to the language being studied, such as (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.

**KS2**

### Listening

- listen to a **variety of forms of spoken language** to obtain information and respond appropriately
- **transcribe** words and short sentences that they hear with increasing accuracy

### Speaking

- **initiate and develop conversations**, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- **express and develop ideas clearly** and with increasing accuracy, both orally and in writing
- **speak coherently and confidently, with increasingly accurate pronunciation and intonation**

### Reading

- **read** and show comprehension of **original and adapted materials from a range of different sources**, understanding the purpose, important ideas and details, and **provide an accurate English translation of short, suitable material**
- **read literary texts in the language, such as stories, songs, poems and letters**, to stimulate ideas, develop creative expression and expand understanding of the language and culture

### Writing

- **write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.**

### Grammar

- **identify and use tenses** or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a **variety of key grammatical structures** and patterns, **including voices and moods**, as appropriate
- develop and **use a wide-ranging and deepening vocabulary** that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

**KS3**

## Listening

- 1) Listen and show understanding by **joining in** and **responding**
- 2) Link the **sound, spelling** and **meaning** of words

## Speaking

- 1) **Ask** and **answer** questions
- 2) Express **opinions**
- 3) **Ask for clarification** and help
- 4) Speak in **sentences**
- 5) **Describe** people, places, things

## Grammar

- 1) **Gender** of nouns
- 2) Singular and **plural forms**
- 3) **Adjectives** (place and agreement)
- 4) Conjugation of **key verbs**

## Reading

- 1) Read and show understanding of **phrases** and **simple texts**
- 2) **Read aloud** with accurate pronunciation
- 3) Use a **dictionary**

## Writing

- 1) Write **phrases from memory**
- 2) **Adapt** phrases to create **new sentences.**
- 3) **Describe** people, places, things

## Listening

- 1) Listen and show understanding by **joining in** and **responding**
- 2) Link the **sound, spelling** and **meaning** of words

## Speaking

- 1) **Ask** and **answer** questions
- 2) Express **opinions**
- 3) **Ask for clarification** and help
- 4) Speak in **sentences**
- 5) **Describe** people, places, things

## Grammar

- 1) **Gender** of nouns
- 2) Singular and **plural forms**
- 3) **Adjectives** (place and agreement)
- 4) Conjugation of **key verbs**

## Reading

- 1) Read and show understanding of **phrases** and **simple texts**
- 2) **Read aloud** with accurate pronunciation
- 3) Use a **dictionary**

## Writing

- 1) Write **phrases from memory**
- 2) **Adapt** phrases to create **new sentences.**
- 3) **Describe** people, places, things

1 - Qu'est-ce que tu as le mercredi à neuf heures?

- Le mercredi, à neuf heures, j'ai physique

2 - Qu'est-ce que tu as le jeudi à dix heures?

- Le jeudi à dix heures, j'ai la musique. J'aime le jeudi

3 - Qu'est-ce que tu as le mardi à trois heures?

- Le mardi à trois heures, j'ai espagnol. C'est super.

4 - Qu'est-ce que tu as le vendredi à onze heures?

- Le vendredi à onze heures, j'ai biologie. C'est génial.

5 - Quelle est ta matière préférée?

- Euh . . . J'aime les maths

- Tu as les maths tous les jours?

- Non, j'ai les maths le lundi à onze heures, le mardi à dix heures, le vendredi à trois et le samedi à dix heures.

## Mon emploi du temps

Jour	Heure	Matière
Lundi		Maths
Mardi	3	espagnol Maths
Mecredi	9	physiq
Jeudi	2	Music
Vendredi	11	Biology
Samedi	dix	Maths

# Sondage

Tu as des frères ou des sœurs. Tu as des animaux ?

NOM ?	FRÈRES ?	SŒURS ?	ANIMAUX ?
Natalie	1	non	chat
Megan	0	2	chien
Frances	2	non	non
Lisa	1	1	dog
Dani	non	non	chat
Gabby	non	1	deux chats
hucy	non	1	un dog

'Salut!

Je m'appelle Louise et j'ai douze ans. J'habite à Marseille en France.

Mon collègue s'appelle le collègue Marie-Claire. J'aime bien mon collègue C'est amusant!

J'aime l'histoire. C'est ma matière préférée – c'est intéressant. Je n'aime pas l'espagnol. C'est difficile. J'aime aussi l'informatique.

Le prof est sympa.

Et toi?

Amitiés,

Louise'

Read the email from Louise and answer the questions below in English

1. How old is Louise?

12

2. Where does she live?

France

3. What is the name of her school?

Marie-claire

4. What does she think of school and why?

likes, amusing

5. What is her favourite subject and why?

history, interesting

6. What subject does she not like and why?

Spanish - ~~different~~ difficult

7. What does she think of IT and why?

likes teacher

Salut

J'ai onze ans. J'habite à Whitton en

Angleterre.

J'aime mon collège c'est génial.

J'aime la musique c'est super. Je

n'aime pas les maths c'est difficile.

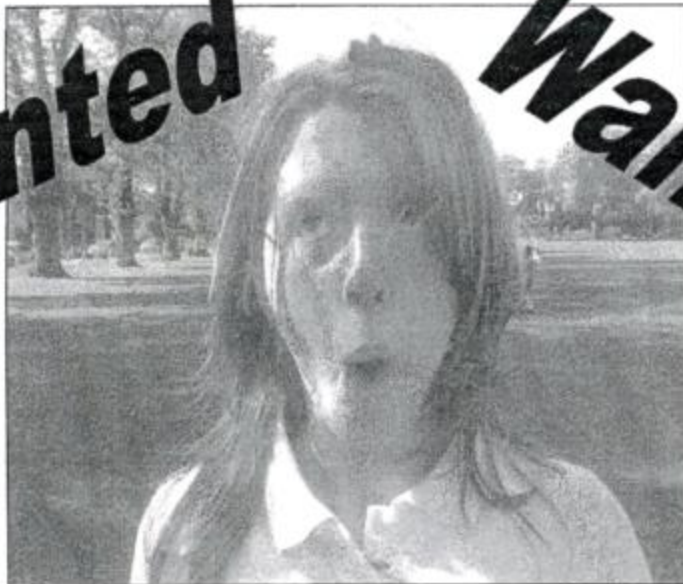
Et toi?

Amitiés

Kevin Jonas

Il s'appelle Kevin Jonas. Il a vingt-un ans. Son anniversaire c'est le ~~sat~~ cinq Novembre. Il a deux frères ils appelle Nick et Joe. Ils ont dix-neuf et seize ans. Il a un chien, Cœo.

**Wanted**



**Wanted**

██████████ aka ██████████

Elle s'appelle ██████████.

Elle a douze ans.

Elle a longs, raides rousse cheveux.

Elle a bleu yeux.

	KS2 PoS 2014	CEFR	PDCMFL	Old NC Levels	Languages Ladder	KS2 Framework
	End of KS2 Outcomes	A1	Level 1 - A beginner communicator	Level 3 (4)	Level 3 (4)	Year 6
Listening	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	I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.	<p>Can:</p> <p>Understand very short passages e.g. three or four short utterances (approximately 20 words) on a familiar topic</p> <p>Understand passages spoken slowly and with clear articulation</p> <p>Understand passages made up of simple and familiar language, i.e. single-clause utterances</p> <p>Understand passages which do not contain unexpected elements or unpredictable information)</p> <p>1a Just meeting this level</p> <p>1b Comfortably meeting this level</p> <p>Can do all of 1 consistently and confidently, plus:</p> <p>Understand slightly longer passages, e.g. of 6-7 utterances (approximately 50 words) containing predictable information</p> <p>Understand passages spoken more clearly and slowly than normal</p> <p>Understand passages containing some utterances of more than one clause, plus a wider range of vocabulary and structures drawn from several familiar topics</p> <p>Cope with a limited amount of unfamiliar language, with meaning to be inferred from context and other non-linguistic clues such as tone of voice</p> <p>2a Just meeting this level</p> <p>2b Comfortably meeting this level</p>	Pupils show that they understand the main points <b>(and some of the detail)</b> from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.	I can understand the main point(s) <b>(and some detail)</b> from a short spoken passage	<p>O6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>O6.3 Understand longer and more complex phrases or sentences</p>

	KS2 PoS 2014	CEFR	PDCMFL	Old NC Levels	Languages Ladder	KS2 Framework
	End of KS2 Outcomes	A1	Level 1 - A beginner communicator	Level 3 (4)	Level 3 (4)	Year 6
Speaking	<p><b>engage in conversations; ask and answer questions;</b> express opinions and respond to those of others; seek clarification and help*</p> <p><b>speak in sentences,</b> using familiar vocabulary, phrases and basic language structures</p> <p><b>develop accurate pronunciation and intonation</b> so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p>	<p><b>Spoken Interaction</b> I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p> <p><b>Spoken production</b> I can use simple phrases and sentences to describe where I live and people I know.</p>	<p>Can produce short (taught) phrases on a limited range of topics which are understandable by a sympathetic speaker of the language. Is likely to be reliant on un-analysed*chunks of language. Is confident with asking a limited set of question types.</p> <p>Is beginning to use the language needed to interact with their teacher and with other students. Has acceptable pronunciation when reproducing language which has been introduced orally. May still pronounce inaccurately when influenced by the written form (see reading framework).</p> <p>Speaks without undue hesitations and pauses when recalling the type of language of this level</p> <p>1a Just meeting this level 1b Comfortably meeting this level</p>	<p>3 Pupils ask and answer simple questions and talk about their interests, using short memorised phrases, with occasional substitution to vary question / answer.</p> <p>4 Pupils take part in simple conversations, and express their opinions, adapting words and phrases. Pronunciation and intonation fairly accurate.</p>	<p>3 I can ask and answer simple questions and talk about my interests.</p> <p>4 I can take part in a simple conversation and I can express my opinions.</p>	<p>O6.2 Perform to an audience</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p>

	KS2 PoS 2014	CEFR	PDCMFL	Old NC Levels	Languages Ladder	KS2 Framework
	End of KS2 Outcomes	A1	Level 1 - A beginner communicator	Level 3 (4)	Level 3 (4)	Year 6
Reading	<p>read carefully and show understanding of <b>words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</b></p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p>	<p>Can:</p> <p>Understand very short texts e.g. three or four short sentences (approximately 25 words) on a familiar topic.</p> <p>Understand texts composed mainly of simple sentences (e.g. one or two clauses), in which the vocabulary is generally limited to words of phrases which students have already encountered.</p> <p>Understand texts which do not contain unexpected elements or unpredictable information.</p> <p>1a Just meeting this level 1b Comfortably meeting this level</p> <p>Can do all of 1 consistently and confidently, plus:</p> <p>Understand short texts (e.g. about 50 words) containing predictable information</p> <p>Understand texts which include a wide range of vocabulary and structures, drawn from several familiar topics.</p> <p>Cope with a limited amount of unfamiliar language, requiring them to infer meanings from the surrounding language and context.</p> <p>2a Just meeting this level 2b Comfortably meeting this level</p>	<p>Pupils show that they understand the main points (and some of the detail) in short written texts from familiar contexts.</p> <p>When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.</p>	<p>I can understand the main points (and some of the detail) from a short written text in clear printed script.</p>	<p>L6.1 Read and understand the main points and some detail from a short written passage</p> <p>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <p>L6.3 Match sound to sentences and paragraphs</p>

	KS2 PoS 2014	CEFR	PDCMFL	Old NC Levels	Languages Ladder	KS2 Framework
	End of KS2 Outcomes	A1	Level 1 - A beginner communicator	3Level 3 (4)	Level 3 (4)	Year 6
Writing	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	I can write a short, simple postcard, for example holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	Can produce short (taught) sentences (Subject-Verb-Object) on a limited range of topics as appropriate to genre and contexts (e.g. short emails, postcards; text messages). Sentences are likely to be combinations of un-analysed chunks of language* (e.g. Il y a + trois chambres + dans ma maison). May make some L1*-transfer mistakes when dictionary look-up is used When they adapt a provided model, one would expect accuracy. When writing from memory one would tolerate inaccuracy. Their meaning is generally understandable. 1a Just meeting this level 1b Comfortably meeting this level	3 Pupils write a few short sentences, with support, using familiar language. They write short phrases from memory and their spelling is readily understandable. 4 Pupils write short texts on familiar topics, adapting familiar language.. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.	3 I can write a few short sentences with support, using expressions which I have already learnt. 4 I can write a short text on familiar topic, adapting language.	L6.4 Write sentences on a range of topics using a model

KS2 PoS 2014	CEFR	PDCMFL	Old NC Levels	Languages Ladder	KS2 Framework
End of KS2 Outcomes	A1	Level 1 - A beginner communicator	3Level 3 (4)	Level 3 (4)	Year 6
<p><b>understand basic grammar</b> appropriate to the language being studied, such as (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.</p>		<p>1) (VBD - Vocabulary Breadth and Depth) Can recall at least 30 non-cognate words (e.g. arbres; dans) although they may be inaccurate in form. Can recall at least 12 collocations (e.g. à bientôt, tout de suite). Can quickly recall correct form of at least 50 cognate words.</p>			<p>IU6.1 Compare attitudes towards aspects of everyday life IU6.2 Recognise and understand some of the differences between people IU6.3 Present information about an aspect of culture</p>

Level	AF1 - Understanding language In a range of contexts, pupils:	AF2 - Communicating and interacting In a range of contexts, pupils:	AF3 - Intercultural understanding With reference to language, life, culture and traditions, pupils:
2	<ul style="list-style-type: none"> <li>• understand a range of familiar spoken and written phrases</li> <li>• match sound to print, e.g. by reading aloud familiar words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• express meaning clearly in short statements and responses</li> <li>• pronounce familiar words showing awareness of some sound patterns</li> <li>• write familiar words from memory, using plausible spelling</li> </ul>	<ul style="list-style-type: none"> <li>• show some knowledge about target language countries or communities</li> <li>• demonstrate awareness of different social conventions</li> </ul>
3	<ul style="list-style-type: none"> <li>• understand the main points when listening to and reading short passages of familiar language</li> <li>• recognise some patterns and conventions in language</li> <li>• find the meaning of unfamiliar words by using reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer straightforward questions</li> <li>• independently produce some phrases, with understandable pronunciation when speaking and understandable spelling when writing</li> <li>• with support, write some complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• identify some specific aspects of target language countries or communities</li> <li>• make simple comparisons between life in target language countries or communities and their own</li> </ul>
4	<ul style="list-style-type: none"> <li>• understand language that contains some variety of sentence structures</li> <li>• use context to help them understand unfamiliar words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• participate in short conversations, using generally accurate pronunciation</li> <li>• independently create short written texts with readily understandable spelling</li> <li>• adapt familiar language by applying knowledge of word and sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>• understand and respond to materials from, or relating to, target language countries or communities</li> <li>• identify some similarities and differences between target language countries or communities and their own</li> </ul>