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| **French Stage 2 LTP (V2T/C2T)** |
| **Unit** | **Content****Revisit and develop…** | **Phonics****Revisit and develop…** | **Grammar****Revisit and develop…** | **Language Learning Skills****Revisit and develop…** | **Skill Level** |
| **Autumn 1*** Welcome to school, super learners

***KPIs****Can:**answer several questions about themselves**ask several questions about a friend**understand and respond to classroom instructions**recall days of week**recall months of year**say and write some nouns for places in school**say and write some nouns for classroom objects* | Recall personal information questions and answers Recall 0-11 and some classroom instructionsSay and read numbers 10-20Recall days and monthsNames of areas /rooms in schoolClassroom item nouns**Culture**: School in France | Silent letterst/pPronunciation of lettersx/é/hSound spellingz/ngt/ze/ez/on | Masculine and feminine singular nouns. | Speak confidently (words, phrases, sentences).Identify key sounds and silent letters.Memory skills to aid comprehensionIdentify language patternsAsk question with correct intonation.Read some familiar and unfamiliar target language words.Write familiar target language words from memory. | **Sound Spelling**Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.**Listening**Can understand a few familiar spoken words and phrases.**Speaking** Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.**Reading**Can understand simple written phrases. Can match sounds to familiar written words.**Writing**Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.**Assessment:**Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/termIn line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| **Autumn 2*** My local area, your local area

***KPIs****Can:* *Listen and respond accurately to sequence of commands**Communicate simple instructions**Recognise and read places in town nouns**Ask and respond appropriately to where something is* | Revisit /extend coloursRevisit/extend classroom commandsCommands of movement and directionPlaces in town/shops nounsAsk and answer question “Where is …?”**Poem**: Bonfire Night**Culture**: shops and a typical town in France**Culture**: Christmas | Silent letterst/ePronunciationiSound spellingou/on/eu/oi/an/ch/ez  | Classify masculine and feminine singular nouns. | Speak confidently (words, phrases.sentences)Identify key sounds/silent letters Take risks/positive attitudeListen attentivelyMake educated guessesRecall previously learnt language. |
| **Spring 1*** Family tree and faces.

***KPIs****Remember and say nouns for members of family* *Recognise, understand and say parts of face nouns**Write a simple sentence with a part of face and a colour.* | **Culture**: Epiphany in France.Family member nounsRecall personal information Parts of the face nounsSimple sentences to describe a faceCreate an alien face.  | Silent letterst/sPronunciationé/è/çSound spellingan/ille/oi/qui/suis/ai/eux/ez | Practise masculine and feminine nouns, singular and pluralExplore plural nouns with adjectives in French Practise/use first person singular of verbs to have and to be.Practise asking a question.   | Speak confidently (words, phrases and sentences)Explore how to use a bilingual dictionaryImitate pronunciationMake educated guesses using contextActions and games to aid memoryRecall and use previously learnt languageTake risks and learn from mistakesUnderstand basic grammarIdentify sounds and silent letters.Practise with a friendWrite simple sentences using a model. |
| **Spring 2*** Face and body parts

***KPIs****Recognise and use accurately body part nouns**Understand simple descriptive sentence about body parts with colour adjectives and size adjectives**Say and write simple sentence about for a physical description**Follow a simple sequence of physical movement commandsCommunicate a simple sequence of physical movement commands* | Revisit face part nounsBody parts nounsMovement commandsUse of “ I have” with physical descriptions in French.Generate simple sentence descriptions, adjective and nouns, to describe an alien.  | Silent letterst/s/xPronunciationéSound spellingez/eux/eille/ge | Practise French verbs as commands.Explore use of plural nounsExplore use of singular nouns,Practise using colours as adjectives with nouns in French | Speak confidently (words and phrases)Imitate the pronunciation of soundsUse a bilingual dictionary to check spellings or look up new wordsMake educated guesses of context Actions/games to aid memoryRecall and use prior learningPositive attitudeTake risks and learn from mistakesImitate pronunciation |
| **Summer 1*** Feeling unwell
* Jungle animals

***KPIs****Recall body part nouns**Explain what hurts and how feeling**Take part in at the doctors’ roleplay**Identify jungle animal nouns**Remember jungle animal nouns**Identify and find meaning of unfamiliar adjectives**Understand and join in with a story.**Say/write a simple sentence – noun, adjective, conjunction about jungle animals.*  | Recall body parts nounsExplaining how something hurtsAsk the question “What is wrong?”At the doctors ‘ roleplayJungle animal nounsAdjectives of colour and size to describe animal nouns**Story**: Walking through the jungle**Poem** :Jungle animal explorers  | Silent letterst/s/hPronunciationiSound spellingen/in/erre/un/oi | Revisit intonation when asking a questionUsing adjectives to describe a noun in French | Speak confidently (words and phrases)Actions/games to aid memoryRecall and use prior learningAsk a question accuratelyListen attentivelyPositive attitudeTake risks and learn from mistakesMake links with English and home languages.Write simple sentences using a model. |
| **Summer 2*** The weather
* Ice creams
* Language Puzzle

***KPIs****Can:**Read and understand 3 simple sentences about the weather**Say and write 3 simple sentences about the weather**Understand some ice cream flavours**Describe a favourite ice cream**Participate in a buy an ice cream roleplay*  | Weather statementsWeather question.Ice cream flavoursBuying an ice cream dialoguesIce creams- I love, like, dislike**Culture**: Map and places - in France and weather forecasts**Language Puzzle**: using our language detective skills to explore another language. | Silent letterse/s/t/dSound spellingch/oi/au/ai/ille/at/ette/ace | Can ask for an item politelyAsking a question accurately  | Speak confidently (words and phrases)Actions/games to aid memoryRecall and use prior learningAsk a question accuratelyListen attentivelyPositive attitudeTake risksImitate pronunciationMake links with English and home languages.Write simple sentences using a model. |

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| **Progression over year linked to DFE Ats 1-12 (English schools only)**During Stage 2 children will revisit and develop all 12 DFE ATs (see highlighted cells in grid below) |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding  |  |  |  |  |  |  |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words |  |  |  |  |  |  |
| Engage in conversations: ask 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 intonations, so that others understand. |  |  |  |  |  |  |
| 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 another language. |  |  |  |  |  |  |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. |  |  |  |  |  |  |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly.  |  |  |  |  |  |  |
| Describe people, places and things |  |  |  |  |  |  |
| Understand basic grammar |  |  |  |  |  |  |