



Exemplification of the Programme of Study for Languages at Key Stage 2

At niveau bleu, teachers are shown how to teach French to children in year 3, or to children at any stage in Key Stage 2 who are in their first year of learning French. At niveau bleu, the links between French and English literacy are particularly appropriate for children in year 3.

The Programme of Study for Languages in Key Stage 2 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)

Pupils should be taught to:	Using the niveau bleu materials, teachers are given opportunities to help children achieve the following objectives:
<p>listen attentively to spoken language and show understanding by joining in and responding</p>	<ul style="list-style-type: none"> • listen attentively to language spoken by the teacher, modeled by voice recordings from the whiteboard, audio CDs or DVD. • practise using vocabulary and structures introduced through the whiteboard, picture cards, text cards and real objects. • show understanding using non-verbal physical response (e.g. responding to classroom instructions); by speaking in chorus (listening and repeating); by speaking alone (listening and repeating); by asking and answering questions in chorus or individually in whole-class context, or in pairs or small groups).
<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<ul style="list-style-type: none"> • ask how something is spelt • be able to spell certain words, such as names of capital cities. • listen to stories, and join in with finger rhymes and songs. • identify the phoneme [y] and its grapheme 'u'. • identify the phoneme [ɛ̃] and its grapheme 'un'. • identify the phoneme [e] and its graphemes 'é', 'er' and 'ez'. • know that the final consonant in a word is usually silent, e.g. <i>Paris, Irlande du Nord, Pays de Galles</i>. • find out about vowels and consonants in French, English and Welsh • find out about the ligature 'œ' and be able to identify it when you see and hear it • know that the circumflex accent can appear over any vowel • know that the circumflex accent can show that historically there used to be a double vowel, or that a consonant has disappeared from the word. • know that the acute accent appears only over the letter 'e', and changes the pronunciation of the letter.

Pupils should be taught to:	Using the niveau bleu materials, teachers are given opportunities to help children achieve the following objectives:
<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<ul style="list-style-type: none"> • exchange greetings with the teacher, other adults and children. • understand and give personal information such as name, age and where you live. • ask and answer questions about capital cities, e.g. <i>Quelle est la capitale de la France ?</i> • be able to use the response words <i>Oui</i> and <i>Non</i> • be able to understand questions using <i>C'est</i> + noun? • be able to answer questions using <i>Oui</i> or <i>Non</i>, coupled with <i>c'est</i> + noun. • be able to ask and answer questions using number labels
<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<ul style="list-style-type: none"> • be able to use templates to create spoken sentences about landmarks in Belfast, Cardiff, Edinburgh, London and Paris. • be able to use a speaking frame to ask and answer a variety of questions • be able to form spoken sentences about Paris and cities across the UK, using an adverbial opener, a verb, nouns and a conjunction.
<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<ul style="list-style-type: none"> • understand the importance of accurate pronunciation and intonation. • know that intonation describes how we can use our voice to help convey meaning in a sentence, and can highlight aspects of grammatical structure. • know that a statement can be turned into a question using tone of voice.
<p>present ideas and information orally to a range of audiences</p>	<ul style="list-style-type: none"> • be able to exchange personal information, and talk about familiar places, in pairs and small groups, in front of the class, or to a larger group such as in school assembly.
<p>read carefully and show understanding of words, phrases and simple writing</p>	<ul style="list-style-type: none"> • read aloud familiar vocabulary and structures, with accurate pronunciation and intonation. • read and understand short texts containing familiar vocabulary and structures, e.g. aspects of personal information, and descriptions of places.
<p>appreciate stories, songs, poems and rhymes in the language</p>	<ul style="list-style-type: none"> • listen to stories, and take part in finger rhymes and songs..
<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<ul style="list-style-type: none"> • know that a bilingual dictionary contains equivalent words in two languages. • know that, in a dictionary, headwords are listed in alphabetical order. • know how to sort words into alphabetical order by their first letter.
<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<ul style="list-style-type: none"> • use a template or picture clues to write sentences and short texts, e.g. brief details of personal information and descriptions of places.

Pupils should be taught to:	Using the niveau bleu materials, teachers are given opportunities to help children achieve the following objectives:
<p>describe people, places, things and actions orally and in writing</p>	<ul style="list-style-type: none"> • be able to give brief details of personal information orally and in writing. • be able to describe countries, cities and landmarks orally and in writing.
<p>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.</p>	<ul style="list-style-type: none"> • be able to apply punctuation correctly: comma, full stop and question mark. • know that, in written sentences, a comma is used to separate words in a series, and to represent intonation present in spoken language. • know that the first word in a sentence is given a capital letter. • know that the names of towns, countries, rivers, landmarks and people are given a capital letter. • know that nouns are types of words that can name people, places or things. • know that a proper noun is a name given to individual people or places. • be familiar with a range of proper nouns, e.g. <i>la France, Paris, Nora, la Seine</i>. • understand that a verb can express an action or a state of being in a sentence • be able to use certain verbs in sentences: the verb <i>il y a</i>; part of the verb 'to be' in the phrase <i>C'est...?</i> and <i>C'est... ;</i> verbs in questions and statements about personal information, e.g. <i>Je m'appelle Nounours, j'habite à Paris, j'ai sept ans</i>. • understand that an adverb is a word or phrase that tells us more about the time, place or manner of the action described in the rest of the sentence; it tells us more about the verb. • be able to use an adverbial phrase as a sentence opener, e.g. <i>À Paris, À Londres;</i> • understand that when an adverbial phrase is used as a sentence opener, it must be followed by a comma. • be able to use the adverb <i>aussi</i>. • know that a conjunction can link together two words or phrases. • be able to use the conjunctions <i>ou</i> and <i>et</i> to link words or phrases. • know which preposition to use when talking about countries, e.g. <i>en France, au Pays de Galles</i>. • be able to identify the definite article <i>le, la, l', les</i>.