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.

|  |  |
| --- | --- |
| **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 feminine  how to recognise singular or plural  understanding 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 letters  an 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 like  Adorer to love  Manger to eat  Jouer to play  Détester to hate  préférer to prefer  Faire 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 Who  Quand When  Comment How  Combien How many  Quoi What  Quel/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 |