Coley Primary School's Curriculum

Languages (Yr3-6)

Overview and Progression in Foreign Languages

	PROGRESSION OF SKILLS			
Aims:	**Aims** The national curriculum for languages 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.			
National Curriculum	• 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.			
	Year 3	**Year 4**	**Year 5**	**Year 6**
Listening	• Listen, repeat and show understanding of single words modelled by a teacher through a physical response • Listen and identify rhyming words and particular sounds in songs and rhymes	• Listen attentively to spoken language and show understanding of short phrases by joining and responding through physical response (eg an action) • Pick out known words in an 'authentic' conversation	• Listen and begin to show understanding of more complex familiar phrases and sentences in 'authentic' conversation, picking out specific vocabulary. • Children can follow the text of familiar rhymes and songs	• Listen to and show understanding of more complex sentences in 'authentic' conversation containing familiar and unfamiliar words, and picking out specific vocabulary.

	• Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.	• Listen and demonstrate understanding of known words in songs and rhymes • Children can understand and respond to a range of familiar spoken words and short phrases.	identifying the meaning of the words. • Children can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	• Children can understand a short passage made up of familiar words and basic phrases including known songs and rhymes.
Speaking	• Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers. • Recognise a familiar question and respond with a simple rehearsed response • Join in with actions to accompany familiar songs, stories and rhymes and repeat some of the words using understandable pronunciation • Name objects and actions, and link words with a connective using a simple rehearsed statement.	• Use common phrases to ask and answer simple and familiar questions with a rehearsed response. • Develop accuracy when pronouncing simple phrases or sentences, by listening to and repeating recordings of authentic speakers or language experts. • Join in with the words of rhymes, song or story sometimes from memory. • Children can produce short pre-prepared phrases on a familiar topic, with increased accurate pronunciation.	• Children can ask and answer more complex familiar questions, using a scaffold of responses, on a current topic. • Can use familiar vocabulary to say more complex sentences, such as presenting ideas, using a language scaffold. • Can start to produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	• Engage in short scripted conversations using familiar questions and express opinions. • Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence. • Children can ask and answer simple questions on a few very familiar topics.
Reading	• Begin to recognise written familiar vocabulary or single words • Using the knowledge of some sounds, read aloud or say individual familiar words. • Begin to recognise written phrases • Identify an use strategies for memorising new vocabulary.	• Read and begin to recognise simple written phrases and short sentences. • Read aloud-familiar short sentences using knowledge of phonics taught. • Recognise simple written phrases and understand a range of familiar written phrases. • Use a bi-lingual dictionary to find the meaning of a word or its translation.	• Read and show understanding of more complex written phrases and sentences. • Read and show understanding of a short piece of writing based on the current topic being taught. • Read and show understanding of a complex sentence using familiar language. • Read short passages, made out of simple sentences, using familiar language and start to answer questions on what they have read.	• Understand the gist of an unfamiliar text using some familiar language. • Practice reading longer texts or a series of complex sentences aloud, containing taught phrases and vocabulary. • Children can understand a short text made up of increasingly complex sentences, with familiar language on a familiar topic. • Decode a simple unfamiliar text using some grammatical

			• Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.	knowledge, context, word bank, or bi-lingual dictionary.
Writing	• Copy simple vocabulary. • Write and say simple familiar words to describe people, places, things and actions using a model • Children can write some single words from memory, with plausible spelling or accuracy. • Children can, with support, substitute one element in a simple phrase to vary the meaning.	• Children can write simple words and several short phrases from memory with plausible accuracy. • Write and say simple familiar words to describe people, places, things and actions using a language scaffold. • Children can use understandable spelling independently or aided by word banks.	• Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling and accuracy. • Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.	• Adapt taught phrases to create new sentences by manipulating familiar language and/or using a dictionary or word bank for new language. • Write complex sentences or a short text, from memory manipulating familiar vocabulary with understandable accuracy from a familiar topic.
Grammar	• Children can start to use indefinite articles in the singular with masculine and feminine nouns. • Children can start to use the high-frequency verb forms (I have, it is, there is/are) with the first and second pronouns with a regular verb. • Start learning about differences in conjugation. • Introduces learners to how to construct simple negative verb form. • Introduction to the second and third person singular conjugations of the verb to be. • The possessive pronouns my, yours, his and hers are introduced.	• Can use indefinite and definite articles with singular and plural nouns. • Demonstrate understanding of the position of the majority of adjectives. • Continues to construct simple negative verb forms. • Sentence building using known and new phrases and start to link them together with connectives. • Introduction of reflexive verbs and demonstrative pronouns, as well as comparatives and superlatives. • Highlight nouns that change their endings to indicate masculine or feminine. • Introduce question formats using the pronoun what.	• Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. • Can use all persons of several regular verbs in the present tense (with the support of a frame). • Produce positive and negative sentences with high frequency verbs and pronouns. • Introduction of question words, phrases, and possessive pronouns. • Continue to construct longer phrases and sentences with connectives. • simple future tense introduced and practiced.	• Can use the correct form of the definite article in single and plural sentences. • Can apply grammatical knowledge learned such as high-frequency verb forms, nouns, articles, prepositions and adjectives to build sentences that are more complex. • Introduction to the past tense.
To understand the culture of the countries in which	Across all year groups during lessons and fitting within units and topics: • Children will become increasingly familiar with some of the countries where the French Language is spoken. • Children will become familiar about cultural differences, customs and festivals in those countries.			

the language is spoken	• Children would be able to find differences and similarities across their own cultures to those of French speaking languages. • Children would be able to note how language is organised grammatically in contrast to the English language or their own home speaking language/s.

At Coley Primary School, we use Languagenut, which is a comprehensive language tool, as a base to support students learning a 2nd language. This overview explains the structure, expected learning outcomes and the detail of the content covered throughout the product. To begin with there are 4 levels as described below.

Level 1: Units 1-6

Level 1 of Languagenut's online learning platform allows learners to explore the basics of their new target language. There are six units covering a variety of topics, such as greetings, food and drink, hobbies, and family. Whilst users are introduced to a range of new vocabulary, they are also encouraged to formulate simple phrases and sentences to further develop their knowledge and use of the language. Grammar points are included throughout and in this first level learners will become familiar with concepts such as masculine and feminine nouns (in the languages where this occurs), negatives, and various verb conjugations.

Level 2: Units 7-12

As users of Languagenut progress to Level 2 they will continue to find out more about how their chosen language works and will discover more useful vocabulary from areas such as jobs and professions, going on holiday, and healthy lifestyles. Again, sentence building will form an integral part of users' learning as they encounter new phrases and start to link them together. Other grammar points include the introduction of reflexive verbs and demonstrative pronouns, as well as comparatives and superlatives. By the end of this level, learners will be able to tell the time, talk about their morning routine and discuss weather and holidays.

Level 3: Units 13-18

Languagenut's third level extends learners' target language capacity by introducing question words and phrases and possessive pronouns, amongst other grammar points. Again, an interesting array of topics such as food and cooking, music and sounds, around the house, and travel all present key vocabulary. In addition, learners can familiarise themselves with the construction of longer phrases and sentences through the use of connectives and by the end of the unit will be in a position to comfortably discuss the topics offered here alongside those from previous levels.

Level 4: Units 19-24

The fourth and final level of the Languagenut system provides a wider range of adjectives, prepositions, and a glimpse into using the past tense. A more advanced range of topics is also offered, including technology, the environment, and healthcare. By the end of this level, learners will be able to draw upon a wide range of target language vocabulary and understand a number of key grammar features. By combining these into more complex sentences and developing the ability to talk about topic areas in more detail, they will be able to interact confidently in their chosen language.

Each level has 6 units but not all are covered each term. Please see below for Programmes of Study Coverage per term. Each unit has sets of word/phrases and sentence building focus to teach the language skills and bring content into context.

FL CURRICULUM OVERVIEW INCLUDING LANGUAGENUT RELATED UNITS AND GRAMMAR						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 3	Languagenut – **Unit One : About Me** Use lessons: **1.1** – Me: • Introduce yourself • Give basic information about yourself **1.2** – Greetings: • Greet and have a basic conversation using scaffolds. **1.3** – Count to 10: • Learn to count from 1 to 10. **1.4** – How old are you? • Give your age and ask others your age. **Grammar:** • Introduction to the subject pronoun I and the first person forms of the following verbs in the present tense: to be, to be called, to speak, to have • The second person subject pronoun you is also briefly touched upon. • A distinction between the formal and informal version of the 'you' pronoun can be explored, e.g. French tu vs vous. • Basic adjectives also appear in this unit.	Languagenut: **Unit One : About Me** Use lessons: **1.5** – Family Members: • Describe which family members you have **Unit Two: Hobbies and Pets** **Grammar:** Use lessons: **2.3** – I like to play: • Describe when and how you like to play **2.4** – Hobbies: • Describe your hobbies **2.5** – Pets: • Describe which pets you have **Grammar:** • Introduces learners to how to construct simple negative verb form I do not… • It also presents more verbs in the first person singular, including, for example: to understand, to like, to play, to read, to watch • The verbs here and in Unit 1 can be examined to find similarities and	Languagenut: **Unit Three: Where I live** Use lessons: **3.2** – Where I live 2: • Describe your town or village. **3.3** – My house: • Describe your house **3.4** – In the kitchen: • Describe what you eat and where **3.6** – In my bedroom: • Describe the furniture in your bedroom **Grammar:** • Learners continue to come across new verbs. • The verb to live is explored in terms of geographical location as well as types of dwelling. • Recapping parts of the verb to be, other verbs • Use the construction there is/there are. • Recapping the negative verb form.	Languagenut: **Unit Four: How I look** Use lessons: **4.1** – Body Parts: • Learn and name 10 body parts. **4.2** – My Face: • Be able to name 10 facial features. **4.3** – Describing myself: • Describe yourself physically. **4.5** – Days of the week: • Learn the days of the week • Learn 3 time phrases **Grammar:** • Extends learners' knowledge of adjectives. • Nouns for body parts are introduced • The verb to have is recapped, • Introduction to the second and third person singular conjugations of the verb to be. • The possessive pronouns my, yours, his and hers are presented.	Languagenut: **Unit Five: Animals colours and sizes** Use lessons: **5.1** – More about pets: • Say which pets you have **5.2** – Farm Animals: • Be able to name 10 farm animals **5.3** Zoo Animals: • Be able to name 10 zoo animals **5.4** – Animals in Nature: • Be able to name 10 wild animals **Grammar:** • No new grammar points. • New vocabulary introduced including nouns and adjectives. • Previous grammar points are revisited to allow learners to explore sentence building of their own using the verbs and phrases they have already encountered. • Identify and recap learning gaps.	Languagenut: **Unit Five: Animals colours and sizes** Use lessons: **5.5** – Colours: • Learn 10 colour words **5.6** – Sizes: • Be able to describe the size of a person or object **Unit Six: Food and drink** **6.1** – Food and Drink: • Learn 10 words about food and drink **6.2** – Meals: • Be able to say what you eat and drink for different meals **Grammar:** • Introduces of expressions of likes and dislikes. • New verbs: to like, to love, to hate, to drink, to eat, to buy. • Conditional phrase I would like… • Introduces a basic question phrase in the form of: how much is…?

	• Where appropriate, learners will identify masculine and feminine nouns and the necessary changes to adjective endings.	differences in their conjugation.				
Year 4	Languagenut – **Unit Seven: Going to School** Use lessons: **7.1** – Morning Routine • Describe your morning routine **7.2** – Getting to school: • Describe how you get to school. **7.3** – Forms of Transport: • Learn words related to transport **7.4** – My School Day • .Learn school subjects and parts of the school day. **7.5** – In the Classroom: • Describe what is in your classroom. **Grammar:** • Introduces verbs that help learners describe their daily routine • Introduction of the reflexive pronoun myself.	Languagenut – **Unit Eight: Going to Work** Use lessons: **8.1** – Jobs and Profession • Say what job a person does. **8.2** – Where people work • Be able to describe where people work **8.3** – Earning Money • Be able to describe earning money **8.4** – Spending money • Describe what to spend your money on. **8.5** – Learn Numbers • Learn numbers 21-30 **Grammar:** • Use the verbs in present tense, the preposition in and to be.	Languagenut – **Unit Nine: Countries** Use lessons: **9.1** – Countries • Say what country you come from 9.4 – At the Airport • Learn vocabulary related to airports and air travel. 9.5 – Pack for a holiday • Packing for a holiday 9.6 – Holiday Locations • Describe where you stay on holiday **Grammar:** • Revise the 'I live in…'grammar points introduced in Unit 3. • Revise the verb 'to speak' and introduce new verbs matching the unit. • Present nouns and preposition of place • Plurals	Languagenut – **Unit Ten: Healthy Lifestyles** Use lessons: **10.1** – Useful Phrases • Learn 10 sports • Say which sports you like or dislike • Use some comparative language from Unit 10.6 **10.2** – Enjoying the Outdoors • Describe what sports you do outside and where **10.3** – Eating Healthy • Describe healthy eating habits **10.4** – Keeping Fit • Describe what you do to keep fit and healthy **Grammar:** • Recapping likes and dislikes • Revise negatives.	Languagenut – **Unit Eleven: Clothes and Shopping** Use lessons: **11.1** – Clothes • Learn 10 items of clothing. **11.2** – More Clothes • Learn 10 more items of clothing **11.3** – Getting Dressed • Be able to describe what you wear **11.5** – Go Shopping • Learn useful phrases for clothes shopping **Grammar:** • Extend learners' grasp of changes to adjective endings to reflect masculine, feminine or plural. • Revise verbs and introduce new ones. • Introduction to demonstrative pronouns in both their singular and	Languagenut – **Unit Twelve: Weather** Use lessons: **12.1** – Wbat is the weather like? • Describe the weather **12.4** – Dressing for the Weather • Describe suitable clothing for different weather types **12.5** – Weather Reports • Give a weather report **12.6** – Extreme weather • Describe extreme weather **Grammar:** • Introduce more question formats using the pronoun what. • Provide a scaffold to answer questions.

	• Compare it to the first person subject pronoun 'I', used so far. • Some basic prepositions of place are included. • The simple conjunction 'because' to allow learners to develop sentences that are more complex with a clause expressing a reason or an explanation.	• Introduce masculine and feminine forms of the indefinite article. • Highlight nouns that change their endings to indicate masculine or feminine. • Introduce other verbs. • Recap reflexive verbs.		• Introduce comparatives and superlatives in order to extend students' capacity to express their likes, dislikes and preferences.	plural forms: This, that, those, these	
Year 5	Languagenut – **Unit Thirteen: Useful Phrases** Use lessons: **13.1** – Asking Questions • Be able to ask WH-questions **13.2** – Opposites • Describe pair of opposites. **13.3** – Connecting Words • Use connectives to join sentences **13.4** – Talk about the future • Be able to say what you will do in the future **13.5** – Saying you don't understand • Explain when you don't understand	Languagenut – **Unit Fourteen: More about Food and Mealtimes** Use lessons: **14.2** – Lunchtime at school • Describe what you have for lunch at school • Describe lunchtime at school **14.3** –In the Cafeteria . • Be able to describe the school cafeteria **14.4** – Cooking at Home • Describe how you help with cooking **14.5** – Growing food • Describe growing food	Languagenut – **Unit Fifteen**: **Around the house** Use lessons: **15.1** – In the Kitchen • Describe what there is in a kitchen **15.2** –In the living room • Describe furniture in the living room **15.3** – In the bathroom • Describe the furniture in the bathroom **15.4** – In the Garden • Describe what is in the garden. **15.6** – Jobs round the home • Describe how to help at home.	Languagenut – **Unit Sixteen: Music and Celebrations** Use lessons: **16.1** – Types of Music • Describe what music you and others listen to **16.2** –Expressing opinions • Give an opinion about music. **16.3** – – Types of instrument • Describe the types of instruments people play **16.4** – Expressing Negatives • Be able to say what you do not do or like • Give	Languagenut – **Unit Seventeen: On the way to school** Use lessons: **17.1** – Directions • To be able to give directions **17.2** –My Journey • Describe how you get to school **17.3** – Buying bus and train tickets • Be able to buy a bus or train ticket **17.5** – Crossing the Road • Learn to say how to cross a road safely **Grammar:** • Verbs in imperative form	Languagenut – **Unit Eighteen: Seasons and Holidays** Use lessons: **18.1** – Seasons and Weather 1 • Learn the summer and spring months **18.2** – Seasons and Weather 2 • • Learn the autumn and winter months **18.3** – Expressions of time • Learn time phrases **18.4** – Birthdays • Describe when your birthday is and how you celebrate it **18.5** – Buying a gift

	Grammar: • Extend knowledge of question formats. • Introduce simple pairs of opposites. • Use knowledge of connecting words to build longer and more complex sentences. • Introduction to the simple future tense • Possessive pronouns. • New verbs	**14.5** – Eating and tasting • Be able to describe food **Grammar:** • Recap structures from Unit 8 before moving onto the more complex sentences. • Embed question formats introduced in the previous unit. • New verbs • Question and answer scaffolds.	**Grammar:** • Use structure there is/there are • New vocabulary to describe • New verbs and revision of previous verbs.	your opinion about music **Grammar:** • Ways of expressing opinions, which builds upon what they have learned in Units 6 and 10. • New ways of expressing negatives, using the forms not, no one, and never. • Verbs are recapped and new verbs to build sentences introduced.	• Prepositions for position. • Questions • Conditional Requests • Time prepositions	• Talk about buying a gift **Grammar:** • Develops knowledge of time phrases. • Recapping of weather vocabulary from Unit 12 and Conditional from Unit 6. • Re-practicing of the simple future tense first encountered in Unit 13 using time phrases. • New verbs in this unit
Year 6	Languagenut – **Unit Nineteen: More about school** Use lessons: **19.1** – All around school • Describe places in the school **19.2** – Prepositions • Describe where things are **19.3** – More school subjects • Learn more school subjects • Say when you learn each subject **19.4** – What I do at school • Describe what you do at school	Languagenut – **Unit Twenty: Our World** Use lessons: **20.2** – Talking about other countries • Describe what other countries are like **20.3** – Landscape Features • Describe the landscape of different countries **20.4** – Where would you like to go? • Describe where you would like to go on holiday **20.5** – In the city • Describe a city	Languagenut – **Unit Twenty-One: Describing people and things** Use lessons: **21.1** – Describing People • Describe people's personalities **21.2** – Hairstyles • Be able to describe a person's hairstyle **21.3** – Patterns • Describe patterns of clothes **21.5** – More colours • Be able to name more colours and with more detail **Grammar:**	Languagenut – **Unit Twenty-Two: Technology** Use lessons: **22.1** – Mobile phones • Talk about using a mobile phone **22.2** – Computers • Talk about using computers **22.3** – Being online • Talk about using the internet **22.4** – Games • Talk about playing games **22.5** – Music • Talk about listening to music **Grammar:**	Languagenut – **Unit Twenty-Three: Useful Phrases** Use lessons: **23.1** – Recycling • Describe what and why you recycle **23.2** – Climate Change • Describe how the climate is changing **23.3** – Pollution • Talk about pollution and its effects **23.4** – Energy • Talk about green energy **Grammar:** • Present continuous tense	Languagenut – **Unit Twenty-Four: Hygiene and Healthcare** Use lessons: **24.1** – Hygiene • Describe hygienic activities **24.2** – Being Unwell • Describe being unwell **24.3** – Going to the doctor • Describe going to the doctor **24.6** – More Useful Words • Be able to use connectives to make more

	19.6 – Using Connectives • Create complex sentences about school **Grammar:** • Recaps the use of demonstrative pronouns from Unit 11. • Introduces prepositions of place • Revision of the first person singular form of a range of present tense verbs • Practice expanding sentences by using an array of connectives. • New verbs introduced	**Grammar:** • Adjectives • Prepositions of Place • Present tense • There is/are • Recaps some question forms and the conditional structure I would like + infinitive.	• Present tense 'to be' • Knowledge of adjectives is extended • Recap changes to adjective endings in masculine, feminine and plural forms.	• Present Tense • Negatives • Opinions + gerund • Superlatives	• There is/are • Adjectives • New Verbs and phrases to talk about the environment	complex sentences **Grammar:** • Introduces new words and phrases. • Present tense used feel sick/ unwell/ better • Introduces the past tense.