



Modern Foreign Languages

At Pot kiln School learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims of the Modern Foreign Language Curriculum

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 writing in the language studied



Year 1

Autumn Topic- Totally Terrific Toys	Spring Topic – Amazing Animals	Summer Topic -
Simple Greetings and songs	Number and colours through song	The Very Hungry Caterpillar
National Curriculum Objectives	National Curriculum Objectives	National Curriculum Objectives
Non Statutory	Non Statutory	Non Statutory
Target Tracker Statements	Target Tracker Statements	Target Tracker Statements
N/A	N/A	N/A



Year 2

Autumn La Surprise de Handa	Spring Cher Zoo	Summer Petite Tache
National Curriculum Objectives Linguamarque Stage 1	National Curriculum Objectives Linguamarque Stage 1	National Curriculum Objectives Linguamarque Stage 1
Non- Statutory - See targets for Year 3	Non Statutory - See Targets for Year 3	Non Statutory - See Targets for Year 3
Target Tracker Statements	Target Tracker Statements	Target Tracker Statements
Non Statutory - See Targets for Year 3	Non Statutory - See Targets for Year 3	Non Statutory - See Targets for Year 3



Years 3 and 4 Rolling Programme

Autumn 1 and 2 Rigolo 1 Units 1 and 2 (Unit 1: Bonjour; Unit 2: En classe)	Spring 1 and 2 Rigolo 1 Units 3 and 4 (Unit 3: Mon corps; Unit 4: Les Animaux)	Summer 1 and 2 Rigolo 1 Units 5 and 6 (Unit 5: Ma famille; Unit 7: Bon anniversaire)
Year 3 National Curriculum Objectives Linguamarque Stage 1	Year 3 National Curriculum Objectives Linguamarque Stage 1	Year 3 National Curriculum Objectives Linguamarque Stage 1
Autumn - 1 st smiley face	Spring - 2 nd smiley face	Summer - 3 rd smiley face
<p>Listening Understand a few familiar spoken words and phrases Recognise and identify some sounds</p> <p>Speaking Say and repeat single words and short simple phrases Pronounce words with some accuracy Memorise a small part of a spoken text</p> <p>Reading Understand a few familiar words and phrases Use my knowledge of what a text is about to work out some of the meaning</p> <p>Writing Copy simple words or symbols correctly Write a few words from memory with some accuracy</p> <p>Grammar</p>		

**Assessment Criteria Year 3
TTS: Band 3 – Working Towards**

**Assessment Criteria Year 3
TTS: band 3 - Achieved**

**Assessment Criteria Year 3
TTS Band 3 - Mastered**

Listening

Show that he/she recognises words and phrases heard by responding appropriately

Follow simple instructions and link pictures to language

When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.

Speaking

Use mostly accurate pronunciation and speak clearly when addressing an audience

Use simple adjectives such as colours and sizes to describe things orally

Reading

Recognise some familiar words and phrases in written form

Read some familiar words aloud using mostly accurate pronunciation

Learn and remember new words encountered in reading

Writing

Use simple adjectives such as colours and sizes to describe things in writing

Record descriptive sentences using a word bank.

Grammar

Recognise the main word classes e.g. nouns, adjectives and verbs

Understand that nouns may have different genders and recognise clues to identify this, such as the difference in articles

Have basic understanding of the usual order of words in sentences in the target language

<p style="text-align: center;">Autumn 1 and 2 Rigolo 1 Units 7 and 8 (Unit 7: Encore!; Unit 8: Quelle heure est-il)</p>	<p style="text-align: center;">Spring 1 and 2 Rigolo 1 Units 9 and 10 (Unit 9: Les fêtes; Unit 10: Où vas-tu?)</p>	<p style="text-align: center;">Summer 1 and 2 Rigolo 1 Units 11 and 12 (Unit 11: On mange!; Unit 12: Le cirque)</p>
<p style="text-align: center;">Year 4 National Curriculum Objectives Linguamarque Stage 2</p>	<p style="text-align: center;">Year 4 National Curriculum Objectives Linguamarque Stage 2</p>	<p style="text-align: center;">Year 4 National Curriculum Objectives Linguamarque Stage 2</p>
<p style="text-align: center;">Autumn - 1st smiley face</p>	<p style="text-align: center;">Spring - 2nd smiley face</p>	<p style="text-align: center;">Summer - 3rd smiley face</p>
<p>Listening understand a range of familiar spoken phrases sometimes use my knowledge of sounds to help me read and write</p> <p>Speaking ask for or give basic information in full sentences with a degree of accuracy reproduce correct intonation when I speak in full sentences memorise and present a short spoken text</p> <p>Reading understand the main points from a few written sentences made up of familiar language use my knowledge of what a text is about and my prior learning to work out meaning use a bi-lingual dictionary with some help</p> <p>Writing write two or three short sentences with some help from a model write familiar words from memory with some accuracy</p> <p>Grammar</p>		

Assessment Criteria Year 4
TTS: Band 4 – Working Towards

Assessment Criteria Year 4
TTS: band 4 - Achieved

Assessment Criteria Year 4
TTS Band 4 - Mastered

Listening

Show understanding of a range of familiar spoken phrases, for example, through acting out part of a familiar story heard
Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings
Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English

Speaking

Ask and answer a range of questions on different topic areas
Using familiar sentences as models, make varied adaptations to create new sentences
Read aloud using accurate pronunciation and present a short learned piece of performance

Reading

Read a range of familiar written phrases and sentences, , recognising their meaning and reading them aloud accurately
Follow the written version of a text he/she is listening to
Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues

Writing

Write words and short phrases from memory
Use a range of adjectives to describe things in more detail, such as describing someone's appearance
Write descriptive sentences using a model but supplying some words from memory

Grammar

Recognise a wider range of word classes including pronouns and articles, and use them appropriately
Understand that adjectives may change form according to the noun they relate to and select the appropriate form
Recognise questions and negative sentences



Year 5 and 6 Rolling Programme

Autumn 1 and 2 Rigolo 2 Units 1 and 2 (Unit 1: Salut, Gustav!; Unit 2: À l'école)	Spring 1 and 2 Rigolo 2 Units 3 and 4 (Unit 3: La nourriture; Unit 4: En ville)	Summer 1 and 2 Rigolo 2 Units 5 and 6 (Unit 5: En vacances; Unit 6: Chez moi)
Year 5 National Curriculum Objectives Linguamarque Stage 3	Year 5 National Curriculum Objectives Linguamarque Stage 3	Year 5 National Curriculum Objectives Linguamarque Stage 3
Autumn - 1 st smiley face	Spring - 2 nd smiley face	Summer - 3 rd smiley face
<p>Listening Understand the main points from a short spoken passage or conversation Regularly use my knowledge of sounds to help me read and write confidently</p> <p>Speaking Use my knowledge of a few simple grammatical structures when building spoken sentences of varying length Speak clearly with good pronunciation and intonation Prepare a short presentation on a topic I have been learning</p> <p>Reading Understand the main points from a short written text Use my knowledge of what a text is about, my prior learning and a dictionary to work out meaning</p> <p>Writing Write a few sentences of varying length, with support, using my knowledge of some simple grammatical structures Write short phrases from memory</p> <p>Grammar</p>		

Assessment Criteria Year 5 TTS Band 5 – Working Towards	Assessment Criteria Year 5 TTS Band 5 - Achieved	Assessment Criteria Year 5 TTS Band 5 - Mastered
<p>Listening Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language Identify different ways to spell key sounds and select the correct spelling of a familiar word</p> <p>Speaking Take part in conversations and express simple opinions giving reasons Adapt known complex sentences to reflect a variation in meaning Begin to use intonation to differentiate between sentence types Create a short piece for presentation to an audience</p> <p>Reading Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation Learn a song or poem using the written text for support Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</p> <p>Writing Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</p> <p>Grammar Know how to conjugate some high frequency verbs Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun Adapt sentences to form negative sentences and begin to form questions</p>		

<p style="text-align: center;">Autumn 1 and 2 Rigolo 2 Units 7 and 8 (Unit 7: Le week-end; Unit 8: Les vêtements)</p>	<p style="text-align: center;">Spring 1 and 2 Rigolo 2 Units 9 and 10 (Unit 9: Ma journée; Unit 10: Les transports)</p>	<p style="text-align: center;">Summer 1 and 2 Rigolo 2 Units 11 and 12 (Unit 11: Le sport; Unit 12: On va faire la fête)</p>
<p style="text-align: center;">Year 6 National Curriculum Objectives Linguamarque Stage 4</p>	<p style="text-align: center;">Year 6 National Curriculum Objectives Linguamarque Stage 4</p>	<p style="text-align: center;">Year 6 National Curriculum Objectives Linguamarque Stage 4</p>
<p style="text-align: center;">Autumn - 1st smiley face</p>	<p style="text-align: center;">Spring - 2nd smiley face</p>	<p style="text-align: center;">Summer - 3rd smiley face</p>
<p>Listening Understand the main points and some detail from a short spoken passage or conversation Often and confidently apply my knowledge of sounds and patterns to my reading and writing</p> <p>Speaking Apply a range of grammatical knowledge when building spoken sentences of varying length and difficulty Speak confidently with consistently good pronunciation and intonation Use spoken language confidently to tell stories or present information</p> <p>Reading Understand the main points and some detail from short texts in familiar contexts Use context, previous knowledge and my understanding of how the language works to help work out meaning</p> <p>Writing Write a short text/paragraph Apply a range of grammatical knowledge and build sentences of varying length and difficulty Write mainly from memory</p> <p>Grammar</p>		

**Assessment Criteria Year 6
TTS Band 6 – Working Towards**

**Assessment Criteria Year 6
TTS Band 6 - Achieved**

**Assessment Criteria Year 6
TTS Band 6 - Mastered**

Listening

Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard
Applying knowledge of phonemes and spelling to attempt the reading of unfamiliar words

Speaking

Engage in longer conversations, asking for clarification when necessary
Create his/her own sentences using knowledge of basic sentence structure
Use pronunciation and intonation effectively to accurately express meaning and engage an audience

Reading

Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation
Attempt to read a range of texts independently, using different strategies to make meaning
Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words

Writing

Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic
Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions
Begin to use some adverbs

Grammar

Know how to conjugate a range of high frequency verbs
Understand how to use some adverbs in sentences
Have an awareness of similarities and differences in grammar between different languages.