**Essential Characteristics of Linguists**

* Fluency in reading.
* Fluency and creativity in writing.
* The confidence to speak with good intonation and pronunciation.
* Accurately listen and interpret the language being spoken.
* An awareness of the culture of the countries where the language is spoken.
* A passion for languages and a commitment to the subject.
* The capability to use languages creatively and spontaneously.
* Independence in their studies and the ability to draw upon a wide range of resources.

**Breadth of Study: Key Stage 2**

* Read fluently - recognise key vocabulary and phrases.
* Write imaginatively - use key vocabulary and phrases to write ideas.
* Speak confidently - use key vocabulary and phrases to communicate ideas.
* Listen accurately - recognise and interpret key vocabulary and phrases.
* Understand the culture in which the language is spoken - use background knowledge and cultural capital to infer meaning from interactions.

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| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Read fluently** | Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links.  Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. | Read and understand familiar written words, phrases and short texts made of simple sentences Follow text while listening and reading at the same time.  Read a wider range of words, phrases and sentences aloud with increasingly accurate pronunciation.  Use a translation dictionary to look up new words. | Read a variety of short simple texts in different formats and contexts.  Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud  Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.  Use strategies to work out the meaning of new words. | Read aloud from a text with good expression understanding the main points and some extra detail from a short written passage.  Demonstrate increasing confidence, accuracy and expression and know that symbols such as accents, cedillas exist in the foreign language and what they do  Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using knowledge gained throughout KS2. |
| **Write creatively** | Write some familiar simple words using a model and others from memory with spellings that are understandable on the whole.  Write one or two simple sentences, using a model e.g. name and age to introduce themselves.  Express personal responses with guidance. | Write a few simple sentences using a word bank to describe appearance, family and pets. Write down short dictated sentences of familiar expressions with spelling that is understandable.  Write a short text using a model.  Express personal responses.  Begin to use present tense to give information. | Write simple sentences and short texts using a dictionary to check the spelling of words.  Write sentences using a word/phrase bank linked to a recent area of learning e.g. hobbies.  Use simple conjunctions such as and, but, because to form more complex sentences.  Begin to convey meaning so that it can be understood with little or no difficulty.  Use present tense. | Write advanced texts on familiar topics creating sentences from memory, using a dictionary to find more expressive word choices. Ensure writing is well structured.  Use adjectives to add interest and detail to a description, recognising and adapting word order when constructing sentences.Convey meaning so that it can be understood with little or no difficulty.  Use present and simple future tense. |
| **Speak Confidently** | Communicate with others using simple words, phrases and short sentences.  Use simple greetings eg. saying hello and goodbye, say how they are and ask after others too. Ask and answer simple questions about self eg name and age. | Communicate by asking and answering a wider range of questions and presenting short pieces of information.  Use a wider range of familiar nouns and adjectives to talk about themselves eg describing hair/eye colour, pets and family also using phrases to demonstrate misunderstanding (Je ne comprends pas). | Take part in short conversations using familiar structures and vocabulary, using simple conjunctions to build more complex sentences. Present information to others and express opinions giving careful consideration to pronunciation.  Engage in conversations expressing likes and dislikes eg. food and hobbies. | Use spoken language confidently to initiate and sustain more complex conversations on familiar topics and to describe themselves, other people and places.  Begin to understand and use future tense and prepositions in spoken language.  Present information on a familiar topic to the class and be understood with little or no difficulty.  Use a range of questions and statements spontaneously to seek clarification and help. |
| **Listen accurately** | Listen and respond to familiar spoken words and phrases  Understand and respond to simple classroom instructions  Recognise key vocabulary from the topic being taught.  Listen carefully and identify familiar words in songs and simple stories. | Listen and recognise key words and phrases from the topic being taught, including auditory discrimination between ‘un’ and ‘une’.  Respond to a wider range of classroom instructions.  Answer simple questions about themselves to recap language learnt in Y3. | Listen attentively and understand more complex phrases and sentences  Follow more complex classroom instructions.  Start to listen to other French dialects.  Have the confidence to listen to longer  dialogues that contain familiar and unfamiliar language and pick out some key points. | Understand the main points and simple  opinions from longer and more complex spoken sources e.g. story, song or passage.  Detect when a different dialect is being spoken and check comprehension of speech on a known topic with familiar vocabulary. |
| **Identifying grammatical concepts** | Explain the gender of a range of nouns and demonstrate singular and plural.  Name the first, second and third person singular subject pronouns. | Identify the position of an adjective in a sentence.  Study avoir -1st 2nd 3rd person  Recognise first person possessive adjectives (mon, ma, mes).  Begin to understand how to form the negative. | Include adjectives in the correct position when required.  Extend use of avoir.  Form the negative to give answers to simple questions about likes/dislikes  Demonstrate how to conjugate some high frequency verbs in the present tense.  Begin to look at and include conjunctions to expand sentences. | Use high frequency adjectives with reasonable accuracy ie word order and endings  Use auxiliary verb avoir and introduce etre.  Introduce the simple future tense.  Begin to recognise prepositions.  Consolidate grammatical concepts learnt from Y3-6. |
| **Understand the culture of the countries in which the language is spoken** | Learn key facts about France.  Research French traditions and culture. | Identify countries and communities where the language is spoken.  Demonstrate some knowledge and understanding of French customs and cultures.  Make comparisons between life in countries or communities where the language is spoken and this country. | Show solid knowledge and comprehension of French customs and culture in communities or countries where the language is spoken.  Describe some similarities and differences between countries where the language is spoken and this country. | Describe with detail the customs and cultures of countries or communities where the language is spoken.  Describe some similarities and differences between countries where the language is spoken and another country. |