

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.

	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"> 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. b) Show understanding by joining in, for example with conversations, stories and songs. 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.
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"> a) Be able to make the phoneme-grapheme link in French. b) Know and apply the rules for silent letters such as 'h'. c) Be able to say and understand rhymes such as tongue twisters. d) Listen and join in with stories and songs.
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"> 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>. 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. c) Stage 3: Understand and give personal information such as hobbies, sports liked and disliked. 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.
4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> a) Be able to follow a model to ask and answer a variety of questions.

		<ul style="list-style-type: none"> 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. c) Be able to use the correct article (<i>un/une/le/la/les</i>) with a noun when speaking in simple sentences. d) Be able to use simple conjunctions, <i>et</i> and <i>mais</i> in sentences.
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"> a) Develop accurate pronunciation using a phonics approach to decoding and reading. b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.
6.	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> a) Be able to present information such as personal details and opinions & reasons in pairs, groups and to the whole class. b) Be able to present this information in the form of a song or rap, poem and play written and performed.
7.	Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> a) Read aloud stories, songs and raps containing familiar language and structures. b) Demonstrate accurate pronunciation and intonation.
8.	Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> a) Listen to and interact with stories using verbal and non-verbal responses. b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.
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"> a) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. b) Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words. 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.
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	<ul style="list-style-type: none"> a) Write sentences and short texts from memory or by using writing frames or picture clues if required. Adapt language and create new sentences.
11.	Describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none"> a) Be able to give personal details and opinions orally and in writing.

		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"> a) Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. 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). c) Know the key feature of the word order of adjectives in French. 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. e) Be able to see how French differs from and compares to English in terms of verb formation, gender of nouns and adjectives. f) Understand and use appropriately basic punctuation in French such as a comma, full stop and a capital letter to begin a sentence. 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.