

Durweston CE VA Primary School

French

Policy

Feed the mind, nurture the spirit, free the imagination!

Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law

Intent

Our aim at Durweston is to cover the National Curriculum for Languages through teaching French. We aim to ensure that all pupils in KS2:

- 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 lengths, for different purposes and audiences, using the variety of grammatical structures they have learned

Equality, Diversity and Inclusion

Our curriculum planning ensures regular, progressive access to French for all children irrespective of gender, race, creed or disability.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, where not all children complete all tasks
- providing a range of challenges with different resources
- having more adults support the work of individual children or small groups

Implementation

We have a 2-year rolling programme that ensures coverage of the National Curriculum and caters for our mixed-age classes. All the units compare new learning with previous learning, and new places with familiar ones. The topics covered are:

	Dolphins	Seahorses	Sharks	Porpoises
Year A	Getting to Know you Hello, How are you, name, age, numbers 1 - 10	Getting to Know You Food Glorious Food Our School	On the Move/All Around Town Going Shopping Time and Weather	That's Tasty Family and Friends Time travelling
Year B		All About Me Family and Friends Time	On the Move/All Around Town Going Shopping Time and Weather	That's Tasty All about ourselves Time travelling

Teaching provides an appropriate balance of spoken and written language and should lay the foundations for future foreign language learning at KS3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focusing on familiar and routine matters, using the children’s knowledge of phonology, grammar and vocabulary. The focus of study is practical communication. Pupils are taught to:

- 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

Key Knowledge

The knowledge taught across our curriculum can be found in the Scheme of Work Document (Appendix 2).

Impact

Ongoing assessment of the children's retention of key knowledge is integral to teaching and learning of French. Teachers plan opportunities to revisit and revise the key knowledge covered across a unit of work and units taught in previous years. Observations made during the year inform future planning and enable the teacher to make a termly assessment of progress, using our progression map (Appendix 3).

Retention of learning - non-negotiables

- In KS2, every day, the day, date, month and year in French is read out and the children repeat as a class

- Every lesson should start with a brief recall of previous learning

Resources


School subscriptions to Twinkl and Out of the Ark provide resources to support the Scheme of Work. There are also French language non-fiction texts in the library.



Monitoring and Review

The coordination of the subject curriculum is the responsibility of the French leader. Each term the subject leader will monitor planning to make sure it follows the long-term plan and will support colleagues in their teaching. They may carry out book scrutinies, learning walks and pupil interviews. At the end of the year, they will review their monitoring and write an action plan for the following year.



Subject co-ordinator - Nicola Brooke

Appendix 2 - Scheme of Work

Dolphins	Year A	Year B
Autumn	Be able to say Hello, and respond to the question 'How are you?' with 'I'm fine.' Sing 'French greetings song'  French Greetings Song for Children	
Spring	Be able to answer the question 'What is your name?' with 'My name is...' Sing 'Comment t'appelles-tu?' (Chantons - Tous Les Jours Out of the Ark)	
Summer	Know the Numbers 1 - 10. Be able to answer the question 'How old are you?' with 'I am...' Sing Un, deux, trois (Chantons - Tous Les Jours Out of the Ark)	

Seahorses	Year A	Year B
All year	Recognise and repeat the days of the week, months of the year and numbers 1 - 31 as part of the date Sing Lundi, Mardi, Mercredi (Chantons - Tous Les Jours Out of the Ark) Know the sounds of the letters of the French alphabet. Be able to spell their name Sing the French alphabet song https://www.youtube.com/watch?v=_LYy3P2okyw	
Autumn	Getting to know you Bonjour/Salut Comment t'appelles-tu? Je m'appelle Comment ca va? Ca va bien merci/comme ci comme ca/ca va mal Quel âge as-tu? J'ai Know the numbers from 1 - 10 Au revoir Sing 'French greetings song'  French Greetings Song for Children Sing Un, deux, trois Comment t'appelles tu? (Chantons - Tous Les Jours Out of the Ark)	Getting to know you Bonjour/Salut Comment t'appelles-tu? Je m'appelle Comment ca va? Ca va bien merci/comme ci comme ca/ca va mal Quel âge as-tu? J'ai Know the numbers from 1 - 10 Au revoir Sing 'French greetings song'  French Greetings Song for Children Sing Un, deux, trois Comment t'appelles tu? (Chantons - Tous Les Jours Out of the Ark)

<p>Spring</p>	<p>Food Glorious Food I am hungry = J'ai faim I would like = Je voudrais une pomme/une poire/une glace/un gâteau Qu'est ce qu'il mange? Il mange... Qu'est ce qu'elle mange? Elle mange Combine nouns with 'et'</p> <p>J'aime les Je n'aime pas les</p> <p>Colours Know that the adjective has to change depending on the noun</p> <p>Sing J'aime les fruits (Alain le Lait - You tube) and De quelle couleur(Chantons - Tous Les Jours Out of the Ark)</p>	<p>All About Me Bonjour/Salut Know the names of the body parts of Heads, Shoulders, Knees and Toes Know the names of clothes in our uniform /une jupe/une chemise un pull/un short/un pantalon Understand and answer Qu'est-ce tu portes? Je porte ... Be able to use 'et' to join words in a list</p> <p>Il porte/Elle porte</p> <p>Colours Add colours to what they are wearing Know the adjective needs to change</p> <p>Sing Heads, Shoulders, Knees and Toes in French Mon Petit Ami Bizarre (Out of the Ark)</p>
<p>Summer</p>	<p>Our School Classroom objects le livre/l'ordinateur/la chaise/la table Know that a = un/une the = le/la Be able to say Dans ma salle de class, j'ai un/une Combine nouns with et (and)</p> <p>Know the names of objects in a pencil case un crayon/un stylo/une règle/une gomme Be able to match subject and verb when using avoir - 'j'ai' and 'tu as' Dans ma trousse, j'ai une/une. Tu as un/une Combine nouns with et (and) Be able to say Dans ma trousse, je n'a pas un/une</p> <p>Sing Qu'est-ce que c'est? (Chantons - Tous Les Jours Out of the Ark) The Alphabet Song 📺 French alphabet - L'alphabet en Français by Alain Le Lait Be able to spell their name</p>	<p>Family and Friends Be able to name family members mere/pere/grand mere/grand pere/freres/soeurs Be able to match subject and verb when using avoir - Dans ma famille, 'j'a un/une ' and 'tu as' Combine nouns using et</p> <p>Know the name of some pets un chien/un chat/un lapin/un poisson/un cochon d'inde/ une tortue Be able to match subject and verb when using avoir - 'j'ai' and 'tu as' Combine nouns using et Je voudrais J'aime les Je n'aime pas les</p> <p>Sing 'Dans ma famille' Les animaux (Chantons - Tous Les Jours Out of the Ark) The Alphabet Song 📺 French alphabet - L'alphabet en Français by Alain Le Lait Be able to spell their name</p>

Sharks	Year A	Year B
All year	<p>Continue to practise the days of the week, months of the year and numbers 1- 31. Sing the French alphabet song https://www.youtube.com/watch?v=_LYy3P2oky</p>	
Autumn	<p>All Around Town</p> <p>Ou habite-tu? J'habite a Know the names of typical buildings in a town A Blandford, il y a A Blandford, il n'y a pas Know the numbers to 100</p> <p>On the Move</p> <p>Different forms of transport une voiture/une trottinette un vélo/un train/un autobus à pied Ask and answer the question 'How do you go to school? Je vais à l'école en Match subject and verb when using 'je vais', tu vas, il va, elle va.</p> <p>Buildings in a French town Know that 'ch' is pronounced 'sh'</p> <p>Sing all the songs from Seahorses Out of the Ark 1 - 10  French alphabet - L'alphabet en Français by Alain Le Lait</p>	<p>All Around Town</p> <p>Où habites-tu? J'habite à Know the names of typical buildings in a town A Blandford, il y a A Blandford, il n'y a pas Know the numbers to 100</p> <p>On the Move</p> <p>Different forms of transport une voiture/une trottinette un vélo/un train/un autobus à pied Ask and answer the question 'How do you go to school? Je vais à l'école en Match subject and verb when using 'je vais', tu vas, il va, elle va.</p> <p>Buildings in a French town Know that 'ch' is pronounced 'sh'</p> <p>Sing all the songs from Seahorses Out of the Ark 1 - 10  French alphabet - L'alphabet en Français by Alain Le Lait</p>

<p>Spring</p>	<p>Weather (from Holidays and Hobbies) Seasons Months of the Year XXXX est en XXXXX Different types of weather Aujourd’hui à Blandford, il fait..</p> <p>Time (from What’s the time?) Quelle heure est-il? Il est heures et demie</p> <p>Sing Lundi, Mardi Mercredi Tous les Jours Où se trouve mon parapluie? (Out of the Ark)</p>	<p>Weather (from Holidays and Hobbies) Seasons Months of the Year XXXX est en XXXXX Different types of weather Aujourd’hui à Blandford, il fait..</p> <p>Time (from What’s the time?) Quelle heure est-il? Il est heures et demie</p> <p>Sing Lundi, Mardi Mercredi Tous les Jours Où se trouve mon parapluie? (Out of the Ark)</p>
<p>Summer</p>	<p>Going Shopping Qu’est-ce que c’est? C’est un/une Fruit and vegetables J’aime Je n’aime pas Je voudrais le,la,les de, de la, des</p> <p>Different shops Ou puis-je acheter? Je peux acheter</p> <p>Clothes and colours</p> <p>Sing J’aime les fruits (Alain le Lait - You tube)</p>	<p>Going Shopping Qu’est-ce que c’est? C’est un/une Fruit and vegetables J’aime Je n’aime pas Je voudrais le,la,les de, de la, des</p> <p>Different shops Ou puis-je acheter? Je peux acheter</p> <p>Clothes and colours</p> <p>Sing J’aime les fruits (Alain le Lait - You tube)</p>

Porpoises	Year A	Year B
All year	Be able to say the date in French Sing the French alphabet song https://www.youtube.com/watch?v=_LYy3P2oky	
Autumn	That's Tasty - Drinks and Breakfast I can ask the question 'Qu'est-ce que vous désirez?' and answer starting 'Je voudrais' The different ways to say 'some' L'addition s'il vous plait J'aime/Je n'aime pas parce-qu'il est... Sing J'aime les fruits (Alain le Lait - You Tube)	That's Tasty - Sandwiches and Pizza I can ask the question 'Qu'est-ce que vous désirez?' and answer starting 'Je voudrais' The different ways to say 'some' L'addition s'il vous plait J'aime/Je n'aime pas parce-qu'il est... Sing J'aime les fruits (Alain le Lait - You Tube)  Un éléphant qui se balançait
Spring	Family and Friends Family members Voici mon/ma/mes Conjugate avoir J'ai/Il a/Elle a/Nous avons Name different types of houses; describe the size of the house Alter the spelling of adjectives to agree with the noun Je m'appelle...J'ai (age) I live in a xxxxx with my xxxx, my xxxxx and my xxxxxxx Rooms and what's in them Qu'est-ce que c'est? C'est un/une Dans le/la il y a une/un.. <i>Ou est/ou sont</i> <i>Prepositions a cote de/sur/dans</i> Sing Les Animaux (Chantons - Tous Les Jours Out of the Ark)	All about ourselves Parts of the body What's the matter? J'ai mal au/a la/aux Conjugate avoir Il a/Elle a/Nous avons Describe hair and eyes with adjectives of length and colour Je m'appelle... J'ai (age) J'ai (hair and eyes) Clothes and colours Mon/ma/mes xxxx est/sont xxxxxx Sing Mon Petit Ami Bizarre (Chantons - Tous Les Jours Out of the Ark) and Allouette (Alain le Lait You tube) From School Life Dans ma class, il y a Ou est/ou sont Preposition a cote de/sur/dans
Summer	Time travelling Large numbers (THHTUfor years) Conjugate avoir to say how old different people/things are	Time travelling Large numbers (THHTUfor years) Conjugate avoir to say how old different people/things are

	<p>The date yesterday/today/tomorrow c'était/c'est/ce sera Conjugating past tense of etre to say when you were born je suis ne/nee From Getting to Know you What will you do when you are older?</p> <p>Sing Qu'est-ce que c'est/ (Chantons - Tous Les Jours Out of the Ark)</p>	<p>The date yesterday/today/tomorrow c'était/c'est/ce sera Conjugating past tense of etre to say when you were born je suis ne/nee From Getting to Know you What will you do when you are older?</p> <p>Sing Qu'est-ce que c'est/ (Chantons - Tous Les Jours Out of the Ark)</p>
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[Specific knowledge for each year](#)

Appendix 3 - Progression Document

	LKS2	UKS2
Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French; c listen and understand the main points and some detail from short, spoken material in French.
	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. 	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	<p>KS2 Languages National Curriculum Children 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> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form (ne... pas); g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first person possessive adjectives (mon, ma, mes); i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; k use simple prepositions in their sentences; l use the third person singular and plural of the verb 'être' in the present tense. 	<p>KS2 Languages National Curriculum Children 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> <p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; g explain and use elision; state the differences and similarities with English; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m name all subject pronouns and use to conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.