

Languages Curriculum Overview



<p><u>Aims</u></p> <p>To understand and respond to spoken and written language from a variety of authentic sources.</p> <p>To 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.</p> <p>To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p> <p>To discover and develop an appreciation of a range of writing in the language studied.</p>	<p><u>Big Ideas</u></p> <p>Greetings / talking about themselves</p> <p>Giving descriptions</p> <p>Following and giving instructions</p> <p>General conversation</p>	<p><u>Content and Sequencing</u></p> <p>Greetings / talking about themselves: Y3 - asking and saying how you are; giving your age Y4 - pastimes and hobbies Y5 - family, houses and homes Y6 - hobbies and pastimes</p> <p>Descriptions: Y3 - Classroom objects; Colours; Parts of the body; Animals Y4 – clothing; weather Y5 - other people Y6 - clothing; transport</p> <p>Instructions: Y3 - Classroom instructions Y4 - shopping; Y5 - directions around town; ordering food Y6 - buying tickets</p> <p>General conversation: Y3 - Days of the week; Months; Numbers; Dates Y4 - Telling the time; weather; food; money Y5 - expressing opinions Y6 - sport</p>	
<p><u>Links with other subjects</u></p> <p>English PSHE RE Geography PE</p>	<p><u>Retrieval practice (at age appropriate points)</u></p> <p>How to greet someone and give / find out basic information about themselves.</p> <p>How to talk about themselves.</p> <p>How to give simple descriptions.</p> <p>How to follow and give simple instructions / directions.</p> <p>How to carry out a simple conversation in French.</p>	<p><u>Progress</u></p> <p>Y3 L: understand a few familiar spoken words and phrases. S: say and repeat single words and short simple phrases. R: recognise and read out a few familiar words and phrases. W: write or copy simple words or symbols correctly.</p> <p>Y4 L: understand a range of familiar spoken phrases. S: answer simple questions and give basic information. R: understand and read out familiar written phrases. W: write one or two short sentences to a model and fill in the words on a simple form.</p> <p>Y5 L: understand the main points from a short spoken passage made up of familiar language. S: ask and answer simple questions and talk about their interests. R: understand the main points from a short written text in clear printed script. W: write a few short sentences with support, using expressions which they have already learnt</p> <p>Y6 L: understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. S: take part in a simple conversation and express their opinions. R: understand the main points and some of the detail from short written texts in familiar contexts. W: write a short text on a familiar topic, adapting language which they have already learnt.</p>	<p><u>Support and Challenge</u></p> <p>Setting suitable learning challenges. Responding to the diverse needs of children and different types / styles of learners. Overcoming potential barriers to learning and assessment for individuals and groups of children. Reducing the amount of written work and reading [as appropriate]. Giving children the opportunity to clarify their ideas through discussion, CLIP groups, role play and the use of audio recorders, video, and photographs, rather than relying on written materials.</p>