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|  | **Autumn 1**  *Pupil self-assessment* | **Autumn 2**  *EUA assessment* | **Spring 1**  *Pupil self-assessment* | **Spring 2**  *EUA assessment* | **Summer**  *EUA assessment* | **Curriculum Enrichment Day Focus** |
| **Year 3**  *(Early Language Teaching)* | La phonétique 1  *(Phonetics 1)*  J'apprends le français  *(I Am Learning French)* | Les animaux  *(Animals)* | Les instruments  *(Instruments)* | Les fruits  *(Fruits)* | Les glaces  *(Ice-Creams)* | Le Carnaval  *[The Nice Carnival]* |
| **Year 4**  *(Intermediate Teaching)* | La phonétique 2  *(Phonetics 2)*  Je me présente  *(Presenting Myself)* | Ma famille  *(My Family)* | En classe  *(In the Classroom)* | Au salon de thé  *(At the Tea Room)* | Quel temps fait-il?  *(What Is the Weather?)* | La Galette des Rois  *[The Cake of the Kings]* |
| **Year 5**  *(Intermediate Teaching)* | La phonétique 3  *(Phonetics 3)*  Chez moi  *(My Home)* | As-tu un animal?  *(Do you have a pet?)* | La date  *(The Date)* | Les Jeux olympiques  *(The Olympics)* | Les vêtements  *(Clothes)* | Le Poisson d’Avril  *[April Fool’s Day]* |
| **Year 6**  *(Progressive Teaching)* | La phonétique 4  *(Phonetics 4)*  À l'école  *(At School)* | Le week-end  *(The Weekend)* | Manger et Bouger  *(Healthy Lifestyles)* | Les Vikings  *(Vikings)* | Moi dans le monde  *(Me in the World)* | Le Bleuet de France  *[Remembrance]* |

One of the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2 is for children to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. This expectation is for the end of KS2, therefore every year group has 1 phonetics lesson, so phonetics is covered in all year groups to build confidence and children know how to pronounce sounds. Every unit has phonics revision covered within it to ensure children are learning about how to pronounce the sounds for the words within the unit vocabulary.

Although there is no requirement to cover cultural awareness in Programme of Study, we will host a French Traditions & Celebrations Day in School every year to allow children to build their cultural capital. Each year group has a set topic, so they can teach the related lesson and plan activities for the children to learn and apply their French.

**National Curriculum Attainment Targets Compliance**

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 authentic writing in the language studied.

By the end of Key Stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

***See Appendix 1 for MFL Knowledge and Skills Progression Document***

All of the Language Angels units meet the Department for Education Programme of Study attainment targets on multiple occasions at varying degrees of challenge. This ensures progression is evident in every lesson, in the unit and in the year group.

**The table below on the next page shows which targets are covered in the units in which year group, and the main skill focus for the targets.**

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| **KS2 Programme of Study NC Compliance Grid** | | | | | | |
|  | **KS2 Programme Of Study Attainment Target** | **Main Skill Focus** | **Language Angels Units** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 1 | Listen attentively to spoken language and show understanding by joining in and responding. | LISTENING | All units | All units | All units | All units |
| 2 | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | LISTENING | Phonics 1 &  All units | Phonics 2 &  All units | Phonics 3 &  All units | Phonics 4  All units (except  Me in the World) |
| 3 | Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. | SPEAKING | All units | All units | All units | All units |
| 4 | Speak in sentences, using familiar vocabulary, phrases and basic language structures. | SPEAKING | All units | All units | All units | All units |
| 5 | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | SPEAKING | Phonics 1 &  All units | Phonics 2 &  All units | Phonics 3 &  All units | Phonics 4 &  All units |
| 6 | Present ideas and information orally to a range of audiences. | SPEAKING | All units | All units | All units | All units |
| 7 | Read carefully and show understanding of words, phrases and simple writing. | READING | All units | All units | All units | All units |
| 8 | Appreciate stories, songs, poems and rhymes in the language. | READING | All units | All units | All units | All units (except  Me in the World) |
| 9 | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | READING | All units | All units | All units | All units |
| 10 | Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | WRITING | All units | All units | All units | All units |
| 11 | Describe people, places, things and actions orally and in writing. | WRITING | Animals (Things) | Presenting Myself (People), My Family  (People), In The Classroom (Things), The Weather (Things) | My Home (Places),  Do you have a pet? (Things), Olympics (People, places & things), Clothes (Things) | At School (Things),  The Weekend (Things & Actions), Healthy Lifestyles (Things & Actions),  Vikings (People, places and things),  Me in the world (People & places) |
| 12 | 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. | GRAMMAR (GENDER & ARTICLES) | Animals,  Instruments,  Fruits,  Ice-Creams | My Family, In The Classroom, At the Tea Room | My Home, Do you have a pet? The Olympics, Clothes | At School, Healthy Lifestyles |
| GRAMMAR (FIRST PERSON  SINGULAR OF  HIGH FREQUENCY  VERBS) | I Am Learning French, Animals,  Instruments, Fruits,  Ice-Creams | Presenting Myself, My Family, In The Classroom, At the Tea Room | My Home, Do you have a pet?  The Olympics, Clothes | At School,  The Weekend, Healthy Lifestyles,  Me in the world |
| GRAMMAR (POSSESSIVES) |  | My Family, In The Classroom | Clothes | Vikings |
| GRAMMAR (ADJECTIVAL AGREEMENT) |  | Presenting Myself, My Family | Clothes, The Olympics | At School, Vikings |
| GRAMMAR (USING THE NEGATIVE) | Fruits | In The Classroom | My Home,  Do you have a pet? | At School,  The Weekend, Healthy Lifestyles |
| GRAMMAR (USING CONJUNCTIONS) | Ice-Creams | In The Classroom | My Home,  Do you have a pet? | All units |
| GRAMMAR (OPINIONS) | Fruits |  |  | At School,  The Weekend,  Vikings |
| GRAMMAR (CONJUGATION OF HIGH FREQUENCY VERBS) |  |  | The Olympics, Clothes | At School, Vikings,  Me in the World |