

French Year 3 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised
<b>Autumn 1 :A New Start</b> <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Numbers</li> <li>Colours</li> </ul>	Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	Key listen out activity based on: numbers ix	Exploration of recognising and answering a question	Each half term the children can complete <i>Puzzle It Out</i> activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)
<b>Autumn 2:Calendar and Celebrations</b> <ul style="list-style-type: none"> <li>Command, colours, numbers</li> <li>Bonfire Night colours</li> <li>Calendar time</li> <li>Christmas starry night</li> </ul>	Days Months ( an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas	Key listen out activity based on: days of the week i	Exploration of: recognising and understanding simple commands	
<b>Spring 1:Animals I like and don't like</b> <ul style="list-style-type: none"> <li>Epiphany celebrations</li> <li>Animals around us</li> </ul>	Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike	Key listen out activity based on: Key sounds in animal nouns ch/oi	Exploration of: recognising nouns asking a question	<b>Sound Spelling:</b> Can identify specific sound/phonemes
<b>Spring 2:Carnival colours ,playground games</b> <ul style="list-style-type: none"> <li>Carnival and playground games</li> <li>Easter celebrations</li> </ul>	Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter	Key listen out activity based on: Key sounds/words in questions and answers ez	Exploration of:	<b>Listening:</b> Can understand a few familiar spoken words and phrases  <b>Speaking:</b> Can say/repeat a few short words and phrases and would be understood by a native speaker
<b>Summer 1: Breakfast, fruit nouns and a hungry giant</b> <ul style="list-style-type: none"> <li>A hungry giant story</li> </ul>	Fruit and vegetables Breakfast foods Ask and answer likes/dislikes	Key listen out activity based on: Key sounds in fruits and vegetable nouns	Exploration of: nouns and beginning to recognise masculine/feminine nouns	



<p><b>Summer 2: Going on a picnic</b></p> <ul style="list-style-type: none"> <li>• Where does the gingerbreadman live?</li> <li>• Going on a picnic (story)</li> </ul>	<p>Ask for a food item politely</p> <p>Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)</p>	<p>une/un</p> <p>Key listen out activity based on: Key sounds/words in picnic story</p> <p>ons</p>	<p>Exploration of: practising forming and structuring a polite response</p>	<p><b>Reading:</b> Can recognise and read out a few familiar words and phrases</p> <p><b>Writing:</b> Can write or copy a few simple words or phrases or symbols as emergent writers of the target language</p>
<p><u>DFE ATS and skill level</u></p> <p>During the first stage of language learning , children will explore all 12 DFE Attainment Targets.</p>				
<p>Listen attentively to spoken language and show understanding by joining in and responding</p>				
<p>Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words</p>				
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>				
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>				
<p>Develop accurate pronunciation and intonation, so that others understand ...</p>				



		perform simple communicative tasks using single words/phrases and sentences focus on correct pronunciation
Present ideas and information orally to a range of audiences		perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text
Read carefully and show understanding of words, phrases and simple writing		recognise some familiar words in written form recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases
Appreciate stories, songs, poems and rhymes in the language		listen and respond to rhymes/songs/stories recognise some familiar words in written form read and understand a range of familiar phrases
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		recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonetic and whole word knowledge of the new language in order to locate words in a reference source
Write phrases from memory and adapt these to create new sentences to express ideas clearly		experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference
Describe people, places, things and actions orally and in writing		perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences
Understand basic grammar		Use question forms Begin to explore nouns Identify and understand commands



**French Year 4 Long Term Planning Overview**

	<b>Content</b>	<b>Phonics</b>	<b>Grammar</b>	<b>Skill level practised and progress made...</b>
<b>Autumn 1 :Welcome to school- super learners</b>	<ul style="list-style-type: none"> <li>• Welcome</li> </ul>	Key listen out activity based on: numbers and colours <b>oi/eu/ou</b>	Exploration of nouns: masculine/feminine	Each half term the children can complete <i>Puzzle It Out activities</i> where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)
<b>Autumn 2: My local area, your local area</b>	<ul style="list-style-type: none"> <li>• Robots, commands, actions</li> <li>• Shops, signs , directions</li> <li>• Let's sparkle Xmas poem</li> </ul>	Key listen out activity based on: shop nouns <b>ou/ ch</b>	Exploration of: recognising and using commands recognising and using "there is/are"	assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)
<b>Spring 1: Family tree and faces</b>	<ul style="list-style-type: none"> <li>• Epiphany time again</li> <li>• Meet the alien family</li> </ul>	Key listen out activity based on: numbers <b>in</b>	Exploration of: identifying parts of language which are adjectives recognising and using "I have "	<b>Sound Spelling:</b> Can match sounds to familiar written words can pronounce familiar words and some new words accurately.  <b>Listening:</b> Can understand a range of familiar spoken phrases and is able to listen for specific words and
<b>Spring 2:Celebrating carnival/body parts</b>	<ul style="list-style-type: none"> <li>• Carnival of animals</li> <li>• Body parts and aliens</li> <li>• Alien family "Easter egg hunt"</li> </ul>	Key listen out activity based on: parts of the body <b>é/ou/oi</b>	Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are	understand a range of familiar spoken phrases and is able to listen for specific words and



<p><b>Summer 1: Feeling unwell/ Jungle animals</b></p> <ul style="list-style-type: none"> <li>• I don't feel well</li> <li>• Walking through the jungle (story and rhyme) plus dragons and unicorns fantastical animal descriptions.</li> </ul>	<p><b>How are you feeling?</b> Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)</p>	<p><b>Key listen out activity based on:</b> illnesses  <b>en</b></p>	<p><b>adjectives</b> <b>Exploration of:</b> identifying/producing singular and plural  masculine/feminine nouns</p>	<p><b>phrases</b> <b>Speaking:</b> Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately.</p>
<p><b>Summer 2: Summer time</b></p> <ul style="list-style-type: none"> <li>• Weather plus Enormous turnip performance story</li> <li>• Ice creams and simple ice cream roleplay</li> </ul>	<p>Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream</p>	<p><b>Key listen out activity based on:</b> ice creams  <b>ch/en/on</b></p>	<p><b>Exploration of:</b> identifying verbs in simple present tense sentences  polite requests :-"I would like ..."</p>	<p><b>Reading:</b> Can understand simple written phrases. Can match sounds to familiar written words</p> <p><b>Writing:</b> Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
<p><b>DFE ATS and skill level</b> During the first stage of language learning, children will explore all 12 DFE Attainment Targets.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>Language Learning Skill level practise</b> During the second stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DFE ATS listen attentively and understand more complex phrases and sentences</p>				



	Identify specific sounds, phonemes and words listen for specific words and phrases
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays)
Speak in sentences, using familiar vocabulary, phrases and basic language structures	ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences
Develop accurate pronunciation and intonation, so that others understand ...	imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in pronunciation
Present ideas and information orally to a range of audiences	perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)
Read carefully and show understanding of words, phrases and simple writing	read a range of familiar written phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text
Appreciate stories, songs, poems and rhymes in the language	read and understand a range of familiar phrases listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading



	<p>aloud from the text</p> <p>read and understand a range of familiar phrases</p> <p><b>identify specific sounds phoneme and words. Imitate pronunciation</b></p> <p><b>read and understand a range of familiar phrases</b></p> <p><b>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</b></p> <p>prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p> <p>write simple words and phrases using a model and some words from memory</p> <p>write words and short sentences using a reference</p> <p>write word, phrases and short sentences using a reference</p> <p>write simple words and phrases using a model and some words from memory</p> <p>nouns/ gender and in singular and plural</p> <p>begin to explore agreement of adjectives</p> <p>understand and use the question form "have you ..?"</p> <p>and give a positive response "I have</p> <p>construct simple sentences using nouns, verb (to be) and an adjective</p>
<p><b>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</b></p>	
<p><b>Write phrases from memory and adapt these to create new sentences to express ideas clearly</b></p>	
<p><b>Describe people, places, things and actions orally and in writing</b></p>	
<p><b>Understand basic grammar</b></p>	



French Year 5 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
<p><b>Autumn 1 :My school, my subjects</b></p> <ul style="list-style-type: none"> <li>• Talking all about us</li> <li>• School subjects, my opinions</li> <li>• Back to school with the aliens- animated story, creative reading and writing</li> <li>• Witch's day at school- talk and write story</li> </ul>	<p>Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p>	<p>Key listen out activity based on: Key sounds in school subjects/opinions</p> <p>qu/in</p>	<p>Exploration of Asking and answering simple question about someone else (3<sup>rd</sup> person singular) Conjunctions to create extended sentences</p>	<p>Each half term the children can complete <i>Puzzle It Out</i> activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</p> <p><b>Sound Spelling:</b> Can apply phonic knowledge to find/or write words.</p> <p><b>Listening:</b> Can understand the main points from a series of spoken sentences (including questions)-may require some repetition</p> <p><b>Speaking:</b> Can ask and answer questions on</p>
<p><b>Autumn 2: Time in the city</b></p> <ul style="list-style-type: none"> <li>• In the city</li> <li>• Christmas shopping (roleplay)</li> </ul>	<p>Buildings and places of interest Where is ( + shops) Here is ( + shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p>	<p>Key listen out activity based on: Key sounds in buying a gift role play structures</p> <p>eu/eau</p>	<p>Exploration of: Commands Verb to have- present tense</p>	<p><b>Sound Spelling:</b> Can apply phonic knowledge to find/or write words.</p> <p><b>Listening:</b> Can understand the main points from a series of spoken sentences (including questions)-may require some repetition</p> <p><b>Speaking:</b> Can ask and answer questions on</p>
<p><b>Spring 1: Healthy eating and going to the market</b></p> <ul style="list-style-type: none"> <li>• Happy New Year</li> <li>• Pantomime and verb to be</li> <li>• Going to the market</li> <li>• Healthy recipe</li> </ul>	<p>Shopping at the market Fruit Vegetables Transactional language at the shops</p>	<p>Key listen out activity based on: Key sounds in fruits/vegetables/class survey questions</p>	<p>Exploration of: Verb to be – present tense</p>	<p><b>Sound Spelling:</b> Can apply phonic knowledge to find/or write words.</p> <p><b>Listening:</b> Can understand the main points from a series of spoken sentences (including questions)-may require some repetition</p> <p><b>Speaking:</b> Can ask and answer questions on</p>





<ul style="list-style-type: none"> <li>Jack and the Beanstalk story-read/write/perform</li> </ul> <p><b>Spring 2: Carnival clowns and clothes</b></p> <ul style="list-style-type: none"> <li>Carnival clowns/fancy dress characters and clothes</li> <li>Pirate's Lost Treasure story</li> <li>Fancy dress fashion show</li> </ul>	<p>Numbers 0-50/ Euros</p> <p>Instructions to make a healthy dish</p> <p>What are you wearing? I am wearing What's it like? It's + colour and size It has..</p>	<p><b>qu/que</b></p> <p>Key listen out activity based on: Key sounds in clothes descriptions</p> <p><b>au/ou</b></p>	<p>Exploration of: Verb to wear – present tense Adjectival agreement with nouns</p>	<p>several topics and can express opinions. Can take part in brief prepared tasks such as short presentations and roleplays</p> <p><b>Reading:</b> Can understand the main point(s) from a short written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words.</p>
<p><b>Summer 1: Out of this World</b></p> <ul style="list-style-type: none"> <li>Traveller's survival guide</li> <li>Fly me to the moon story and planets /simple descriptions</li> <li>Intergalactic dialogues/design outer space characters and own plants and languages</li> </ul>	<p>Personal information at passport control</p> <p>Countries</p> <p>Ways to travel</p> <p>Planets and simple adjectives</p> <p>Dialogues and conversations</p> <p>You can</p> <p>Play + sports</p> <p>Eat + foods</p> <p>Wear +beach clothes</p>	<p>Key listen out activity based on: Key sounds new personal info special questions</p> <p><b>ille/é</b></p>	<p>Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.</p>	<p><b>Writing:</b> Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.</p>
<p><b>Summer 2: Going to the seaside</b></p> <ul style="list-style-type: none"> <li>Going to the seaside</li> </ul>	<p>Key listen out activity based on: Key sounds in beach language</p> <p><b>ge/jou</b></p>	<p>Exploration of: Using the modal verb structure : You can + verbs</p>		



<b>DFE ATS and skill level</b>		
During the first stage of language learning, children will explore all 12 DfE Attainment Targets.		<b>Language Learning Skill level practise</b> During the third stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs
Listen attentively to spoken language and show understanding by joining in and responding		Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words		imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays
Speak in sentences, using familiar vocabulary, phrases and basic language structures		use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions
Develop accurate pronunciation and intonation, so that others understand ....		recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by reading aloud focus on correct pronunciation
Present ideas and information orally to a range of audiences		prepare a short presentation on a familiar topic memorise and present a short spoken text understand and express opinions memorise and present a short spoken text
Read carefully and show understanding of words, phrases and simple writing		read and understand the main points and some detail



	<p>from a short written passage (mainly familiar words) identify specific sounds phoneme and words. Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p> <p>listen and respond to rhymes/songs/stories</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>recognise and respond to sound patterns and words</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>read and understand a range of familiar and unfamiliar phrases</p> <p>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>
<p>Appreciate stories, songs, poems and rhymes in the language</p>	
<p>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</p>	
<p>Write phrases from memory and adapt these to create new sentences to express ideas clearly</p>	<p>write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory</p> <p>construct a short text e.g create a ppt/ presentation or short passage to give a description</p> <p>attempt to memorise and present a written text as a spoken text</p>
<p>Describe people, places, things and actions orally and in writing</p>	
<p>Understand basic grammar</p>	<p>Use verbs in 3<sup>rd</sup> person singular to describe someone else</p> <p>explore the verb to be in the present tense</p> <p>explore and practise a regular present tense verb: "to wear"</p> <p>explore and practise the present tense verb "to have"</p> <p>practise accurate use of adjectives in agreement with nouns</p>



French Year 6 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
<b>Autumn 1: Everyday life</b> <ul style="list-style-type: none"> <li>• Revisiting me</li> <li>• Time</li> <li>• Daily life of a super hero/pupil</li> </ul>	Revisiting and extending personal information. Asking the time Giving o'clocks Describing simple daily routine	Key listen out activity based on: Key sounds in daily routine phrases  ais	Exploration of time phrases extended sentences with conjunctions and opinions	Each half term the children can complete <i>Puzzle It Out</i> activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(some children will be on cusp of A2 in some of the skills )(Common European Framework of Reference)
<b>Autumn 2: Where I live ,where you live</b> <ul style="list-style-type: none"> <li>• Spooky house /space house</li> <li>• Hopes and aspirations</li> <li>• Paddington's Xmas Sandwiches</li> </ul>	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Talking about "what I want to be in the future" Asking for and designing sandwiches.	Key listen out activity based on: Key sounds in nouns and adjectives linked to the house  ai/an/am	Exploration of: verb to have verb to be adjectival agreement with nouns	Sound Spelling: generally accurate pronunciation and familiar word reading skills.  Listening: Can understand the main points and some detail from a short spoken
<b>Spring 1: Playing and enjoying sport</b> <ul style="list-style-type: none"> <li>• Happy New Year forfeit game</li> <li>• Investigating sports</li> </ul>	You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes	Key listen out activity based on: Key sounds in sports and hobbies  ais/oue	Exploration of: verb to play in the present tense	



<p><b>Spring 2: This is me, hobbies and fun</b></p> <ul style="list-style-type: none"> <li>• All the fun of the fair</li> <li>• Favourites (independent presentation)</li> </ul>	<p>Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes</p>	<p>Key listen out activity based on: Key sounds in opinions  <b>eux/ivé</b></p>	<p>Exploration of: expressing likes and dislikes with nouns and verbs  descriptive sentences using 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person regular present tense</p>	<p>passage  <b>Speaking:</b> Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation  <b>Reading:</b> Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/poem/story/account). Can use a bilingual dictionary.  <b>Writing:</b> Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support.</p>	
<p><b>Summer 1: Café culture ,restaurants</b></p> <ul style="list-style-type: none"> <li>• Café culture (performance)</li> <li>• Eating out (role play)</li> </ul>	<p>Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>	<p>consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>		
<p><b>Summer 2 :Performance Time</b></p> <ul style="list-style-type: none"> <li>• Tour de France</li> <li>• Class performances (independent performances and presentations)</li> <li>• Create own class newspaper sheet</li> <li>• Year 6 presentations</li> </ul>	<p>Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers.</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>	<p>consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>		
<p><b>DFE ATS and skill level</b> During the first stage of language learning, children will explore all 12 DFE Attainment Targets.</p>		<p><b>Language Learning Skill level practise</b> During the fourth stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DFE ATS</p>			<p>Listen attentively and understand more complex phrases and</p>



	<p><b>sentences</b>  <b>Listen for specific words and phrases</b>  <b>Understand the main points and simple opinions in a spoken story, song or passage</b>                      imitate pronunciation                      identify specific sounds/phonemes/words  <b>Recite a short piece of narrative either from memory or by reading aloud from a text</b>                      use spoken language confidently to initiate and sustain simple dialogues and conversations                      ask and answer questions on several topics                      understand and express opinions                      devise and perform simple roleplays                      use spoken language confidently to initiate and sustain simple dialogues and conversations                      ask and answer questions on several topics  <b>Retell using familiar language a sequence of events from a spoken passage containing complex structures</b>  <b>Use time and/or sequencing structures in spoken sentences</b>                      understand and express opinions                      identify specific sounds, phonemes, words. Imitate pronunciation                      recite a short piece of narrative text by reading aloud                      focus on correct pronunciation                      prepare a short presentation on a familiar topic                      memorise and present a short spoken text                      understand and express opinions                      using familiar language and some unfamiliar language                      re-tell or present a story to an audience                      read and understand the main points and some detail from a short written passage (mainly familiar words)                      identify specific sounds, phoneme and words.</p>
<p>Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words</p>	
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	
<p>Develop accurate pronunciation and intonation, so that others understand ....</p>	
<p>Present ideas and information orally to a range of audiences</p>	
<p>Read carefully and show understanding of words, phrases and simple writing</p>	



	<p>Imitate pronunciation read and understand a range of familiar phrases listen and respond to rhymes/songs/stories read and understand the main points and some detail from a short written passage (mainly familiar words) read and understand the main points and some detail from a short written passage (mainly familiar words) read and understand a range of familiar and unfamiliar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source write words, phrases and sentence (using a reference source) <b>Use time and sequencing structures in written sentences</b> experiment with the writing of words and phrases from memory</p>
<p>Appreciate stories, songs, poems and rhymes in the language</p>	
<p><b>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</b></p>	
<p>Write phrases from memory and adapt these to create new sentences to express ideas clearly</p>	<p>construct a short text e.g create a ppt/ presentation or short passage to give a description <b>Use time and sequencing structures in spoken sentences</b></p>
<p>Describe people, places, things and actions orally and in writing</p>	
<p>Understand basic grammar</p>	<p><b>Revisit (extend) and explore use of conjunctions</b> <b>Understand and use time phrases to give "o'clock" times</b> explore and practise a regular present tense verb: "to play" <b>Explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences</b></p>

