

Curriculum Growth Journey

Languages

How are Languages taught at Trinity?

Curriculum Intent:

What do we want to achieve in our Languages curriculum?

At Trinity All Saints, we aim to foster inquisitiveness into Modern Foreign Languages. Through deepening pupils' understanding of language and culture of other countries they can widen their understanding of the world. Language teaching provides the foundation of learning further languages, equipping pupils with the necessary skills and knowledge to study and work in other countries. We follow the scheme Salut! throughout KS2.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential and grow into the very best versions of themselves. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Implementation:

How will this be achieved?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves. We teach the National Curriculum, supported by a clear skills progression throughout the school. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are **A**ctive in their learning, **C**ontented in themselves and **T**houghtful as a citizen.

Impact:

What will outcomes for learners be?

- To have the courage and confidence to speak in another language with good intonation and pronunciation.
- To be able to read a simple text in another language.
- To have a passion for learning about new cultures and new languages.
- To have strong awareness for different cultures and languages.

Pupils should be taught:



Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

Listening, Speaking, Reading, Writing L1a stage number statement

Stage 1 Outcomes (Year 3)

Stage 2 Outcomes (Year 4)

Stage 3 Outcomes (Year 5)

Stage 4 Outcomes (Year 6)

PoS Statements	LISTENING	SPEAKING	READING	WRITING
a listen attentively to spoken language and show understanding by joining in and responding	L1a (i) I can understand some simple words and phrases.	S1a I can repeat simple words and phrases.		W1a I can write short, simple responses to spoken language using familiar words.
	L1a (ii) I can understand some simple instructions and follow them.			W2a I can write responses to spoken language using short phrases and simple sentences.
	L2a I can pick out familiar words and phrases from spoken sentences.			
	L3a I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.			
	L4a I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.			
b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	L1b (i) I can identify phonemes which are the same as, or different from, English phonemes.	S1b I can join in with simple songs and rhymes.	R1b (i) I can read and pronounce the most common letters and letter strings in French.	W2b I can use my knowledge of French phonics to help me spell familiar words.
	L1b (ii) I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.		R1b (ii) I can read and pronounce familiar written words accurately, using my knowledge of French phonics.	
			R3b I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.	
c engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	L1c (i) I can recognise a question.	S1c (i) I can answer questions to give basic information using simple words and phrases.		W2c I can express my opinions using simple sentences.
	L1c (ii) I can understand simple questions and respond to them, e.g. by picking up an item.	S1c (ii) I can say that I don't understand, or ask for a question to be repeated.		W3c I can express my opinions using complex sentences.
	L1c (iii) I can recognise negatives.	S1c (iii) I can ask for help using polite language.		
		S1c (iv) I can ask and answer simple questions using short sentences.		

PoS Statements	LISTENING	SPEAKING	READING	WRITING
		S4c I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.		
d speak in sentences, using familiar vocabulary, phrases and basic language structures		S1d I can repeat some simple sentences from memory. S2d I can say several sentences from memory. S3d I can adapt familiar sentences by changing a few words. S4d I can use familiar words and sentence structures to construct new sentences.		
e develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		S1e I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me. S2e I can say full sentences from memory, with accurate pronunciation, so that others can understand me. S4e I can use a range of spoken language confidently, using accurate pronunciation and intonation.	R1e I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. R3e I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.	
f present ideas and information orally to a range of audiences		S1f I can prepare and recite a few familiar sentences to my teacher. S2f I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions. S3f I can prepare a short talk on a familiar subject and present it clearly and confidently. S4f I can develop a simple sketch or role-play and perform it to my class or an assembly.		
g read carefully and show understanding of words, phrases and simple writing		S1g I can give a spoken response to a simple written question.	R1g (i) I can recognise and understand some individual written words, and match them to pictures. R1g (ii) I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. R2g I can follow and understand a familiar written text, reading and listening at the same time.	W1g I can give a written response to a simple written question.



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PoS Statements	LISTENING	SPEAKING	READING	WRITING
			R3g I can understand the main points from a short written text, which contains some unfamiliar language.	
			R4g I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.	
h appreciate stories, songs, poems and rhymes in the language	L1h I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.	S2h I can recite a simple finger rhyme or song from memory.	R1h I can read a simple rhyme or poem, in chorus.	W2h I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.
	L2h I can recognise familiar words and phrases in a spoken story or poem.	S3h I can sing familiar songs clearly and confidently, with accurate pronunciation.	R2h I can read a simple rhyme, song or story aloud to my class.	
	L3h I can understand the main points from a spoken story or poem, which contains some unfamiliar language.		R3h I can read aloud a short story containing familiar language, clearly and with expression.	
	L4h I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.		R4h I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.	
i broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			R2i (i) I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.	
			R2i (ii) I can use a bilingual dictionary to find the French translation of English words.	
j write phrases from memory, and adapt these to create new sentences, to express ideas clearly				W1j I can write some familiar words from memory.
				W2j (i) I can write some phrases and simple sentences from memory.
				W2j (ii) I can complete a written sentence by adding letters, words and phrases.
				W3j (i) I can write several sentences from memory.
				W3j (ii) I can adapt familiar written sentences by changing a few words.
				W4j (i) I can use familiar words and sentence structures to write new sentences.
			W4j (ii) I can write a short passage from memory, including longer or more complex sentences.	

PoS Statements	LISTENING	SPEAKING	READING	WRITING
k describe people, places, things and actions orally and in writing		S1k (i) I can introduce myself, giving my name and age, using short, simple sentences.		W2k (i) I can write a few simple sentences about myself, including my name and age, from memory.
		S1k (ii) I can use some numbers, colours and simple describing words in spoken sentences.		W2k (ii) I can write a few simple sentences to describe where I live, from memory.
		S2k (i) I can say a few sentences to describe where I live.		W2k (iii) I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.
		S2k (ii) I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.		W2k (iv) I can write a few simple sentences about other people, including my family and friends, from memory.
		S2k (iii) I can give short descriptions of other people, including my family and friends.		W3k (i) I can write several sentences from memory to describe what other people do, or like doing.
		S3k (i) I can describe what other people do, or like doing.		W3k (ii) I can write several sentences from memory to describe a place, person or thing.
		S3k (ii) I can prepare and present a short talk about a place, person or thing.		W4k I can construct a short text to describe a place, person or thing, using more complex sentences.
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				
This Programme of Study statement has been broken down into the following areas:				
l feminine and masculine forms	L2l I can identify the gender of a noun from its article in spoken French.	S1l I can pronounce 'le'/la' and 'un'/une' clearly and accurately.	R2l I can identify the gender of a French noun from its article.	W1l I can write some singular nouns with the correct article.
	L3l (i) I can understand the difference between 'le'/la' and 'un'/une' in spoken French.	S2l I can use the correct article most of the time to match the gender of the noun.	R3l (i) I can understand the difference between 'le'/la' and 'un'/une'.	W2l I can use the correct article most of the time to match the gender of the noun.
	L3l (ii) I can recognise and understand the difference between 'mon'/ma'/mes'.	S3l I can use either 'le'/la' or 'un'/une' appropriately.	R3l (ii) I can recognise the meaning of 'mon'/ma'/mes'.	W3l I can use the correct article to match the gender of a noun.



Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

PoS Statements	LISTENING	SPEAKING	READING	WRITING
		S4l I can use French articles confidently and accurately.		W4l I can use French articles confidently and accurately.
m singular and plural forms	L1m I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.	S2m I can use either 'les' or 'des' with plural nouns.	R1m I can recognise whether nouns are singular or plural.	W4m I can write some regular French nouns in the singular and plural form.
			R3m I can recognise that some nouns have irregular plurals.	
n adjectives	L1n I can recognise some basic French adjectives.	S2n I can describe things using simple adjectives.	R3n I can recognise that adjectives' endings often change to match the noun they're describing.	W4n I can write the correct forms of some simple adjectives with a noun, using an example sentence.
o pronouns and the conjugation of high-frequency verbs	L2o I can recognise who is being talked about in a sentence from the pronoun.	S1o I can talk about myself using some common verbs in the first person singular form.	R2o (i) I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.	W2o (i) I can use a model to write sentences in the first person.
		S3o (i) I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.	R2o (ii) I can recognise the first, second and third person singular forms of some common verbs in the present tense.	W2o (ii) I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.
		S3o (ii) I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'	R4o (i) I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.	W3o I can write the correct form of some common verbs in the first person singular, e.g. 'il/elle a'.
		S4o (i) I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations.	R4o (ii) I can recognise that some verbs are irregular.	W4o (i) I can write the correct form of some irregular verbs in the first and third person singular.
		S4o (ii) I can talk about what I am going to do, using the future tense.	R4o (iii) I can understand the basic meanings of 'on' in French.	W4o (ii) I can write simple sentences using the future tense, with help.
		S4o (iii) I can talk about what I have done, using the past tense.	R4o (iv) I can identify the future tense.	W4o (iii) I can write simple sentences using the past tense, with help.
			R4o (v) I can recognise the past tense of some common verbs.	
p word order and patterns in the language	L2p I can recognise that the structure of some French sentences differs from English.	S2p I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.	R2p I can recognise common sentence and word order patterns in French.	W3p I can use some simple sentence structures that differ from English in my writing.
		S3p I can use what I have learnt about the structure of French sentences to build new ones using the same model.		W4p I can use the rules I know about building sentences in French to create new sentences using different vocabulary.