It is recognised that a degree of commonality in language coverage will benefit the children in their language learning to facilitate successful transition into Secondary School.

The following is a minimum expectation of prior learning for Yr.6 to have achieved over the entire 4 years at KS2. Concrete development of bi-lingual dictionary skills is advocated and emphasis on good pronunciation of language – no prescribed topic areas are mentioned.

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| **Yr.6 children should know these core elements well after 4 yrs. of entitlement:** **Any additional language to be considered a bonus and non-essential.** |
| **Nouns**  | awareness that nouns can be masculine or femininehow to recognise singular or pluralunderstanding of the article |
| **Phonic awareness** | Key phoneme/graphemes *ch,ou, é/er/et/ez, gn, on/an, in/ain, oi qu* an awareness of silent lettersan awareness of the importance and role of accents and punctuation |
| **Adjectives** | colour, size and some common adjectives a basic awareness of adjectival position and agreement |
| **Core structures** | **Verbs – in all forms**Avoir to have Etre to be Aller to go *+ Ne---pas with negative construct***Common ‘–er’ verbs including**Aimer to likeAdorer to love Manger to eatJouer to play Détester to hatepréférer to preferFaire to do/make*+ Ne---pas with negative construct***Other structures**C’est…  *It is…*Ce n’est pas… *It isn’t…*Il y a…. *There is / there are…*Il n’y a pas de… *There isn’t / aren’t...**Je pense que I think that**A mon avis… In my opinion**Il est It is* |
| **Numbers** | 0-100  |
| **Days/Month/****Birthday/weather** | *Days of week**Months of year**Quelle est la date aujourd’hui?* *Quelle est la date de ton anniversaire?**Quel temps fait-il ?* |
| **Prepositions** | sur, sous, devant, derrière, en face de, dans, entre, en, |
| **Telling the time**(On the hour) | Il est une heure *It is 1 O’Clock* Il est deux heures *It is 2 O’Cock.* |
| **Recognise some questions and key question words** | Qu’est-ce que c’est? *What is it?*Où est..? *Where is..?* Qui WhoQuand WhenComment HowCombien How manyQuoi WhatQuel/quelle What Qu’est-ce-que What is…. ?Est-ce que Is…. ?As-tu? / Aimes-tu? *Do you have / Do you like …..?* |
| **Recognise and use some connectives**  | et, mais, parce que, cependant, cars  |
| **High Frequency classroom imperatives** | Regardez, écoutez, ouvrez, écrivez, discutez, trouvez, coloriez, choisissez, prenez, répétez, chantez, travaillez |