



All Saints C of E Primary School

Continuing the
**Foreign Languages
Journey**





Those who know nothing of
foreign languages know
nothing of their own.

Johann Wolfgang von Goethe



Foreign Languages

Strands

1. Oracy
2. Literacy
3. Intercultural understanding (in English)
4. Knowledge about language

Unit Frame

Acquiring and Developing

Learn about the culture and customs of the foreign country and compare it with their own experiences. Listen to new words and phrases and repeat them with increasingly improved pronunciation. Read the new words and use improving knowledge of phonics, spelling and grammar.



Selecting and Applying

Construct increasingly accurate phrases and build clause structures within sentences that match the context. Engage in conversations, role play and drama with a widening vocabulary.



Presenting

Present what they have learned through oral and written representations. Use improving knowledge of spelling, grammar and pronunciation.

E.Y.F.S.

22 - 36 Months

- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

30 - 50 Months

- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

40 - 60 Months

- Enjoys joining in with family customs and routines.
- Looks closely at similarities, differences, patterns and change.

ELGs

- **They know that other children don't always enjoy the same things, and are sensitive to this.**
- **They know about similarities and differences between themselves and others, and among families, communities and traditions.**
- **Children know about similarities and differences in relation to places, objects, materials and living things.**

P Levels

P5

Pupils attempt one or two words in the target language in response to cues in a song or familiar phrase.

- They respond to simple questions, requests or instructions about familiar events or experiences.
- Responses may be through vocalisation, sign or gesture and pupils' responses may depend upon repetition and support.

P6

Pupils respond to others in a group.

- Their attempts to communicate in the target language may rely heavily upon repetition and gesture, and they may use facial expression and/or intonation to enhance meaning.
- They communicate positives and negatives in the target language in response to simple questions.
- They match and select symbols for familiar words, actions or objects presented in the target language.

P7

Pupils introduce themselves by name in response to a question in the target language.

- They contribute to using the target language for a purpose, for example, using ICT skills to access the internet and exchange information, with guidance from other pupils or adults.
- They listen, attend to and follow familiar interactions in the target language.

P8

Pupils listen attentively and know that the target language conveys meaning.

- They understand one or two simple classroom commands in the target language.
- They respond briefly using single words, signs or symbols.
- They may need considerable support from a spoken model and from visual clues.
- They may read and understand a few words presented in a familiar context with visual clues.
- They can copy out a few words with support.
- They label one or two objects.
- With some support, they use the target language for a purpose [for example, requesting items in simulations of real life encounters in the target language].

Breadth of Study

Personal and Social Life

- Self, family and personal relationships.

World Around Us

- Home town.
- School environment.
- The local area.
- The wider community at home and abroad.

Everyday Activities

- The language of the classroom.
- Home and social life.
- Food, health and fitness.
- Colours.
- Numbers.
- The weather.
- Days of the week.
- Months of the year.
- The seasons.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.
- To think about the lives of people living in other places, and people with different values and customs.

Greetings and responses
 Giving personal details
 Expressing thanks
 Describing people
 Expressing likes / dislikes
 Expressing opinions
 Offering
 Family
 Parts of the body

Comparative
 language
 Measures

La Jolie Ronde

Y3, Y6
 Y3
 Y3, Y5
 Y4
 Y3, Y4
 Y4
 Y5
 Y4, Y6
 Y4

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Places: shops, cinema,
 park, beach etc.
 Ways of travelling
 Leisure and holidays
 Methods of
 communication

Measures
 Shape and space

La Jolie Ronde

Y5, Y6
 Y6
 Y4, Y6
 Y6

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Counting & using numbers
 Weather
 Talking about food
 Instructions
 Time: days and months
 Describing objects
 Animals
 Clothes
 Colours
 Common adjectives
 Numbers
 Prepositions of place
 Occupations
 The home
 The alphabet

Counting
 Time
 Comparative
 language
 Measures

La Jolie Ronde

Y3, Y4
 Y4, Y5, Y6
 Y3, Y5, Y6
 Y3, Y5, Y6
 Y3, Y5
 Y4, Y6
 Y4
 Y4, Y6
 Y3, Y4
 Y4, Y5, Y6
 Y3, Y4, Y5
 Y6
 Y6
 Y6
 Y6

Year 3

- To identify rhyming words.
- To perform finger rhymes and sing songs.
- To respond to key questions such as 'Comment t'appelles tu?'
- To repeat a sequence of spoken words.
- To understand five classroom instructions and praise words.

Year 4

- To learn finger rhymes.
- To practise asking and answering questions with a partner.
- Listen for a classroom instruction and act upon it.
- To develop and perform simple role plays.
- To compare different sounds.

Year 5

- To agree and disagree with statements.
- To understand and express likes and dislikes.
- To understand the main points from speech which includes unfamiliar language.
- To memorise and present a set of instructions (e.g. a recipe or a weather forecast).
- To recall and use words, phrases and sentences.

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Classroom instructions
Numbers to 10.
Colours
Food
Days of the week

Counting
Time
Shape and space

La Jolie Ronde

Y3 L3
Y3 L5
Y3 L6, Y3 L7
Y3 L8, Y3 L9
Y3 L10

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Listening for sounds
Reciting a rhyme
Comparing sounds
Participating in drama
Questions and role play
Questions and sounds
Listening for sounds
Questions and role play

Counting
Time
Shape and space

La Jolie Ronde

Y4 L2
Y4 L3
Y4 L4
Y4 L6
Y4 L9
Y4 L10
Y4 L16
Y4 L18

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Recite short text
Memorise 2/3 sentences
Understand exchange
Express simple opinions
Recite short text
Opinions
Likes and dislikes
Negatives and opinions
Memorise short poem

Counting
Time
Shape and space

La Jolie Ronde

Y5 L1
Y5 L2
Y5 L3
Y5 L5
Y5 L6
Y5 L8
Y5 L11
Y5 L12
Y5 L13

Year 6

- To listen attentively, retell and discuss the main ideas.
- To agree or disagree with statements made about a spoken passage.
- To present a short piece of narrative either from memory or by reading aloud.
- To develop a role play or presentation and perform to the class.
- To understand the gist of spoken passages containing complex sentences.

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Understand details
Recognise agreements
Understand details
Listen for meaning clues
Speak audibly and clearly
Sustain conversation
Perform to an audience

Counting
Time
Shape and space

La Jolie Ronde

Y6 L3
Y6 L4
Y6 L5
Y6 L6
Y6 L7
Y6 L13
Y6 L19

Literacy

Year 3

- To identify and read simple classroom words.
- To read aloud a familiar sentence, rhyme or poem.
- To pronounce letters and make links between phonemes and spellings.
- To write simple, familiar words using a model.
- To write some single words from memory.

Year 4

- To match phrases and short sentences to pictures or themes.
- To identify non-fiction texts by their style or layout (e.g. weather forecast).
- To read aloud words they use regularly (days of the week, weather and numbers).
- To write words from memory linked to familiar words.
- To write labels for work on wall displays and in their books.

Year 5

- To read fiction and non-fiction texts (email messages, extracts from stories etc).
- To make a sentences using single word cards.
- To express opinions using 'j'aime' or 'je n'aime pas'.
- To understand that the order of words influence the meaning.
- To choose words and phrases and write them as picture captions.
- To use a bilingual dictionary to check the spelling.

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Numbers to 10 (oi, eu)
 Instructions (un / une)
 Age and numbers
 Colours (oi, eu)
 Food (on, eu, oi)
 Time

Counting
 Time
 Shape and space

La Jolie Ronde

Y3 L1
 Y3 L3
 Y3 L5
 Y3 L6, Y3 L7
 Y3 L8, Y3 L9
 Y3 L10

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Follow a text as it is read
 Follow a story with visuals
 Write words and phrases
 Write words & sentences
 Join in reading story
 Pronunciation & writing
 Write from memory
 Read and understand

Counting
 Time
 Shape and space

La Jolie Ronde

Y4 L3
 Y4 L4
 Y4 L5
 Y4 L7
 Y4 L11
 Y4 L13
 Y4 L16
 Y4 L17

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Dictionary
 Understand key info
 Write short sentences
 Understand comparisons
 Bi-lingual dictionary
 Present in sentences
 Write using a reference
 Description
 Description
 Scanning and presenting

Counting
 Time
 Shape and space

La Jolie Ronde

Y5 L2
 Y5 L3
 Y5 L5
 Y5 L10
 Y5 L11
 Y5 L12
 Y5 L15
 Y5 L16
 Y5 L17
 Y5 L18

Year 6

- To read and respond to an extract of a story or email message.
- To give true or false responses to statements about a written passage.
- To read and understand the gist of a story or simple magazine article.
- To listen carefully to a model (recorded story or song) and reconstitute a sentence or paragraph.
- To construct a short text to give a description or tell a story.
- To become more proficient using a bilingual dictionary to check the spelling.

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- To think about the lives of people living in other places, and people with different values and customs.

Understand info from text
Add verses to poem
True / false responses
Dictionary
Reading
Collaborative writing
Dictionaries
Write using a model
Letter writing
Write holiday plans
Dictionary and writing

Counting
Time
Shape and space

La Jolie Ronde

Y6 L2
Y6 L3
Y6 L4
Y6 L5
Y6 L6
Y6 L9
Y6 L11
Y6 L14
Y6 L15
Y6 L16
Y6 L17

Intercultural Understanding

Year 3

- To recognise different languages spoken around the world.
- To locate where languages are spoken in the world.
- To identify how to address people in the TC (target country).

Year 4

- To compare festivals in TL (target language).
- To compare traditional tales in English and TL.
- To know the different ways to travel to countries where target languages are spoken.

Year 5

- To understand everyday lives in target country.
- To recognise similarities and differences of education, food and culture.
- To compare objects and products of their own culture and that of the TC.

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Comparison

Greetings
Months of the year

Counting
Time
Shape and space

La Jolie Ronde

Y3 L2
Y3 L11

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Comparison

Translation questions
English and French stories
French Christmas song
Traditional stories
Pets in France
Easter traditions
Places and games in France
Travel

Counting
Time
Shape and space

La Jolie Ronde

Y4 L2
Y4 L3
Y4 L7
Y4 I1
Y4 L12
Y4 L14
Y4 L19
Y4 L20

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Comparison

British and French streets
French high streets
Christmas in France
Social; conventions
British / French eating
French climate and places
Stereotypes / daily life

Counting
Time
Shape and space

La Jolie Ronde

Y5 L1
Y5 L4
Y5 L6
Y5 L9
Y5 L13
Y5 L17
Y5 L19

Intercultural Understanding

Year 6

- To compare attitudes and everyday life of pop music in the TC.
- To present information about an aspect of culture from the target country.

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Comparison

Holidaying in France
Travelling in France
Places in France
French culture

Counting
Time
Shape and space

La Jolie Ronde

Y6 L15
Y6 L16
Y6 L17
Y6 L18

Knowledge about Language

Year 3

- To identify and know specific sounds, phonemes and words.
- To imitate pronunciation.
- To know the letters of the alphabet.
- To recognise question forms and negatives.
- To take turns in small groups.

Year 4

- To recognise categories of words both written and spoken.
- To apply simple agreements to plurals.
- To understand the functions of verbs and to change from 'I' to 'you'.
- To use question forms.
- To apply knowledge of the foreign language in order to decode text.

Year 5

- To develop accuracy when writing sentences using plurals and subjects.
- To apply knowledge of language rules to create longer sentences using 'parce que' (because).
- To understand and use negative statements.
- To understand that words will not always have a direct equivalent in the foreign language.
- To apply phonic and whole word knowledge.

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Numbers to 10 (oi, eu)
 Instructions (un / une)
 Colours (oi, eu)
 Food (on, eu, oi)

Counting
 Time
 Shape and space

La Jolie Ronde

Y3 L1
 Y3 L3
 Y3 L6, Y3 L7
 Y3 L8, Y3 L9

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Nouns and gender
 Alphabet
 Vowel sounds
 Letter string –in
 Rhyme and consonants
 Nouns and verbs
 Singular and plural
 Word classes

Counting
 Time
 Shape and space

La Jolie Ronde

Y4 L2
 Y4 L4
 Y4 L5
 Y4 L8
 Y4 L10
 Y4 L11
 Y4 L12
 Y4 L15

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Negatives and changing sentences
 Position of adjectives
 Quantifiers and adjectives
 Connectives
 Rhyming words

Counting
 Time
 Shape and space

La Jolie Ronde

Y5 L1
 Y5 L2
 Y5 L4
 Y5 L12
 Y5 L7

Knowledge about Language

Year 6

- To recognise the importance and significance of intonation.
- To present information and personal ideas using 'je pense' and 'je sais'.
- To use knowledge of word order and sentence construction to understand written text.
- To notice and use agreements.
- To create spoken and written language using connectives, past tense and subject change.
- To devise questions to use.

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Constructing negative sentences
Intonation as a clue to meaning
Nouns and gender
Adjectival agreements
Sounds in nouns
Vowel sounds
Nouns and adjectives
Prepositions
Letter i

Counting
Time
Shape and space

La Jolie Ronde

Y6 L1

Y6 L4

Y6 L5

Y6 L6

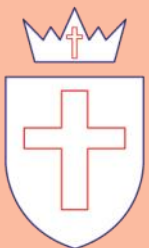
Y6 L8

Y6 L9

Y6 L10

Y6 L11

Y6 L12



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