

Languages Progression of Skills and Knowledge – Willaston Primary Academy

INTENT -

At Willaston we use a scheme of work - La Jolie Ronde, which offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. It provides an introduction to the culture of Spanish and French speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. La Jolie Ronde enables children to express their ideas and thoughts in Spanish and French and provides opportunities to interact and communicate with others both in speech and in writing. La Jolie Ronde introduces children to authentic Spanish & French, so the scheme offers regular opportunities to listen to native speakers. German is taught in Year Six for a term by a German speaking teacher to link with the above intent.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing.

Through the La Jolie Ronde scheme and the introduction of a German speaking teacher, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies at secondary school, college, university and their future careers.

IMPLEMENTATION -

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

La Jolie Ronde lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of Spanish and French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in classroom display. La Jolie Ronde has been designed by language specialists, so that teachers feel confident and supported. All of the lesson plans contain guidance, accurate language subject knowledge and accompanying audio materials for songs, rhymes, stories and poems. The term of German in Year Six introduces basic vocabulary and simple conversation to enable children to have a basic understanding and use of the language.

IMPACT -

Using La Jolie Ronde and a German speaking teacher we aim to increase the profile of languages across the school. The learning environment will be consistent with key vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language. We want to ensure that Spanish, French and German are loved by teachers and pupils across the school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons and child-led assessments/targets.

- Taken from KS2 Languages Programme of Study (No FS/KS1 Languages Programme of Study)

Nursery – Spanish (and additional languages – Italian, African(Shona), Hindi, Chinese)

***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*)
- Appreciate stories, songs, poems and rhymes in the language

ALL LEARNING SHOULD BE PRECEDED BY AN INTRODUCTION TO SPAIN – FS	
For example: Where is Spain in the world? What does the flag look like? Has anyone been to Spain? (use maps, Google Earth, atlases, globes etc.)	
Begin to:	
Listen attentively to spoken language and show understanding by joining in and responding	Meeting and Greeting – KUW, SD(PSE), PD, CLL, CD Responses (Yes and No) – KUW, CD Numbers 1-4 – PS-R-N Family Members – KUW, CLL
Explore the patterns and sounds of language through songs and rhymes	Meeting and Greeting –SD(PSE), PD, CLL, CD Responses (Yes and No) – KUW, CD Family Members – KUW, CLL
Appreciate stories, songs, poems and rhymes in the language	Meeting and Greeting – SD(PSE), PD, KUW, CLL, CD Responses (Yes and No) – KUW, CD Spanish Songs/Stories – CD, PD, CLL Family Members – KUW, CLL
<i>Understanding of Spanish Life</i>	<i>Starting school – KUW, ED(PSE)</i> <i>Christmas – KUW, SD(PSE), CD</i> <i>First Names – CLL</i> <i>Food (Breakfast) - KUW</i>

- Taken from KS2 Languages Programme of Study (No FS/KS1 Languages Programme of Study)

Reception - Spanish (and additional languages – Italian, African(Shona), Hindi, Chinese)

***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*)
- Appreciate stories, songs, poems and rhymes in the language
- Develop accurate pronunciation and intonation so that others understand (*when they are reading aloud*) or using familiar words and phrases

ALL LEARNING SHOULD BE PRECEDED BY AN INTRODUCTION TO SPAIN – Y1

For example:

Where is Spain in the world?

What does the flag look like?

How far is it from England?

Has anyone been to Spain?

Where else do they speak Spanish?

(use maps, Google Earth, atlases, globes etc.)

Begin to:

Listen attentively to spoken language and show understanding by joining in and responding

Birthdays
Recognising similarities between words in different languages
Responding to likes/dislikes (food)
Food
Everyday language
Numbers 1-6
Feelings
Following instructions/playing games
Colours – Red and Blue

Explore the patterns and sounds of language through songs and rhymes

Birthdays
Recognising similarities between words in different languages
Food
Everyday language
Numbers 1-6
Colours – Red and Blue

- Taken from KS2 Languages Programme of Study (No FS/KS1 Languages Programme of Study)

<p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Birthdays Recognising similarities between words in different languages Spanish songs/stories/rhymes Responding to likes/dislikes Food Everyday language Numbers 1-6 Christmas/New Year</p>
<p>Develop accurate pronunciation and intonation so that others understand when using familiar words and phrases</p>	<p>Birthdays Responding to likes/dislikes (food) Food Everyday language Numbers 1-6 Feelings Colours – Red and Blue</p>
<p><i>Understanding of Spanish Life</i></p>	<p><i>Christmas/New Year</i></p>

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Year One - Spanish (and additional languages – Italian, African(Shona), Hindi, Chinese)

***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)*
- Appreciate stories, songs, poems and rhymes in the language
- Develop accurate pronunciation and intonation so that others understand *(when they are reading aloud)* or using familiar words and phrases
- 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
- Present ideas and information orally to a range of audiences

ALL LEARNING SHOULD BE PRECEDED BY AN INTRODUCTION TO SPAIN – Y2

For example:

Where is Spain in the world?

What does the flag look like?

How far is it from England?

Has anyone been to Spain?

Where else do they speak Spanish?

(use maps, Google Earth, atlases, globes etc.)

Spanish customs, foods, celebrations

Begin to:

Listen attentively to spoken language and show understanding by joining in and responding

Feelings
Fruit and how to ask for it
Buying food at the seaside
Revise hello, goodbye, please, thank you

Explore the patterns and sounds of language through songs and rhymes

Colours & Shapes
Numbers

Appreciate stories, songs, poems and rhymes in the language

Spanish songs/stories/rhymes
Colours & Shapes
Numbers

Develop accurate pronunciation and intonation

Feelings

- Taken from KS2 Languages Programme of Study (No FS/KS1 Languages Programme of Study)

so that others understand when using familiar words and phrases	Colours & Shapes Fruit and how to ask for it Buying food at the seaside
Engage in conversations; answer questions; express opinions and respond to those of others	Feelings Fruit and how to ask for it Buying food at the seaside
Speak in sentences, using familiar vocabulary, phrases and basic language structures	Feelings Colours & Shapes Fruit and how to ask for it Buying food at the seaside
Present ideas and information orally to a range of audiences	Colours
<i>Understanding of Spanish Life</i>	<i>Christmas/New Year</i>

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Year Two - Spanish

*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*)
- Appreciate stories, songs, poems and rhymes in the language
- Develop accurate pronunciation and intonation so that others understand (*when they are reading aloud*) or using familiar words and phrases
- 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
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Understand basic grammar, including: feminine and masculine forms; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.
- Describe people, places, things and actions orally and in writing

ALL LEARNING SHOULD BE PRECEDED BY AN INTRODUCTION TO SPAIN – Y2

For example:

Where is Spain in the world?

What does the flag look like?

How far is it from England?

Has anyone been to Spain?

Where else do they speak Spanish?

(use maps, Google Earth, atlases, globes etc.)

Spanish customs, foods, celebrations

Spanish Art/Artists

Spanish games/pastime

Children will in addition, understand and use vocabulary related to Christmas and Easter time in Spain

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Begin to:		
Listen attentively to spoken language and show understanding by joining in and responding	How are you? How old are you? Classroom Instructions	Days of the Week
Explore the patterns and sounds of language through songs and rhymes	Alphabet	
Appreciate stories, songs, poems and rhymes in the language	Numbers 0-10 Parts of the Body Food	
Develop accurate pronunciation and intonation so that others understand when using familiar words and phrases	Numbers 0-10 Colours Alphabet	
Engage in conversations; answer questions; express opinions and respond to those of others	Saying hello/goodbye How are you? What's your name?	Cleaning Up School Subjects
Speak in sentences, using familiar vocabulary, phrases and basic language structures	How old are you? What's in my pencil case? Birthdays	
Present ideas and information orally to a range of audiences	My Family	
Read carefully and show understanding of words, phrases and simple writing	Parts of the Body Months of the Year	
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Clothes Around our school	
Understand basic grammar, including: feminine and masculine forms; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.	Clothes Please may I have? Food Preferences What's in the classroom?	
Describe people, places, things and actions orally and in writing	What colour is it? Describing Food	

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Year Three, Four, Five, Six – French (Year Six – Additional Basic German – objectives as LKS2)

*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, 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.

ALL LEARNING SHOULD BE PRECEDED BY AN INTRODUCTION TO FRANCE – Y3-Y5/GERMANY – Y6

For example:

Where is France/Germany in the world?

What does the flag look like?

How far is it from England?

Has anyone been to France/Germany?

Where else do they speak French/German?

(use maps, Google Earth, atlases, globes etc.)

French/German customs, foods, celebrations

French/German Art/Artists

French/German games/pastimes

Children will in addition, understand and use vocabulary related to Christmas and Easter time in France

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LKS2 – Year 3/4	UKS2 – Year 5/6
<p>LISTENING AND SPEAKING/ORACY</p> <p>KS2 Languages National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>LISTENING AND SPEAKING/ORACY</p> <p>KS2 Languages National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French; c listen and understand the main points and some detail from short, spoken material in French.
<p>KS2 Languages National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
<p>KS2 Languages National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; 	<p>KS2 Languages National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language

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<ul style="list-style-type: none"> b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<ul style="list-style-type: none"> scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
<p>KS2 Languages National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.
<p>KS2 Languages National Curriculum</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>KS2 Languages National Curriculum</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.

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<p>KS2 Languages National Curriculum</p> <p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum</p> <p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
<p>READING AND WRITING/LITERACY</p> <p>KS2 Languages National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. 	<p>READING AND WRITING/LITERACY</p> <p>KS2 Languages National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
<p>KS2 Languages National Curriculum</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>KS2 Languages National Curriculum</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

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<p>KS2 Languages National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
<p>KS2 Languages National Curriculum</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>KS2 Languages National Curriculum</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
<p>KS2 Languages National Curriculum</p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective 	<p>KS2 Languages National Curriculum</p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of

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<p>to describe people, places, things and actions.</p>	<p>people, places, things and actions.</p>
<p>STORIES, SONGS, POEMS & RHYMES KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>STORIES, SONGS, POEMS & RHYMES KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language. Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language. Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

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GRAMMAR

KS2 Languages National Curriculum

Children 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.

Children can:

- a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- c recognise and use partitive articles;
- d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- f use a simple negative form (ne... pas);
- g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- h recognise and use the first person possessive adjectives (mon, ma, mes);
- i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;
- k use simple prepositions in their sentences;
- l use the third person singular and plural of the verb 'être' in the

GRAMMAR

KS2 Languages National Curriculum

Children 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.

Children can:

- a identify word classes;
- b demonstrate understanding of gender and number of nouns and use appropriate determiners;
- c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- d name and use a range of conjunctions to create compound sentences;
- e use some adverbs;
- f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;
- g explain and use elision; state the differences and similarities with English;
- h recognise and use the simple future tense of a high frequency verb; compare with English;
- i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
- k recognise and use a range of prepositions;
- l use the third person plural of a few high frequency verbs in the present tense;
- m name all subject pronouns and use to conjugate a high frequency verb

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present tense.	in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.
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