

# Branton Primary School and Nursery

## Cycle C Coverage





UKS2	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> <li>name nouns and present a simple rehearsed statement to a partner;</li> <li>present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	✓	✓	✓	✓	✓	✓
	Describe people, places, things and actions orally.	<ul style="list-style-type: none"> <li>say simple familiar words to describe people, places, things and actions using a model;</li> <li>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	✓	✓	✓	✓	✓	✓
	Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> <li>listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>listen and understand the main points from short, spoken material in French;</li> <li>listen and understand the main points and some detail from short, spoken material in French</li> </ul>	✓	✓	✓	✓	✓	✓
	Engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>engage in a short conversation using a range of simple, familiar questions;</li> <li>ask and answer more complex questions with a scaffold of responses;</li> <li>express a wider range of opinions and begin to provide simple justification;</li> <li>converse briefly without prompts.</li> </ul>	✓		✓		✓	
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> <li>say a longer sentence using familiar language;</li> <li>use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>refer to everyday activities and interests, recent experiences and future plans;</li> <li>vary language and produce extended responses.</li> </ul>		✓		✓		✓	

		<p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <ul style="list-style-type: none"> <li>pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation, for example to mark questions and exclamations.</li> </ul>	✓	✓	✓	✓	✓	✓
		<p>Present ideas and information orally to a range of audiences.</p> <ul style="list-style-type: none"> <li>manipulate familiar language to present ideas and information in simple sentences;</li> <li>present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>	✓	✓	✓	✓	✓	✓
		<p>Describe people, places, things and actions orally.</p> <ul style="list-style-type: none"> <li>say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>	✓	✓	✓	✓	✓	✓
Reading and writing	LKS2	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <ul style="list-style-type: none"> <li>read and show understanding of familiar single words;</li> <li>read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	✓	✓	✓	✓	✓	✓
		<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"> <li>use strategies for memorisation of vocabulary;</li> <li>make links with English or known language to work out the meaning of new words;</li> <li>use context to predict the meaning of new words;</li> <li>begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	✓	✓	✓	✓	✓	✓



Stories, Songs, Poems and Rhymes	UKSZ	Develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.	<ul style="list-style-type: none"> <li>read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>	✓	✓	✓	✓	✓	✓
		Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none"> <li>write a simple sentence from memory using familiar language;</li> <li>write several sentences from memory with familiar language with understandable accuracy;</li> <li>replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>	✓	✓	✓	✓	✓	✓
		Describe people, places, things and actions in writing.	<ul style="list-style-type: none"> <li>write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>	✓	✓	✓	✓	✓	✓
	UKSZ	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>				✓	✓	✓
		appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> <li>join in with actions to accompany familiar songs, stories and rhymes;</li> <li>join in with words of a song or storytelling.</li> </ul>				✓	✓	✓
		explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>				✓	✓	✓

		<p>appreciate stories, songs, poems and rhymes in the language.</p>	<ul style="list-style-type: none"> <li>• follow the text of a familiar song or story;</li> <li>• follow the text of a familiar song or story and sing or read aloud;</li> <li>• understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>				✓	✓	✓
grammar	LKS2	<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"> <li>• show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>• 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;</li> <li>• recognise and use partitive articles;</li> <li>• 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;</li> <li>• name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li>• use a simple negative form (ne... pas);</li> <li>• show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>• recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>• recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>• conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>• use simple prepositions in their sentences;</li> <li>• use the third person singular and plural of the verb 'être' in the present tense.</li> </ul>	✓	✓	✓	✓	✓	✓

	UKS2	<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"> <li>• identify word classes;</li> <li>• demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>• explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>• name and use a range of conjunctions to create compound sentences;</li> <li>• use some adverbs;</li> <li>• 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;</li> <li>• explain and use elision; state the differences and similarities with English;</li> <li>• recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>• recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li>• recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>• recognise and use a range of prepositions;</li> <li>• use the third person plural of a few high frequency verbs in the present tense;</li> <li>• name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li>• recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li>• follow a pattern to conjugate a regular verb in the present tense;</li> <li>• choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>	✓	✓	✓	✓	✓	✓
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