



Primary Languages Curriculum

Year 2

Progression through the National Curriculum

Key stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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

Key Stage 1					Year 2 – Spring	
Greetings in French		National Curriculum objectives: <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases				
Future Learning						
Phonics <ul style="list-style-type: none">Ou sound (I am learning French, animals, instruments, fruits, vegetables – Year 3)On sound (I am learning French, animals units, instruments and I can – Year 3)Oi sounds (I am learning French, animals, instruments and fruits units – Year 3) Grammar <ul style="list-style-type: none">Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in EnglishStart to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' vocabulary <ul style="list-style-type: none">Greetings (Year 3 - I am learning French, Year 4 – I am presenting and At the tearoom)						
Three pillars of language (Phonics, grammar and vocabulary)						
Phonics						
<ul style="list-style-type: none">ON sound in salutations & bonjourOU sound in bonjourOI sound in au revoirSilent letters. We will see that the letter ‘s’ is not pronounced in salutations some final consonants like ‘s’ are nearly always silent letters in French.Guttural ‘R’. Becoming more familiar with the French ‘r’ sound as seen in bonjour. Made from the back of the mouth, not the front.Elision. Je m’appelle. Dropping of the last letter of a word (in this case the ‘e’ in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute ‘h’. This is in order to facilitate pronunciation. It is not optional in French.						
Grammar						
<ul style="list-style-type: none">None in this unit as it is an introductory unit.						
Vocabulary						
<ul style="list-style-type: none">The vocabulary required to have a short conversation/exchange when meeting somebody for the first time.						
By the end of this unit pupil will be able to:						
<ul style="list-style-type: none">Say ‘hello’ (formally and informally) in French.Say ‘my name is...’ in French.Ask somebody in French how they are feeling and give a reply.Say ‘goodbye’ and ‘see you soon’ in French.						
Medium Term Planning						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6

Learning Intention	To salute someone in French.	To learn how to say 'hello, my name is' in French.	To learn how to ask somebody how they are feeling.	To learn how to answer the question 'Ça va?' in French.	To learn how to say Goodbye in French.	To learn how to say see you soon in French.
Key Vocabulary	Bonjour Salut	Bonjour Salut Je m'appelle	Bonjour Salut Je m'appelle Ça va?	Bonjour Salut Je m'appelle Ça va? Ça va bien. Ça va mal Comme ci, comme ça.	Bonjour Salut Je m'appelle Ça va? Ça va bien. Ça va mal Comme ci, comme ça. Au revoir	Bonjour Salut Je m'appelle Ça va? Ça va bien. Ça va mal Comme ci, comme ça. Au revoir À plus tard
Possible evidence	Speak and listening: First, they will say hello to each of the friends without seeing the written word to really embed accurate pronunciation and then they will hear and repeat it with the written word on the screen. Children use puppet to say 'salut' and 'bonjour' to various children in the class. The children would be expected to reply with 'salut' and 'bonjour' back to the puppet.	Speaking and listening: The children are encouraged to turn to the person next to them/a partner and say 'Hello, Unit – Les salutations my name is...' in French. Moving away from the IWB and to the real people around them! Again if there is a puppet the children can tell the puppet and /or the staff member that can interact with the pairs doing the activity.	Speaking and listening: Using finger puppets, children work in pairs to greet each other's finger puppets and ask how they are in French.	Speaking and listening: The children will see all of the French speaking characters on the board and will have to attempt to say how these characters are feeling based on the pictures provided on the slides.	Writing: Children write goodbye to the different characters using the worksheet provided.	Speaking and listening: Children use finger puppets to make up their own characters. They greet the characters, ask how they are, answer the question and say goodbye in French.

Key Stage 1		Year 2 - Summer
Colours and numbers	National Curriculum objectives: <ul style="list-style-type: none"> 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 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Cross-Curricular Links: Maths – To order numbers 1 to 10	

Future Learning

Phonics

- Ou sound (I am learning French, animals, instruments, fruits, vegetables – Year 3)
- On sound (I am learning French, animals units, instruments and I can – Year 3)
- Oi sounds (I am learning French, animals, instruments and fruits units – Year 3)

Grammar

- Start to understand that foreign languages can have different structures to English. **EG:** Many nouns have a determiner/article in foreign languages which we don't have in English
- Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. **EG:** 'I like...' 'I play...' 'I am called...'

Vocabulary

- Basic colours (I am learning French – Year 3, Clothes – Year 5, Planets – Year 6)

Three Pillars of language (phonics, grammar, and vocabulary)

Phonics

- ON sound in marron
- OU sound in couleurs & rouge
- OI sound in noir & trois
- Silent letters. We will see that the letter 's' is not pronounced in couleurs, gris and trois. Some final consonants like 's' are nearly always silent letters in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, marron, vert, orange and trois. Made from the back of the mouth, not the front.

Grammar

- There is no grammar as this is an introductory unit.

Vocabulary

- Ten common colours and how to count from 1 -10 in French.

By the end of this unit pupil will be able to:

- Say 10 common colours in French.
- Count from 1-10 in French

Medium Term Planning

Learning Intention	To learn 5 colours in French.	To learn 5 more colours in French.	To recall 10 colours in French.	To learn how to count to 1 – 5 in French.	To learn how to count 6 -10 in French	To consolidate numbers 1 – 10 in French.
Key Vocabulary	Rouge Jaune Blue Vert Gris	Blanc Violet Orange Marron Noir	Rouge Jaune Blue Vert Gris Blanc Violet Orange Marron Noir	Un Deux Trois Quatre Cinq	Six Sept Huit Neuf Dix	Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix

Possible evidence	<p>Speaking and listening: The children listen to both audio files provided on the screen and decide which one, a or b, matches the colour of the box that the teddy is sitting on. They repeat the colour back to the classteacher.</p> <p>Writing: Children write the colours of the pencils.</p>	<p>Speaking and listening: A coloured box will appear and disappear very quickly, and the pupils must try and remember what colour it was. Make sure that they know in English the colour that has disappeared before they say the French.</p> <p>Writing: Children write the colours of the pencils.</p>	<p>Speaking and listening: On these slides a paint splat will appear and then disappear very quickly and the children have to correctly name the paint colour in French.</p>	<p>Speaking and listening: Pupils will see the teddy holding a number from 1-5 on each slide and they are to attempt the number in French. They can start by saying the number in English or counting up in English and then translating into French.</p>	<p>Speaking , listening and writing: Play the audio and decide which colour box has the right number of teddies. The pupils could write on their mini whiteboards the correct colour of the box and show it to the class.</p>	<p>Speaking, listening and writing: Play the audio at the top of the slide and the pupils must decide which side corresponds to the right number. The pupils could write on their mini whiteboards the correct colour of the box and show it to the class.</p>
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