

Year Three

National Curriculum Objectives

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and 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, such as (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.

Skills Development and Breadth of Study

The school follows the 'Jolie Ronde' scheme, covering the following areas throughout Year 3. Please use this as a guideline as to what subject can be taught when. Jolie Ronde has lessons ready for these areas but expand if you feel you want to/can.

Coverage of one area per half term.

Autumn 1

Greetings, names and ages.

JR lesson – 2,3,5

Autumn 2

Christmas and nativity

JR lesson – Christmas lessons

Spring 1

Numbers. (0-10/0-25/0-50)

JR lesson – 1 and 5

Spring 2

Days of the week.

JR lesson – 10

Summer 1

Easter

JR lesson – Easter lessons

Summer 2

Colours.

JR lesson – 7

Key Skills

Attainment targets

The four attainment targets for modern foreign languages at KS3 can be applied as appropriate at key stage 2. They are:

- _ attainment target 1: Listening and responding
- _ attainment target 2: Speaking
- _ attainment target 3: Reading and responding
- _ attainment target 4: Writing.

Listening and Responding

- Pupils show that they understand a range of familiar statements and questions [for example, everyday classroom language and instructions for setting tasks].
- They respond to a clear model of standard language, but may need items to be repeated.

Speaking

- Pupils give short, simple responses to what they see and hear. They name and describe people, places and objects.
- They use set phrases [for example, to ask for help and permission].
- Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.

Reading and Responding

- Pupils show that they understand short phrases presented in a familiar context.
- They match sound to print by reading aloud single familiar words and phrases.
- They use books or glossaries to find out the meanings of new words.

Writing

- Pupils copy familiar short phrases correctly.
- They write or word-process items [for example, simple signs and instructions] and set phrases used regularly in class.
- When they write familiar words from memory their spelling may be approximate.

Year Four

National Curriculum Objectives

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and 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, such as (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.

Skills Development and Breadth of Study

The school follows the 'Jolie Ronde' scheme, covering the following areas throughout Year 3. Please use this as a guideline as to what subject can be taught when. Jolie Ronde has lessons ready for these areas but expand if you feel you want to/can.

Coverage of one area per half term.

Autumn 1

Parts of the body.

JR lesson – 1 and 2

Autumn 2

Zoo animals

JR lesson - 4

Additional – Christmas

JR lesson – Christmas lessons (6 and 7)

Spring 1

Hobbies

JR lesson – 16 and 17

Spring 2

Likes and dislikes

JR lesson – 18

Summer 1

Members of the family

JR lesson - 9

Summer 2

Pets

JR lesson – 11 and 12

Key Skills

Attainment targets

The four attainment targets for modern foreign languages at KS3 can be applied as appropriate at key stage 2. They are:

_ attainment target 1: Listening and responding

_ attainment target 2: Speaking

_ attainment target 3: Reading and responding

_ attainment target 4: Writing.

Listening and Responding

- Pupils show that they understand simple classroom commands, short statements and questions.
- They understand speech spoken clearly, face-to-face or from
- a good-quality recording, with no background noise or interference.
- They may need a lot of help, such as repetition and gesture.

Speaking

- Pupils respond briefly, with single words or short phrases, to what they see and hear.
- Their pronunciation may be approximate, and they may need considerable support from a spoken model and from visual cues.

Reading and Responding

- Pupils show that they understand single words presented in clear script in a familiar context.
- They may need visual cues.

Writing

- Pupils copy single familiar words correctly.
- They label items and select appropriate words to complete short phrases or sentences.

Year Five

National Curriculum Objectives

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and 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, such as (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.

Skills Development and Breadth of Study

The school follows the 'Jolie Ronde' scheme, covering the following areas throughout Year 3. Please use this as a guideline as to what subject can be taught when. Jolie Ronde has lessons ready for these areas but expand if you feel you want to/can.

Coverage of one area per half term.

Autumn 1 (Look at JR – what do you think needs recapping and looking at again)

Revision of days of the week
JR lesson – 7

Autumn 2

Simple sentences
JR lesson – 1

Spring 1

Months of the year
JR lesson – 9

Spring 2

Food, breakfast and desert.
JR lesson – 12, 14, 15

Summer 1

Where do you live?
JR lesson - 18

Summer 2

Weather
JR lesson – 16 and 17.

Key Skills

Attainment targets

The four attainment targets for modern foreign languages at KS3 can be applied as appropriate at key stage 2. They are:

- _ attainment target 1: Listening and responding
- _ attainment target 2: Speaking
- _ attainment target 3: Reading and responding
- _ attainment target 4: Writing

Listening and Responding

- Pupils show that they understand short passages made up of familiar language that is spoken at near normal speed without interference.
- These passages include instructions, messages and dialogues. Pupils identify and note main points and personal responses
- [for example, likes, dislikes and feelings], but may need short sections to be repeated.

Speaking

- Pupils take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.
- They use short phrases to express personal responses [for example, likes, dislikes and feelings].
- Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

Reading and Responding

- Pupils show that they understand short texts and dialogues, made up of familiar language, printed in books or word-processed.
- They identify and note main points and personal responses [for example, likes, dislikes and feelings].
- They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

Writing

- Pupils write two or three short sentences on familiar topics, using aids [for example, textbooks, wallcharts and their own written work].
- They express personal responses [for example, likes, dislikes and feelings].
- They write short phrases from memory and their spelling is readily understandable.

Year Six

National Curriculum Objectives

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and 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, such as (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.

Skills Development and Breadth of Study

The school follows the 'Jolie Ronde' scheme, covering the following areas throughout Year 3. Please use this as a guideline as to what subject can be taught when. Jolie Ronde has lessons ready for these areas but expand if you feel you want to/can.

Coverage of one area per half term.

Autumn 1

Classroom routines

JR lesson -1

Autumn 2

Learning a song (fenetre/piscine)

JR lesson – 10

Spring 1

Family

JR lesson – 4 and 5

Spring 2

Recap Days of the week, months and year

JR lesson – 14

Summer 1

Recap of clothes –

JR lesson – 3

Summer 2

Recap of verb etre

JR lesson - 5

Key Skills

Attainment targets

The four attainment targets for modern foreign languages at KS3 can be applied as appropriate at key stage 2. They are:

- _ attainment target 1: Listening and responding
- _ attainment target 2: Speaking
- _ attainment target 3: Reading and responding
- _ attainment target 4: Writing.

Listening and Responding

- Pupils show that they understand short passages made up of familiar language that is spoken at near normal speed without interference.
- These passages include instructions, messages and dialogues. Pupils identify and note main points and personal responses [for example, likes, dislikes and feelings], but may need short sections to be repeated.
- Pupils show that they understand longer passages, made up of familiar language in simple sentences, that are spoken at near normal speed with little interference.

Speaking

- Pupils take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.
- They use short phrases to express personal responses [for example, likes, dislikes and feelings].
- Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.
- Pupils take part in simple structured conversations of at least three or four exchanges, supported by visual or other cues.

Reading and Responding

- Pupils show that they understand short texts and dialogues, made up of familiar language, printed in books or word-processed.
- They identify and note main points and personal responses [for example, likes, dislikes and feelings].
- They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.
- Pupils show that they understand short stories and factual texts, printed or clearly handwritten. They identify and note main points and some details.

Writing

- Pupils write two or three short sentences on familiar topics, using aids [for example, textbooks, wallcharts and their own written work].
- They express personal responses [for example, likes, dislikes and

feelings].

- They write short phrases from memory and their spelling is readily understandable.
- Pupils write individual paragraphs of about three or four simple sentences, drawing largely on memorised language.