

		Listening	Speaking	Reading	Writing
EYFS/KS1		Children will access French through songs, French cartoons and games. They will listen to spoken language, explore patterns and sounds and begin to link words with meaning.	Children will access French through songs, French cartoons and games. They will begin to explore patterns and sounds and link words with meaning. They will begin to engage in simple exchanges.	Children will share story book with adults and listen to familiar stories in French and English.	Year Two children may label objects in the target language.
3	c	I can understand single words.	I can repeat single words that I hear.	I can understand single words.	I can copy words correctly.
	b	I can understand short, simple statements.	I can make simple statements.	I can understand short, simple statements.	I can complete sentences by inserting single, familiar words.
	a	I can accurately transcribe single words.	I can answer simple questions.	I can translate single words into English.	I can translate simple words into the target language.
4	c	I can understand more complicated words.	I can pronounce familiar words accurately.	I can understand more complicated words.	I can copy short sentences correctly.
	b	I can understand longer statements.	I can speak in full sentences on familiar topics.	I can understand longer statements.	I can spell familiar words from memory.
	a	I can transcribe shorter sentences.	I can ask questions and answer them using full sentences.	I can translate simple sentences into English.	I can translate short, simple sentences into the target language.
5	c	I can follow instructions.	I can speak with more accurate pronunciation.	I can begin to look up the meaning of simple unknown words in a dictionary.	I can write simple sentences with understandable spelling.
	b	I can understand the main points from short passages and conversations made up of familiar words and phrases, delivered slowly and clearly.	I can ask longer questions on the current topic.	I can show understanding of the main points from short texts based on the current topic.	I can give my opinion on familiar topics.
	a	I can transcribe sentences with opinions.	I can produce more detailed phrases independently (without written support) within a familiar topic.	I can read short passages and answer questions on what I have read.	I can translate sentences with opinions into the target language.
6	c	I can understand sentences spoken at normal speed.	I can engage in short, scripted conversations.	I can understand a short text made up of short sentences with familiar language on a familiar topic.	I can write a short, simple paragraph from memory using simple sentences from one familiar topic with reasonable spelling.

b	I can pick out the main points of longer dialogues and passages made up of familiar words and basic phrases.	My pronunciation when speaking or reading aloud is reasonably accurate.	I can use a dictionary to correctly look up words I do not understand.	I can use the main forms of the verbs <i>to have</i> , <i>to be</i> and <i>to go</i> in the present tense.
a	I can accurately transcribe sentences with connectives and opinions.	I can use opinions with connectives to give longer answers to questions.	I can practise reading longer texts aloud, containing taught phrases and vocabulary.	I can adapt taught phrases to create new sentences.

We aim to inspire and generate a love of languages and a thirst for learning through relevant learning experiences and practical activity wherever possible. By developing a love of language learning, we hope to start them on the route of learning a variety of languages as they get older so learning should be both relevant and fun.

We want their language learning to contribute to their knowledge as global citizens. We aim to create a stimulating and creative languages learning environment, to support their understanding of the world and the possibilities that are open to them in the wider world. We want them to develop their cultural knowledge to encourage respect of diversity and those in our world.

We want our children to be inspired by language learning and to give them confidence and good foundations so that they can build on learning in secondary school. It is important that they have opportunities to practise and engage in communication both oral and written and that they have access to a range of materials in the target language to create memorable learning experiences.

We want our children to be able to present ideas and information to a range of audiences, including our target language partner schools. By sharing our learning, we aim to inspire courage to achieve our best and encourage seeking to do better.

Implementation

- Access to at least 1 x30 minute session of high-quality language input per week.
- Learning in small, sequential chunks with opportunities for practice and revisiting learning.
- Sticky learning through stimulating activities, linked with real life where possible.
- Regular assessment for learning.
- Access to resources delivered by native speakers to promote accurate pronunciation and intonation.
- Thorough teaching of correct grammatical structures.

Supplemented by

- Block sessions dedicated to language and cultural activities- eg European Language Day, festivals, immersive learning, North East Festival of Languages
- 5 minute French lessons to supplement and practise learning
- Register/birthdays/counting/classroom instructions throughout the week
- Cross curricular links where possible – eg traditional story tales in target language

Impact

Children will develop a love of languages and a willingness to experiment and learn new languages.

Children will understand and respond to spoken and written languages

Children will develop confidence to speak, as questions and communicate with others in the target language

Children will develop authenticity through correct pronunciation and intonation.

Children will acquire knowledge about the countries of their target language.