

## Exemplification of the KS2 Languages Programme of Study in the Petite Etoile Scheme of Work\*

Petite Etoile bases its SoW\* on the ilanguages SoW. Our SoW fully supports the National Curriculum KS2 Languages Programme of Study\*\*. This can be found at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf).

	The KS2 PoS** states that pupils should be taught to:	The Petite Etoile SoW enables pupils to achieve the following objectives:
1.	Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> <li>a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</li> <li>b) Show understanding by joining in, for example with conversations, stories and songs.</li> <li>c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>
2.	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>a) Be able to make the phoneme-grapheme link in French.</li> <li>b) Know and apply the rules for silent letters such as 'h'.</li> <li>c) Be able to say and understand rhymes such as tongue twisters.</li> <li>d) Listen and join in with stories and songs.</li> </ul>
3.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>a) Stage 1: Exchange common greetings such as <i>bonjour, au revoir, salut</i> and <i>ça va?</i> Understand and give personal information such as name, age, likes and dislikes. Be able to use <i>oui</i> and <i>non</i>.</li> <li>b) Stage 2: be able to ask and answer questions about food likes and dislikes, personal description and family. Be able to buy food in a shop and café.</li> <li>c) Stage 3: Understand and give personal information such as hobbies, sports liked and disliked.</li> <li>d) Stage 4: be able to ask for and tell the time. Be able to understand and describe one's daily routine. Be able to ask for and understand directions in a town.</li> </ul>
4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> <li>a) Be able to follow a model to ask and answer a variety of questions.</li> </ul>

		<ul style="list-style-type: none"> <li>b) Be able to speak in sentences to say what something is (<i>c'est</i> + a noun), what you have (<i>j'ai</i> + a noun), who you are (<i>je suis</i> + a noun/ name), what you would like (<i>je voudrais</i> + a noun) using a series of familiar vocabulary.</li> <li>c) Be able to use the correct article (<i>un/une/le/la/les</i>) with a noun when speaking in simple sentences.</li> <li>d) Be able to use simple conjunctions, <i>et</i> and <i>mais</i> in sentences.</li> </ul>
5.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> <li>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</li> <li>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</li> </ul>
6.	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> <li>a) Be able to present information such as personal details and opinions &amp; reasons in pairs, groups and to the whole class.</li> <li>b) Be able to present this information in the form of a song or rap, poem and play written and performed.</li> </ul>
7.	Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> <li>a) Read aloud stories, songs and raps containing familiar language and structures.</li> <li>b) Demonstrate accurate pronunciation and intonation.</li> </ul>
8.	Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> <li>a) Listen to and interact with stories using verbal and non-verbal responses.</li> <li>b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</li> </ul>
9.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> <li>a) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</li> <li>b) Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words.</li> <li>c) Start to use web or paper-based bilingual dictionaries and start to look up verbs and understand that they need to be conjugated. Start using verb tables by end of stage 4.</li> </ul>
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	<ul style="list-style-type: none"> <li>a) Write sentences and short texts from memory or by using writing frames or picture clues if required. Adapt language and create new sentences.</li> </ul>
11.	Describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none"> <li>a) Be able to give personal details and opinions orally and in writing.</li> </ul>

		b) Be able to use descriptions and know the correct word order in French for adjectives. Stage 4 will begin to make comparisons.
12.	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.	<ul style="list-style-type: none"> <li>a) Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</li> <li>b) Know the first person singular form of the high frequency verbs <i>être</i> (to be) and <i>avoir</i> (to have), <i>aller</i> (to have).</li> <li>c) Know the key feature of the word order of adjectives in French.</li> <li>d) Know how to build sentences using <i>c'est</i>, and the high frequency conjunctions <i>et</i> and <i>mais</i> to link words and phrases.</li> <li>e) Be able to see how French differs from and compares to English in terms of verb formation, gender of nouns and adjectives.</li> <li>f) Understand and use appropriately basic punctuation in French such as a comma, full stop and a capital letter to begin a sentence.</li> <li>g) As pupils progress through the stages they should be able to use possessive adjectives 'my' plus describe some regular verbs in the past. Pupils in stage 4 should be able to use the near future using <i>aller</i> and an infinitive.</li> </ul>