



Key concepts (Big Ideas) in LANGUAGES

Languages are taught progressively through the 3 pillars of:

- **Phonics** (the system of the sounds of a language and how these are represented in written words)
- **Vocabulary** (building a body of useful words for different contexts and situations to enable communication and understanding)
- **Grammar** (including syntax and inflectional and/or derivational features ie: the systems for changing the form of a word and for creating new words respectively)

For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to:

- Learn and internalise the sounds, vocabulary and grammar of the language
- Understand and produce these when they are combined into sentences
- Build up the range and complexity of grammatical features and vocabulary to increase the length and complexity of text that is spoken, written or understood

Pupils will learn a language through a series of thematic units eg: myself, family, food, weather etc... to give a context to apply their phonics, vocabulary and grammar knowledge. In each unit, they will have opportunities for **speaking, listening, reading and writing**.

PHONICS: Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly. As well as the phonemes, pupils will also encounter the following French linguistic and grammatical concepts as they progress through the units:

- Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser, chanter and manger.
- Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced.
- Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front.
- Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word.
- Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel of mute 'h'. This facilitates pronunciation and is not optional in French.
- The effect of accents.



GRAMMAR



Pupils will learn the rules of grammar that apply to a different language and revisit these rules through different context, applying them in speaking, listening, reading and writing activities.


VOCABULARY

Pupils will be taught a bank of **topic words** and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on **common words** which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.

Knowledge and skills sequencing		LANGUAGES			
	ONGOING OBJECTIVES	Y3	Y4	Y5	Y6
PHONICS	<ul style="list-style-type: none"> - Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser, chanter and manger. - Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. - Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French. - Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front. - Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. 	<p>ch - chocolat ou - rouge on - marron oi - poire</p> <p>Silent letters – s is not normally pronounced at the end of a word.</p>	<p>i – petit, lit, il ille – fille in – orangina</p> <p>Silent letters – t is not normally pronounced e.g. chat (drop the t) or silent consonants on the end of a French word e.g. des ciseaux.</p>	<p>é - écharpe e - chemise eau – manteau eux – deux on – garçon un – lundi in – latin an - dimanche</p> <p>Silent letters - ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense.</p>	<p>Ç – Français an – amusant, Angleterre en – parents gne – Allemagne, montagne qu – quelle, qu'est</p> <p>Silent letters - 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word.</p>

	<p>- Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel of mute 'h'. This facilitates pronunciation and is not optional in French. The effect of accents.</p>						
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>GRAMMAR</p> 		<p>Start to understand that foreign languages can have different structures to English eg: many nouns have a determiner/article in foreign languages which we don't have in English</p>		<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (eg: adjectival agreement when describing nationality), the negative form and possessive adjectives (eg: 'In my pencil case I have...' or 'In my pencil case I do not have')</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full conjugation (EG: 'I wear...', 'he/she verb wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat').</p>	<p>To understand gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Listening</p> 		<p>To appreciate short stories and fairy tales and start to understand some of the familiar words in what they hear</p>		<p>To listen to and enjoy short stories, nursery rhymes and songs</p> <p>To be able to recognise familiar words and short phrases covered in the units taught</p>	<p>To learn to listen to longer passages and understand more of what they hear</p> <p>To be able to pick out key words and phrases from current and previous units when listening</p>	<p>To be able to listen more attentively and for longer periods</p> <p>To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills</p>	<p>To be able to listen to longer text and more authentic foreign language material</p> <p>To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar</p>

<p>Speaking</p> 		<p>To learn to repeat and reproduce language and key words with accurate pronunciation</p>	<p>To learn to communicate with others using simple words and short phrases</p>	<p>To be able to communicate with others with improved confidence and accuracy</p> <p>To learn to ask and answer questions based on the language covered in the unites</p>	<p>To be able to communicate on a wider range of topics and themes</p> <p>To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</p>	<p>To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity</p> <p>To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate</p>
<p>Reading</p> 		<p>To be able to identify the written version of some of the words they hear</p>	<p>To be able to read familiar words and short phrases accurately by applying phonics knowledge</p> <p>To understand the meaning in English of some words read in the foreign language</p>	<p>To be able to read aloud short pieces of text, applying phonics knowledge</p> <p>To understand most of what they read in a foreign language when the text is based on familiar language</p>	<p>To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context</p> <p>To increase knowledge of phonemes and letter strings and apply these when reading</p>	<p>To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc...</p> <p>To decode unknown language using a bilingual dictionary</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Writing 		<p>To consolidate letter formation skills by copying words in a foreign language from a model example</p> <p>To start to reproduce nouns and determiners/articles from a model example</p>		<p>To be able to write familiar words and short phrases using a model or vocabulary list</p>	<p>To be able to write some short phrases based on familiar topics</p> <p>To begin to use conjunctions and the negative form where appropriate</p>	<p>To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required</p> <p>To be able to substitute words for suitable alternatives</p>	<p>To be able to write a piece of text using language from a variety of units covered</p> <p>To learn to adapt any models provided to show solid understanding of grammar covered</p> <p>To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives</p>

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Languages		Similarity and differences between languages. How this can help learn a language				Speaking, listening and communicating in another language. Building vocabulary	