# Languages – 2024-2025

# Languages at Hobletts Manor Junior School:

At Hobletts Manor Junior School, we have chosen to learn French. Throughout our four years, we learn to be able to communicate through listening, speaking and writing to others.

# Aims:

The national curriculum for language 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.

# Pupils should be taught to:

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.

* 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.

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| Autumn 1 | Autumn 2 |
| *Throughout the Ages* | *Throughout the Ages* |
| *French greetings* | *French adjectives of colour, size and shape* |
| * Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day. * *Asking and/or answering simple questions.* * *Practising speaking with a partner.* * *Using short phrases to give information.* * *Repeating short phrases accurately, including liaison of final consonant before vowel.* * *Introducing self to a partner with simple phrases.* * *Listening and responding to single words and short phrases.* * *Following verbal instructions in French.* * *Responding to objects or images with a phrase or other verbal response.* * *Listening and identifying key words in rhymes and songs and joining in.* * *Listening and noticing rhyming words.* * *Experimenting with simple writing, copying with accuracy.* * *Showing awareness of the capital and identifying some key cultural landmarks.* | * Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills. * *Asking and/or answering simple questions and using short phrases to give information.* * *Practising speaking with a partner.* * *Listening and repeating key phonemes with care and beginning to identify vowel sounds.* * *Repeating short phrases accurately, including liaison of final consonant before vowel.* * *Listening and responding to single words and short phrases.* * *Following verbal instructions in French.* * *Responding to objects or images with a phrase or other verbal response.* * *Recognising some familiar words in written form and beginning to develop dictionary skills.* * *Identifying cognates and near cognates.* * *Experimenting with simple writing, copying with accuracy.* * *Recognising and using adjectives of colour and size, being attentive to placement relative to the noun.* * *Showing awareness of the capital and identifying some key cultural landmarks.* * *Recognising cultural similarities and differences between customs and traditions in France and England.* |

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| Spring 1 | Spring 2 |
| *Romans* | *Romans* |
| *French playground games – numbers and age* | *In a French classroom* |
| * Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English. * *Asking and/or answering simple questions.* * *Using short phrases to give information.* * *Listening and repeating key phonemes with care.* * *Repeating short phrases accurately, including liaison of final consonant before vowels* * *Introducing self to a partner with simple phrases.* * *Listening and responding to single words and short phrases.* * *Following verbal instructions in French.* * *Responding to objects or images with a phrase or other verbal response.* * *Listening and identifying key words in rhymes and songs and joining in.* * *Beginning to identify vowel sounds and combinations.* * *Listening and noticing rhyming words.* * *Recognising some familiar words in written form.* * *Reading aloud some words from simple songs, stories and rhymes.* * *Identifying cognates and near cognates.* * *Recalling and writing simple words from memory.* * *Identifying plurals of nouns.* * *Showing awareness of the capital and identifying some key cultural landmarks.* * *Recognising cultural similarities and differences between customs and traditions in France and England.* | * Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either ‘masculine’ or ‘feminine.’ * *Asking and/or answering simple questions.* * *Forming simple statements with information including the negative.* * *Practising speaking with a partner.* * *Using short phrases to give information.* * *Beginning to adapt phrases from a rhyme/song.* * *Listening and repeating key phonemes with care.* * *Repeating short phrases accurately, including liaison of final consonant before vowel.* * *Introducing self to a partner with simple phrases.* * *Recognising and using adjectives.* * *Listening and responding to single words and short phrases.* * *Following verbal instructions in French.* * *Responding to objects or images with a phrase or other verbal response.* * *Listening and identifying key words in rhymes and songs and joining in.* * *Beginning to identify vowel sounds and combinations.* * *Recognising some familiar words in written form.* * *Recalling and writing simple words from memory.* * *Experimenting with simple writing, copying with accuracy.* * *Recognising and using adjectives of colour and size.* * *Beginning to recognise gender of nouns, definite and indefinite article.* * *Identifying plurals of nouns.* * *Recognising adjectives and placement relative to the noun.* * *Beginning to understand that verbs have patterns.* * *Noticing the negative form.* * *Recognising cultural similarities and differences between customs and traditions in France and England.* |

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| Summer 1 | Summer 2 |
| *Our World* | *Our World* |
| *French transport* | *A circle of life in French* |
| * Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb ‘aller’ – to go. * *Asking and/or answering simple questions.* * *Practising speaking with a partner.* * *Using short phrases to give information.* * *Beginning to adapt phrases from a rhyme/song.* * *Listening and repeating key phonemes with care.* * *Repeating short phrases accurately, including liaison of final consonant before vowel.* * *Recognising and using adjectives.* * *Listening and responding to single words and short phrases.* * *Responding to objects or images with a phrase or other verbal response.* * *Listening and identifying key words in rhymes and songs and joining in.* * *Beginning to identify vowel sounds and combinations.* * *Recognising some familiar words in written form.* * *Identifying cognates and near cognates.* * *Recalling and writing simple words from memory.* * *Experimenting with simple writing, copying with accuracy.* * *Beginning to recognise gender of nouns, definite and indefinite article.* * *Identifying plurals of nouns.* * *Recognising adjectives and placement relative to the noun.* * *Beginning to understand that verbs have patterns.* * *Beginning to use prepositions.* * *Recognising that different languages are spoken in the community/world.* * *Recognising cultural similarities and differences between customs and traditions in France and England.* | * Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains. * *Asking and/or answering simple questions* * *Practising speaking with a partner* * *Using short phrases to give information* * *Listening and repeating key phonemes with care* * *Repeating short phrases accurately, including liaison of final consonant before vowel* * *Listening and responding to single words and short phrases* * *Following verbal instructions in French* * *Responding to objects or images with a phrase or other verbal response* * *Listening and identifying key words in rhymes and songs and joining in* * *Beginning to identify vowel sounds and combinations* * *Recognising some familiar words in written form* * *Beginning to develop dictionary skills* * *Identifying cognates and near cognates* * *Experimenting with simple writing, copying with accuracy* * *Beginning to recognise gender of nouns, definite and indefinite article* * *Identifying plurals of nouns* * *Beginning to understand that verbs have patterns* * *Noticing the negative form* * *Beginning to use prepositions* |

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| Autumn 1 | Autumn 2 |
| *Where we all live!* | *Where we all live!* |
| *French greetings* | |
| * Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day. * *Asking and/or answering simple questions.* * *Practising speaking with a partner.* * *Using short phrases to give information.* * *Repeating short phrases accurately, including liaison of final consonant before vowel.* * *Introducing self to a partner with simple phrases.* * *Listening and responding to single words and short phrases.* * *Following verbal instructions in French.* * *Responding to objects or images with a phrase or other verbal response.* * *Listening and identifying key words in rhymes and songs and joining in.* * *Listening and noticing rhyming words.* * *Experimenting with simple writing, copying with accuracy.* * *Showing awareness of the capital and identifying some key cultural landmarks.* | |

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| Spring 1 | Spring 2 |
| *Ancient Egyptians* | *Ancient Egyptians* |
| *French adjectives of colour, size and shape* | *French playground games – numbers and age* |
| * Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills. * *Asking and/or answering simple questions and using short phrases to give information.* * *Practising speaking with a partner.* * *Listening and repeating key phonemes with care and beginning to identify vowel sounds.* * *Repeating short phrases accurately, including liaison of final consonant before vowel.* * *Listening and responding to single words and short phrases.* * *Following verbal instructions in French.* * *Responding to objects or images with a phrase or other verbal response.* * *Recognising some familiar words in written form and beginning to develop dictionary skills.* * *Identifying cognates and near cognates.* * *Experimenting with simple writing, copying with accuracy.* * *Recognising and using adjectives of colour and size, being attentive to placement relative to the noun.* * *Showing awareness of the capital and identifying some key cultural landmarks.* * *Recognising cultural similarities and differences between customs and traditions in France and England.* | * Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English. * *Asking and/or answering simple questions.* * *Using short phrases to give information.* * *Listening and repeating key phonemes with care.* * *Repeating short phrases accurately, including liaison of final consonant before vowels* * *Introducing self to a partner with simple phrases.* * *Listening and responding to single words and short phrases.* * *Following verbal instructions in French.* * *Responding to objects or images with a phrase or other verbal response.* * *Listening and identifying key words in rhymes and songs and joining in.* * *Beginning to identify vowel sounds and combinations.* * *Listening and noticing rhyming words.* * *Recognising some familiar words in written form.* * *Reading aloud some words from simple songs, stories and rhymes.* * *Identifying cognates and near cognates.* * *Recalling and writing simple words from memory.* * *Identifying plurals of nouns.* * *Showing awareness of the capital and identifying some key cultural landmarks.* * *Recognising cultural similarities and differences between customs and traditions in France and England.* |

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| Summer 1 | Summer 2 |
| *Ancient Greeks and the Olympics* | *Ancient Greeks and the Olympics* |
| *In a French classroom* | *Portraits – describing in French* |
| * Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either ‘masculine’ or ‘feminine.’ * *Asking and/or answering simple questions.* * *Forming simple statements with information including the negative.* * *Practising speaking with a partner.* * *Using short phrases to give information.* * *Beginning to adapt phrases from a rhyme/song.* * *Listening and repeating key phonemes with care.* * *Repeating short phrases accurately, including liaison of final consonant before vowel.* * *Introducing self to a partner with simple phrases.* * *Recognising and using adjectives.* * *Listening and responding to single words and short phrases.* * *Following verbal instructions in French.* * *Responding to objects or images with a phrase or other verbal response.* * *Listening and identifying key words in rhymes and songs and joining in.* * *Beginning to identify vowel sounds and combinations.* * *Recognising some familiar words in written form.* * *Recalling and writing simple words from memory.* * *Experimenting with simple writing, copying with accuracy.* * *Recognising and using adjectives of colour and size.* * *Beginning to recognise gender of nouns, definite and indefinite article.* * *Identifying plurals of nouns.* * *Recognising adjectives and placement relative to the noun.* * *Beginning to understand that verbs have patterns.* * *Noticing the negative form.* * *Recognising cultural similarities and differences between customs and traditions in France and England.* | * Correctly identifying a person from a description. Understanding that adjectives change depending on whether you describe a boy or girl. Know that adjectives follow nouns and begin to write sentences.   + - * Using a model to form a spoken sentence.       * Listening and repeating further key phonemes with care.       * Choosing appropriate adjectives from a wider range of adjectives.       * Identifying items by colour and other adjectives.       * Listening and selecting information.       * Using language detective skills to decode vocabulary.       * Noticing and beginning to predict key word patterns and spellings.       * Following a short text or rhyme, listening and reading at the same time.       * Selecting and writing short words and phrases.       * Making short phrases or sentences using word cards.       * Using adapted phrases to describe an object or person.       * Recognising and beginning to apply rules for placement and agreement of adjectives. |
| *A circle of life in French* | *Clothes getting dressed in French* |
| * Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains. * *Asking and/or answering simple questions* * *Practising speaking with a partner* * *Using short phrases to give information* * *Listening and repeating key phonemes with care* * *Repeating short phrases accurately, including liaison of final consonant before vowel* * *Listening and responding to single words and short phrases* * *Following verbal instructions in French* * *Responding to objects or images with a phrase or other verbal response* * *Listening and identifying key words in rhymes and songs and joining in* * *Beginning to identify vowel sounds and combinations* * *Recognising some familiar words in written form* * *Beginning to develop dictionary skills* * *Identifying cognates and near cognates* * *Experimenting with simple writing, copying with accuracy* * *Beginning to recognise gender of nouns, definite and indefinite article* * *Identifying plurals of nouns* | * *Recognising several items of clothing, understand the different forms of the indefinite article and possessive adjective as well as practice using the correct adjectival agreement and describe what people are wearing.*   + - * *Recognising and answering simple questions which involve giving personal information.*       * *Beginning to form opinion phrases.*       * *Using a model to form a spoken sentence and using word cards to make short phrases.*       * *Speaking in full sentences using known vocabulary.*       * *Listening and repeating further key phonemes with care.*       * *Rehearsing and performing a short presentation.*       * *Identifying items by colour and other adjectives.*       * *Using language detective skills to decode vocabulary.*       * *Listening to songs, joining in with songs, noticing sound patterns and listening and reading at the same time.*       * *Noticing and beginning to predict key word patterns, sounds and spellings and comparing these with English.*       * *Using cognates and near cognates along with other detective skills to gist information.*       * *Using the indefinite article in the plural form.*       * *Recognising and using possessive adjective ‘my’ and pronouns he/she/it.*       * *Recognising and beginning to apply rules for placement and agreement of adjectives.*       * *Recognising and using the negative form.* |

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| Autumn 1 | Autumn 2 |
| *Anglo Saxons and Scots* | *Anglo Saxons and Scots* |
| *French Monster Pets* | *Space exploration – In French* |
| * Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. * *Notice cognates and near cognates in the text.* * *Recognise some previously known words.* * *Use a dictionary to research the meaning of relevant vocabulary.* * *Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.* * *Modify sentences to use the correct articles/pronouns (****un****/****une****and****il****/****elle****) according to gender.* * *Unscramble jumbled sentences without any errors in word order.* * *Recognise rules of agreement in longer phrases.* * *Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.* | * Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. * *Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.* * *Write their own metaphors using a writing model, replacing nouns with original vocabulary.* * *Make the correct choice of****un****/****une****for gender and add colour adjectives when writing.* * *Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.* * *Adapt a model text to create an original sentence of their own, including descriptive phrases.* |

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| Spring 1 | Spring 2 |
| *Vicious Vikings* | *Vicious Vikings* |
| *Shopping in France* | *French Speaking World* |
| * Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases. * *Recognise number words in written form.* * *Correctly build and pronounce two-digit numbers that have been generated randomly.* * *Recall vocabulary by matching the correct pictures to the appropriate words.* * *Join in with a story, using gestures and key vocabulary.* * *Correctly sort word-cards by gender and apply the appropriate article.* * *Highlight a range of known and easily recognisable vocabulary in a text.* | * Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language. * *Recognise and respond to directions.* * *Form directional phrases of their own.* * *Read and understand a range of sentences including directions.* * *Form full sentences to ask and answer questions as modelled orally.* * *Show some understanding of national identity.* * *Understand a set of true/false statements and know where to locate the information about these statements in a graph/table.* * *Use prompts to ask and answer necessary questions to complete information on a passport, seeking clarification if needed.* |

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| Summer 1 | Summer 2 |
| *Enchanting Earth* | *Enchanting Earth* |
| *Verbs in a week* | *Meet my French Family* |
| * Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.      * *Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.* * *Create an opinion phrase using one of the new verbs.* * *Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.* * *Work together to build a verb spinner and use it to generate appropriate phrases.* * *Recognise and recall different parts of verbs****avoir****and****être****.* * *Create an original short text, correctly adapting a range of verbs to their appropriate form* | * Learning family and relations vocabulary, the possessive adjective: ‘my’ and ‘how’ to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases. * *Complete correctly a gap-fill activity to match French vocabulary with pictures.* * *Recognise words that are similar to English.* * *Adapt a sentence to change its meaning.* * *Apply some understanding of French pronunciation.* * *Recognise key information within a longer text.* * *Build sentences confidently using word cards.* * *Respond to spoken opinions with the correct gesture.* * *Use different opinions in sentences.* * *Change elements of a sentence whilst retaining the meaning.* * *Organise a text, making simple adaptations that do not affect its overall sense.* |

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| Autumn 1 | Autumn 2 |
| *History of London – WW2* | *History of London – WW2* |
| *French Sport and the Olympics* | *French football champions* |
| * Conjugating the verb ‘aller’- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive. * *Pronounce the name of a sport accurately and confidently.* * *Construct simple sentences to say whether or not they play a sport and whether or not they like a sport.* * *Locate some countries on a map.* * *Identify some of the French country names using cognates and near cognates.* * *Use the correct form of****aller****and the correct preposition in most cases in written exercises.* * *Show good understanding of P.E. action verbs and pronounce the words accurately.* * *Show good understanding and pronunciation of words and phrases about sport and construct simple sentences about sports that they like or do not like.* * *Follow the basic rules of****pétanque****.* * *Write an interview article in French, using a writing frame, about a chosen Olympic sport and imagined visit to the Olympic Games.* | * Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers. * *Try two methods of memorising and learn at least four of the new words.* * *Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.* * *Translate some player profiles.* * *Construct the sentence, ‘I come from [a place]’ in French.* * *Understand comprehension questions based on the topic of football and show some competence in answering them.* * *Complete part of a player profile.* * *Deliver an oral presentation with a reasonable standard of pronunciation.* |

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| Spring 1 | Spring 2 |
| *Rainforests* | *Rainforests* |
| *In my French House* | *Planning a French holiday* |
| * Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms. * *Understand the French words for different types of houses and their rooms.* * *Ask and answer questions using vocabulary about houses and rooms.* * *Remember and understand the elements of a house and family.* * *Use a writing frame to create a written description of their house.* * *Label things in a bedroom and use the related vocabulary in simple sentences.* * *Use prepositions accurately, both verbally and in written sentences.* * *Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.* | * Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey. * *Remember the countries in the world in French.* * *Use a writing model to create a complex sentence.* * *Begin to understand the present and future tense of ‘aller’ in French.* * *Identify the present and future tenses in reading and listening.* * *Label images of clothing correctly.* * *Speak in sentences and write a paragraph.* * *Recognise familiar words and cognates.* * *Begin to understand the gist of the text to be able to answer some questions.* * *Find out information from a range of websites and use this information to plan a holiday* |

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| Summer 1 | Summer 2 |
| *Mayans* | *Mayans* |
| *Visiting a town in France* | *Revise and Recap* |
| * Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France. * *Describe routes to school using pictures and word cards.* * *Follow simple directions accurately.* * *Describe the relationship between places using a preposition.* * *Put modes of transport into a simple sentence.* * *Role-play buying tickets in French.* * *Use modes of transport to build sentences about going to places.* * *Begin constructing negative sentences correctly.* * *Learn to say and read places in a town.* * *Use a writing frame to give a reasoned opinion for visiting a place.* * *Identify the grammatical elements of a text.* * *Understand the gist of a text.* * *Use a text to write their own description of a place.* |  |