

**Languages: French. Lightbulb Languages Scheme. Knowledge engaged.**

**Purpose of Study:**  
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

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

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

**Early Years**

**Key stage 1**

**Key Stage 2**

Pupils should be taught to:

listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns & sounds of language through songs & rhymes & link the spelling, sound & 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.

**Principles for progression**

1. Use common techniques across the school.
2. Practise the same skills at different ages over and over again – do the children tackle them better each time?
3. Revisit key areas of content and key vocabulary.
4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies.
5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

Languages			
Content Reading		Writing	Speaking and Listening
Nursery			Awareness of people around us who use different languages
Reception			Awareness of the differences around us including languages
Year 1			
Year 2			
Year 3	Is beginning to understand short texts and dialogues, made up of familiar language, printed in books or word processed. Can repeat aloud a familiar phrase, sentence, rhyme or poem.	Can write a simple phrase or sentences on familiar topics, using aids for example, textbooks, wall charts.	Can take part in brief exchanges, using visual or other cues to help them initiate and respond. Can respond to topic related questions with a simple answer. Can understand instructions, everyday classroom language and praise words. Can use mainly memorised language to answer simple questions. Is beginning to use short phrases to express personal responses.
Year 4	Can understand short texts and dialogues, made up of familiar language, printed in books or word processed. Can read aloud a familiar sentence, rhyme or poem. Can use a bilingual dictionary or glossary to look up new words. Can use sounds to help identify written words.	Can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts. Can write words and short phrases from memory with comprehensible spelling. Is beginning to use knowledge of grammar to adapt and substitute single words and phrases in written work.	Can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. Can respond to topic related questions with a simple answer. Can understand instructions, everyday classroom language and praise words. Can memorise and present a short spoken text. Can identify and note the main points of a short spoken passage. Can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements. Can use generally accurate pronunciation when reading aloud or using familiar words or phrases. Can use short phrases to express personal responses
Year 5	Is beginning to read a variety of fiction and non-fiction and glean information from them. Is beginning to read a text in the language and explain the main points and some smaller details. Can use a bilingual dictionary or glossary, or is beginning to use context to work out what unfamiliar words mean. Is beginning to identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine.	Is beginning to produce short pieces of writing, in simple sentences, that seek and convey information and opinions. Is beginning to adapt recalled phrases to create new sentences and express ideas clearly. Is beginning to demonstrate an understanding of basic grammatical rules for the language in written work.	Is beginning to find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. Is beginning to take part in short conversations, seeking and conveying information and opinions in simple terms. Is beginning to participate in a conversation, where they can ask questions, respond to others and seek help. Is beginning to identify and note the main points and specific details, in longer spoken passages. Is beginning to use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear.
Year 6	Can read a variety of fiction and non-fiction and glean information from them. Can read a text in the language and explain the main points and some smaller details. Can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean. Can identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine.	Can produce short pieces of writing, in simple sentences, that seek and convey information and opinions. Can adapt recalled phrases to create new sentences and express ideas clearly. Can demonstrate an understanding of basic grammatical rules for the language in written work.	Can tell simple stories in the language. Can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. Can take part in short conversations, seeking and conveying information and opinions in simple terms. Can participate in a conversation, where they can ask questions, respond to others and seek help. Can refer to recent experiences or future plans, as well as everyday activities and interests. Can prepare a short presentation to describe people, places, things or actions. Can identify and note the main points and specific details, including opinions in longer spoken passages. Can generate questions about the topics covered. Can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear. Can make themselves understood with little or no difficulty in a range of topics.

