



Manor Hall
Academy Trust

Manor Hall Academy



Languages Policy and Review

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change



"Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Context:

The KS2 classes have been language learners from September 2018, whilst previously taking part in themed weeks in a number of languages, this is the date that the focus shifted to one language and lessons were introduced as part of every school week. KS1 children also take part in themed weeks each term, once per term. The school has approximately 51 pupils. The first language of the majority of pupils in the school is English. There are currently no children with English as an additional language (EAL).

Vision:

It is our aim that French gives children an opening to other cultures, giving children a greater understanding of the world around them and a greater respect for other cultures. Children will acquire key knowledge and skills including a grasp of a number of key words and basic conversations in French. They will be given opportunities to develop understanding and communicating, both orally and written. They will also be given the opportunity to take part in a number of enriching activities including trying French foods, developing intercultural understanding and taking part in a number of games and activities as part of themed weeks, allowing for cross curricular opportunities. Children will be given a good foundation to support the study of modern foreign languages at key stage 3.



Organisation:

Children in KS2 learn French. Although not a requirement for children in KS1, children will still be given opportunities to take part in themed weeks in school, helping to lay the foundations for KS2 language learning. They will also have opportunities to access activities as part of the chosen scheme of work. The scheme of work used by CHS has KS1 activities and resources to choose from as and when required.

In KS2 children are taught by their class teacher for 30 minutes per week and school aims to follow up activities when appropriate outside of the language lesson.

Management and Training:

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff when required.

The Curriculum:

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying PowerPoints, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Teaching and Learning:



To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Assessment:

Currently assessment is informal across the four language skills and the progress made in these throughout KS2.

Monitoring:

The lead teacher discusses language learning with the visiting teacher and monitors planning, and spoken and written evidence of progress in learning. The school is working toward effective progress across the four years of KS2. The lead teacher can access training in monitoring via the PLN VLE , consultation time, email discussion and at coordinator CPD.

Continuing Personal Development:

The lead teacher /MFL coordinator attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. All staff in school have attended a French upskilling twilight session, provided by Primary Languages Network. The MFL coordinator is a member of the network email group and can access the PLN Twitter account, the PLN website (<https://primarylanguages.network/>), network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE, all its materials, and lesson by lesson planning. The PLN VLE school user files can be used to share information between staff and the visiting teacher.



French Curriculum

Our Intentions

Pupils leave with:

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation
- with improved independence
- as responsible and respectful citizens

Intent	
How is our school's intent represented throughout the curriculum for this subject?	<ul style="list-style-type: none">• with life skills enabling them to access the world around them <p>Children will hopefully leave Cicely Houghton with a grasp of a number of key words and basic conversations in French. The intercultural understanding aspect of French is very important as it helps to give children an idea of the ways in which other countries and cultures live their lives and how this is acceptable. Children will be given a good foundation to support the study of modern foreign languages at key stage 3, when transitioning to a new setting.</p> <ul style="list-style-type: none">• with improved positive physical and mental health



The way that lessons are based in Primary French, there is less emphasis on writing and paperwork. There are many ways to learn a language and games and songs have been shown to be very active in terms of retention. Therefore, there are definitely opportunities to get children active during these lessons. Children also feel proud when they can mention simple phrases or words in French and are praised by staff, helping mental health.

- as enriched individuals

It is our aim that French gives children an opening to other cultures, giving children a greater understanding of the world around them and a greater respect for other cultures. The intercultural understanding aspect of French is very important as it helps to give children an idea of the ways in which other countries and cultures live their lives and how this is acceptable. Tied in with the aspects of RE this could help children's relationships with others. They will also be given the opportunity to take part in a number of enriching activities including trying French foods, developing intercultural understanding and taking part in a number of games and activities as part of themed weeks, allowing for cross curricular opportunities.

- with improved self-regulation

As with all other aspects of Cicely Haughton, children are encouraged to develop a tool kit to regulate their emotions, observing behaviour of relevant role models. Letting children know that learning a new language is not easy for anybody and mistakes are ok. With improved wellbeing and self-confidence comes more resilience and self-regulation.



	<ul style="list-style-type: none">• with improved independence <p>Children will be encouraged to take part in tasks and not to be afraid to make mistakes. The lessons will be reward based and pitched at the correct level to allow progress and growth and this will be celebrated. At Cicely we promote the 'journey to get there' just as much as the final result. French lessons will follow the ethos of the school and give children the opportunity to take part in lessons from a level footing, with an opportunity to thrive, focussing on what they can do and celebrating independence.</p> <ul style="list-style-type: none">• as responsible and respectful citizens <p>By learning about other cultures and languages, it continues with themes from PSHE and RE that people are different and this is what makes our world so interesting. It also makes children understand and embrace this. It is important that children are able to understand the diversity of the world and that languages are part of the unique cultures of the world.</p>
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Implementation

How is the subject timetabled? How do we know this happens?	French should be timetabled in as a weekly slot for 1 lesson per week for children working at Zones 3-6. This is also supported by a 'French themed week' once a term, in which children take part in a number of enriching activities and competitions around the subject of French, with activities such as French dress up days, Art
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	<p>competitions, Baking, French lunch and French cafés hosted by a class group. French is not mandatory for children in Key Stage 1, but they have opportunities for activities/games, and to be part of themed weeks.</p> <p>DBe has an overview of Teacher's timetables, ensuring that they timetable a weekly 30 minute (at least) French lesson is taught for those eligible children.</p>
How is the subject mapped out? How are we ensuring coverage?	<p>The subject is mapped out in a scheme of work for classes to follow, according to the year group (zone) that they are working at. This scheme of work is from Primary Languages Network. Each year group has units, with lessons that follow on from another, building on prior knowledge. When all lessons are completed in the unit, they move on to the next unit until all are completed.</p> <p>All lessons in all year groups are linked to the key objectives in the national curriculum and evidence of this is available in a document. Assessment documents available also follow the path of learning objectives.</p> <p>I will be ensuring coverage by monitoring timetables of staff, learning walks, lesson observations and book trawls in the Autumn term.</p>
Can we see progression across the school within pupils' books?	<p>To some extent, with a number of worksheets and activities available as part of the Primary Languages Network scheme of work. Work will be placed in to children's subject folders. Children will also be completing 'puzzle it out' assessment activities at the end of each unit. However, spoken activities and games involving activities are also important in French lessons. Formative assessment will be used by teachers here.</p>
How is assessment used to impact learning? How do we know it is accurate?	<p>Each child completes a 'puzzle it out' assessment at the end of every unit (half term). This is the same assessment for every child and is completed independently by each child. Teachers will store assessments and record scores, using these assessments to identify potential misconceptions or gaps in knowledge, using this to inform future teaching.</p> <p>Teachers will also keep a record of coverage in French, ensuring that they have covered all lessons in the unit. Children are assessed in the stage (zone) that they are in. DBE will check that each class is using this system correctly after the first term (Autumn) and discuss assessments with class teachers.</p>
How confident are staff with the subject? How do we know?	<p>All staff took part in a twilight training session from Primary Languages Network, following initial questionnaire feedback. The session focussed on introducing the new scheme of work, and upskilling staff, improving their confidence as non-speakers delivering French lessons. Feedback on the scheme and improvements in confidence was good. The scheme was introduced three years however so it was important that the French scheme of work was still positive in terms of staff confidence.</p>



	<p>During French subject spotlight in March 2022, staff were introduced to the ongoing CPD available in each unit of the Stage taught, this helps staff familiarise themselves with content and pronunciation. Update September 2022 staff will be encouraged to use new 'upskilling app' to further knowledge.</p> <p>A questionnaire will be sent around to staff at the end of Autumn term to determine confidence in delivering the subject, as well as their opinions on the scheme of work available and the success of French themed weeks.</p> <p>CPD opportunities will be determined by the results of the questionnaire and staff feedback.</p>
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Impact	
Do all groups have equal access to the curriculum? How do we know?	Yes, all children have access to the same scheme of work. If they are eligible to access the scheme of work (Classed as zone 3 to zone 6) then they will be accessing the same work as others in the group (relevant to ability) and will follow the same progression path through stages and units in the Primary Languages Network Scheme of work.
How does varying staff confidence impact on the curriculum?	No members of staff in the school are fluent French speakers. The Primary Languages Network Scheme (Click2teach) is designed for non-French speakers and has a simple, easy interface, with CPD available on the website so that staff can familiarise themselves with key terminology of each unit and test their knowledge. Whole school CPD was initially provided on purchase of the scheme that staff were very responsive to, however confidence should always be reviewed and a confidence questionnaire will be completed at the end of Autumn 2022 to determine confidence and potential further CPD.

Things to celebrate
<p>Return to French on time tables for the academic year, after a disrupted year due to COVID-19.</p> <p>French now taught as a lesson on a weekly basis in eligible class rooms.</p>



Scheme of work easy and available for all to access.

Short, fun lessons that suit SEMH children.

Staff approaches to French.

All children in school following same progression paths in French according to the 4 stages and the 12 attainment targets.

Ongoing CPD available through Primary Languages Network scheme of work.



Cicely Haughton French progression

Topic Coverage

Reception	Year 1	Year 2	Year 3 (stage 1)	Year 4 (stage 2)	Year 5 (Stage 3)	Year 6 (Stage 4)
N/A (Practise materials and games available on PLN scheme, taking part in themed weeks)	N/A (Practise materials and games available on PLN scheme, taking part in themed weeks)	N/A (Practise materials and games available on PLN scheme, taking part in themed weeks)	Autumn 1: A New Start Autumn 2: Calendar and Celebrations Spring 1: Animals I like and don't like Spring 2: Carnival colours, playground games Summer 1: Breakfast, fruit nouns and a hungry giant Summer 2: Going on a picnic	Autumn 1: Welcome to school- super learners Autumn 2: My local area /your local area Spring 1: Family tree and faces Spring 2: Celebrating carnival/body parts Summer 1: Feeling unwell/ Jungle animals Summer 2: Summer time	Autumn 1: My school, my subjects Autumn 2: Time in the city Spring 1: Healthy eating and going to the market Spring 2: Carnival clowns and clothes Summer 1: Out of this World Summer 2: Going to the seaside	Autumn 1: Everyday life Autumn 2: Where I live, where you live Spring 1: Playing and enjoying sport Spring 2: This is me, hobbies and fun Summer 1: Café culture, restaurants Summer 2: Performance Time



Core skills of learning Year (Zone) 3 to 6

	Listening	Speaking	Reading	Writing
Stage 1 (Zone 3)	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Stage 2 (Zone 4)	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information . Can pronounce familiar words and some new words accurately.	Can understand simple written phrases . Can match sounds too familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
Stage 3 (Zone 5)	Can understand the main points from a series of spoken sentences (including questions) may require some repetition.	Can ask and answer simple questions on several topics and can express opinions . Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can understand the main point(s) from a short-written passage in clear printed script . Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4 (Zone 6)	Can understand the main points and some detail from a short-spoken passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions . Generally accurate pronunciation (to a sympathetic native speaker).	Can understand the main points and simple opinion of a longer written passage (e.g. letter, recipe, poem, story, an account . Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic using reference materials, support if necessary



Content Coverage

Term	Reception	Year 1	Year 2	Year 3 (stage 1)	Year 4 (stage 2)	Year 5 (Stage 3)	Year 6 (Stage 4)
Autumn 1	Although not a requirement for children in reception, children will still be given opportunities to take part in themed weeks in school, helping to lay the foundations for KS2 language learning.	Although not a requirement for children in KS1, children will still be given opportunities to take part in themed weeks in school, helping to lay the foundations for KS2 language learning.	Although not a requirement for children in KS1, children will still be given opportunities to take part in themed weeks in school, helping to lay the foundations for KS2 language learning.	Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects	Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school	Revisiting and extending personal information. Asking the time Giving o'clocks Describing simple daily routine
Autumn 2				Days Months (and respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas	Where is? (+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are	Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Talking about "what I want to be in the future" Asking for and designing sandwiches.
Spring 1				Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike	Asking who someone is? This is mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour	Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish	You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport)



							Opinions. / Likes and dislikes
Spring 2				Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter	Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are	What are you wearing? I am wearing What's it like? It's + colour and size It has..	Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes
Summer 1				Fruit and vegetables Breakfast foods Ask and answer likes/dislikes	How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)	Personal information at passport control Countries Ways to travel Planets and simple adjectives Dialogues and conversations	Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)
Summer 2				Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)	Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream	You can Play + sports Eat + foods Wear +beach clothes	Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers



DfE Attainment targets and skill level progress

These targets are based on the Key Stage 2 National Curriculum objectives.

<u>DfE Attainment Target</u>	<u>Language Learning skill level practise</u>	
	<u>Year 3 (Stage 1)</u>	<u>Year 4 (Stage 2)</u>
	During the first stage of language learning , children will explore all 12 DfE Attainment Targets.	During the second stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs
Listen attentively to spoken language and show understanding by joining in and responding	listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases	listen attentively and understand more complex phrases and sentences Identify specific sounds, phonemes and words listen for specific words and phrases
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation	listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic)	prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple role-plays



Speak in sentences, using familiar vocabulary, phrases and basic language structures	perform simple communicative tasks using single words/phrases and sentences	ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences
Develop accurate pronunciation and intonation, so that others understand	recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences focus on correct pronunciation	Imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in pronunciation
Present ideas and information orally to a range of audiences	perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text	perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)
Read carefully and show understanding of words, phrases and simple writing	recognise some familiar words in written form recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases	read a range of familiar written phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrases
Appreciate stories, songs, poems and rhymes in the language	listen and respond to rhymes/songs/stories recognise some familiar words in written form	listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading



	read and understand a range of familiar phrases	aloud from the text read and understand a range of familiar phrases
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary	recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source	identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source
Write phrases from memory and adapt these to create new sentences to express ideas clearly	experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference	prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) write simple words and phrases using a model and some words from memory write words and short sentences using a reference
Describe people, places, things and actions orally and in writing	perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences	write word, phrases and short sentences using a reference write simple words and phrases using a model and some words from memory
Understand basic grammar	Use question forms Begin to explore nouns Identify and understand commands	nouns/ gender and in singular and plural begin to explore agreement of adjectives understand and use the question form "have you ...?" and give a positive response "I have" construct simple sentences using nouns, verb (to be) and an adjective



<u>DfE Attainment Target</u>	<u>Language Learning skill level practise</u> <u>Year 5 (Stage 3)</u> During the third stage of language learning, children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs	<u>Language Learning skill level practise</u> <u>Year 6 (Stage 4)</u> During the fourth stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs
Listen attentively to spoken language and show understanding by joining in and responding	Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage	Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation	imitate pronunciation identify specific sounds/phonemes/words Recite a short piece of narrative either from memory or by reading aloud from a text
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays
Speak in sentences, using familiar vocabulary, phrases and basic language structures	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics Retell using familiar language a sequence of events from a spoken passage containing complex structures



		Use time and/or sequencing structures in spoken sentences understand and express opinions
Develop accurate pronunciation and intonation, so that others understand	<p>recognise and respond to sound patterns and words</p> <p>identify specific sounds, phonemes, words.</p> <p>Imitate pronunciation</p> <p>recite a short piece of narrative text by reading aloud</p> <p>focus on correct pronunciation</p>	<p>identify specific sounds, phonemes, words.</p> <p>Imitate pronunciation</p> <p>recite a short piece of narrative text by reading aloud</p> <p>focus on correct pronunciation</p>
Present ideas and information orally to a range of audiences	<p>prepare a short presentation on a familiar topic</p> <p>memorise and present a short spoken text</p> <p>understand and express opinions</p> <p>memorise and present a short spoken text</p>	<p>prepare a short presentation on a familiar topic</p> <p>memorise and present a short spoken text</p> <p>understand and express opinions using familiar language and some unfamiliar language</p> <p>re-tell or present a story to an audience</p>
Read carefully and show understanding of words, phrases and simple writing	<p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>identify specific sounds phoneme and words.</p> <p>Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p>	<p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>identify specific sounds, phoneme and words.</p> <p>Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p>
Appreciate stories, songs, poems and rhymes in the language	<p>listen and respond to rhymes/songs/stories</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p>	<p>listen and respond to rhymes/songs/stories</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p>
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary	<p>recognise and respond to sound patterns and words</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p>	<p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>read and understand a range of familiar and unfamiliar phrases apply phonic and whole word knowledge of the</p>



	<p>read and understand a range of familiar and unfamiliar phrases</p> <p>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>	<p>new language in order to locate words in a reference source</p>
Write phrases from memory and adapt these to create new sentences to express ideas clearly	<p>write words, phrases and sentence (using a reference)</p> <p>experiment with the writing of words and phrases from memory</p>	<p>write words, phrases and sentence (using a reference)</p> <p>Use time and sequencing structures in written sentences</p> <p>experiment with the writing of words and phrases from memory</p>
Describe people, places, things and actions orally and in writing	<p>construct a short text e,g create a ppt/ presentation or short passage to give a description</p> <p>attempt to memorise and present a written text as a spoken text</p>	<p>construct a short text e,g create a ppt/ presentation or short passage to give a description</p> <p>Use time and sequencing structures in spoken sentences</p>
Understand basic grammar	<p>Use verbs in 3rd person singular to describe someone else</p> <p>explore the verb to be in the present tense</p> <p>explore and practise a regular present tense verb: "to wear"</p> <p>explore and practise the present tense verb "to have"</p> <p>practise accurate use of adjectives in agreement with nouns</p>	<p>Revisit (extend) and explore use of conjunctions</p> <p>Understand and use time phrases to give "o'clock" times</p> <p>explore and practise a regular present tense verb: "to play"</p> <p>Explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences</p>