

Year Group	Communication – Listening, Speaking, Reading, Writing	Continuity	Clues/Critical Thinking	Culture
<i>Previous Knowledge and Skills (to be tested)</i>	<p>Listening - Demonstrate an understanding of familiar words and phrases, spoken clearly and repeated if necessary.</p> <p>Speaking - Say single words and short phrases with support and imitate a model of correct pronunciation and intonation.</p> <p>Reading - Demonstrate an understanding of familiar written words and phrases.</p> <p>Writing - Write or copy simple words correctly.</p>	<p>Recognise that vocabulary is important and that a wide vocabulary allows for better communication in English.</p> <p>Recognise that accurate spelling is important and makes communication clearer.</p> <p>Understand that English dictionaries are arranged in alphabetical order.</p>	<p>Recognise nouns, verbs, adverbs, adjectives, pronouns, intensifiers, comparatives, and possessive pronouns in English.</p> <p>See patterns in numbers and words such as sequences and rhymes.</p> <p>Recognise irregular plurals in English.</p>	<p>Recognise that French is spoken in France and other countries.</p> <p>Understand that all languages are spoken as either a mother tongue or as a second or more learned language.</p> <p>Recognise that people can be of any colour, religion, or culture no matter what language they speak.</p>
<p>5 French</p>	<p>Know that...</p> <ul style="list-style-type: none"> • There are links between spellings and sounds which aid pronunciation. • When listening, not every word is equally important. • Pronunciation is important to aid communication. • C can be pronounced as a hard 'k' or soft 's' sound. • 'oi' is pronounced 'wa'. 	<p>Know that...</p> <ul style="list-style-type: none"> • Words and phrases are relevant to more than one topic. • Remembering vocabulary is important. • Bilingual dictionaries are arranged alphabetically in two halves. • Smaller numbers are used to make up larger ones. 	<p>Know that...</p> <ul style="list-style-type: none"> • French nouns can be masculine or feminine. • The spelling of adjectives match the nouns that they are describing. • Cognates are words in two different language that sound/look alike and mean the same thing. 	<p>Know that...</p> <ul style="list-style-type: none"> • French is spoken all over the world by people of all religions and ethnicities. • Paris is the capital of France. • There are lots of African countries where French is spoken.

<ul style="list-style-type: none"> • P, d, s and t are silent at the end of a word unless the next word starts with a vowel. (<u>P</u>lease <u>D</u>on't <u>S</u>ay <u>T</u>hat). • Accents are used to aid pronunciation. Ç = 's' / é = 'ay' / è = flat 'e' sound. <p>Know how to...</p> <p>Listening - Demonstrate an understanding of main points from short spoken passages using familiar vocabulary.</p> <p>Speaking - Take part in brief dialogues using support. Answer simple, familiar questions.</p> <p>Reading - Demonstrate understanding of a range of familiar written phrases and opinions.</p> <p>Writing - Write several short sentences with support to give information and express simple opinions.</p>	<ul style="list-style-type: none"> • Dictionaries can be used to identify more than the meaning of a word. <p>Know how to...</p> <ul style="list-style-type: none"> • Change individual words to manipulate the meaning of a text. • Use recall strategies. • Check spellings and meanings on a Knowledge Organiser/in a dictionary. • Make connections between the gender of a noun and the spelling of an adjective used to describe it. • Find the gender of a noun in a dictionary. • Decide the pronunciation of 'c' (think of an English word that has c followed by the same letter as the French word → pronounced the same <u>c</u>at = <u>c</u>alme / <u>c</u>ereal = <u>c</u>elà / <u>c</u>inema = <u>c</u>ite / <u>c</u>ot = <u>c</u>omme / <u>c</u>ut = <u>c</u>uisine / <u>c</u>ruise = <u>c</u>roissant). 'ç' is always pronounced like 's'. 	<ul style="list-style-type: none"> • Verb endings change to match the pronoun / subject of the sentence. • Not all nouns add an -s in the plural. • If a noun starts with a vowel, le and la are shortened to l' (elision). <p>Know how to...</p> <ul style="list-style-type: none"> • Use the football method to aid comprehension (Scan, Cognates, Familiar language, Context). • Identify parts of speech in French. • Identify masculine and feminine nouns through the determiner used. • Make appropriate spelling changes to turn a singular noun into the plural form. • Change the ending of a verb to match the subject of the sentence. • Use a question to answer in a full sentence. 	<p>Know how to...</p> <ul style="list-style-type: none"> • Find France on a map. • Identify key French cities. • Identify French speaking countries.
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		<ul style="list-style-type: none"> Use conjunctions to link sentences together. 		
<p>6 German</p>	<p>Know that...</p> <ul style="list-style-type: none"> In German there are clear links between spellings and pronunciation. The sound of a German word aids in the spelling of the word. Strategies used in French to aid comprehension work just as well in German (e.g., the Football method). Words can often be broken down into shorter segments to aid comprehension in German. <p>Know how to...</p> <p>Listening - Demonstrate understanding of main points from short passages using familiar vocabulary, short phrases, and common verbs in the present tense, spoken clearly.</p>	<p>Know that...</p> <ul style="list-style-type: none"> Recall strategies used in French work equally well for German. Bilingual dictionaries work the same way in German as in French. Verbs work in the same way in German as they do in French with different endings connected with different pronouns / subjects. The gender of nouns can be identified by their determiners just as in French. Accents aid pronunciation in German the way they do in French (umlaut = change of sound). Conjunctions link sentences in German as they do in English and French. 	<p>Know that...</p> <ul style="list-style-type: none"> There are masculine, feminine, and neuter nouns in German. There are different ways to form a negative in German. (nicht + adjective / kein.. + noun). Unlike in French, adjectives often do not change spelling to match gender. German word order is not always the same as English. An apostrophe is only used for omission in German never for possession. <p>Know how to...</p> <ul style="list-style-type: none"> Identify masculine, feminine, and neuter nouns and use the correct determiner. Identify negative statements. 	<p>Know that...</p> <ul style="list-style-type: none"> German is spoken all over the world by people of all religions and ethnicities. German is the most widely spoken language as a mother tongue in Europe. Berlin is the capital of Germany. Germany is made up of different states each with its own capital (similar to USA). German speakers have made great contributions to science, music, sport, and the Arts. There are many German businesses in the UK. <p>Know how to...</p> <ul style="list-style-type: none"> Identify Germany, Austria, and Switzerland on a map.

	<p>Speaking - Give basic information, using familiar vocabulary and showing awareness of sound patterns.</p> <p>Reading - Demonstrate understanding of a range of familiar written phrases and deduce the meaning of unfamiliar words using the context. Translate familiar words and short phrases into English.</p> <p>Writing - Write a short paragraph with support to give information about people and things. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.</p>	<p>Know how to...</p> <ul style="list-style-type: none"> • Use manipulation strategies learned in French to work with German. • Pronounce ei / ie / w / z / v / j /sch / sp / st / ch spellings • Recognise the pronunciation of au / eu / äu / ä / ö / ü spellings. • Reuse vocabulary in new contexts. • Add detail to simple sentences using qualifiers and conjunctions. 	<ul style="list-style-type: none"> • Put together smaller numbers to make larger ones. • Change a positive statement into a negative one and vice versa. • Use high frequency verbs in the singular forms (sein/haben). • Use possessive pronouns (my/your) in sein sentences. 	
<p>7</p>	<p>Know that...</p> <ul style="list-style-type: none"> • Questions can be asked using interrogatives or by inverting the verb and subject of a sentence. • Opinions can be given using adjectives of opinion or using the 'gern' adverb of opinion. 	<p>Know that...</p> <ul style="list-style-type: none"> • The plural of nouns are formed in many different ways in German. • Modal verbs are used with an infinitive at the end of a sentence. • Dictionaries list verbs in their infinitive form. 	<p>Know that...</p> <ul style="list-style-type: none"> • There are some spelling patterns which can help identify the gender of a noun (e.g., short nouns ending in -e are usually feminine as they are in French). • There are some common patterns for making plurals 	<p>Know that...</p> <ul style="list-style-type: none"> • Namibia is the main African country where German is a first language. • Pronouns match people's gender identification. There are no official non-binary pronouns although

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<ul style="list-style-type: none"> Gern can only be used with a verb. <p>Know how to...</p> <p>Listening - Transcribe familiar words using knowledge of sound spelling links. Demonstrate understanding of main points and some details from short passages using familiar vocabulary, short phrases, and common verbs in the present tense, including opinions spoken clearly.</p> <p>Speaking - Ask and answer simple questions. Take part in brief dialogues, using short phrases referring to the present.</p> <p>Reading - Demonstrate understanding of main points, opinions, overall message, and some detail in short written texts.</p> <p>Writing - Write several short paragraphs with support to give information and express simple opinions. Translate familiar words and short phrases into the</p>	<ul style="list-style-type: none"> There are masculine, feminine, and neuter pronouns for 'it'. Some verbs are irregular in the 2nd and 3rd person singular. Two-digit numbers larger than 20 and not ending in 0 are reversed e.g., five and twenty. <p>Know how to...</p> <ul style="list-style-type: none"> Use a dictionary to find plural nouns. Pronounce au / eu / äu / ä / ö / ü spellings. Use the correct pronoun when describing a person or animal. Find the infinitive of a verb in the dictionary. Identify an irregular verb. How to form two-digit numbers larger than 20 in German. 	<p>(e.g., feminine nouns ending in -e often add an -n to make the plural).</p> <ul style="list-style-type: none"> Verbs appear as the second piece of information in a sentence - if a second verb is used i.e with a modal verb it appears at the end as an infinitive. Ordinal numbers are used as the basis for cardinal numbers. Adjectives used before the nouns they are describing need an ending to match gender. <p>Know how to...</p> <ul style="list-style-type: none"> Use ein/eine/ein or einen/eine/ein patterns appropriately. Use a KO to find key irregular verb forms. Form cardinal numbers from ordinal numbers. Add an -e to the adjective when describing hair and eyes (both plural and used before the noun). 	<p>xier can be used and xies for the possessive pronoun.</p> <ul style="list-style-type: none"> A comma is used in place of a decimal point in German. A multiplication sign in German is indicated by a full stop e.g., 2.3 = 6 <p>Know how to...</p> <ul style="list-style-type: none"> Use appropriate pronouns according to gender identification. Recognise symbolism relating to numbers especially multiplication and decimal expression.
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	target language. Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.		<ul style="list-style-type: none"> Recognise the infinitive of the verb. 	
<h1>8</h1>	<p>Know that...</p> <ul style="list-style-type: none"> The present tense can be used with a future time reference to express the future. That sentences need not start with the subject for variety of structure. Grammatical knowledge can be used to comprehend the meaning of unknown words. <p>Know how to...</p> <p>Listening - Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the near future. Transcribe short familiar phrases.</p> <p>Speaking - Describe and give information in short dialogues</p>	<p>Know that...</p> <ul style="list-style-type: none"> Subordinating conjunctions have a different word order than simple conjunctions. Adverbs of frequency are not the same as future time references. The dative case (MR MEN pattern) is used instead of the accusative (5/4/3 pattern) to describe locations. Sentences using the verb dürfen follow the same pattern as können. The spelling of his and her changes in German to match the gender of the noun which follows. E.g., Sein Hund / Seine Katze 	<p>Know that...</p> <ul style="list-style-type: none"> Subordinating conjunctions send the verb to the end of the clause. The future tense does not need to be used to refer to the future. Two verb sentences always have a verb in second position and an infinitive at the end. <p>Know how to...</p> <ul style="list-style-type: none"> Refer to the future using the present tense and a future time reference. Use the MR MEN pattern with prepositions to describe locations. Use numbers to form 24-hour clock times. Interpret the meaning of a word based on its place in a 	<p>Know that...</p> <ul style="list-style-type: none"> German schools are organised differently to English ones. Most German schools do not have a school uniform. That pupils may have to repeat a year in a German school if their grades are not good enough. Man is used as a general pronoun meaning 'one / we / they' commonly in German. Du is used to address individuals informally (one person only) Sie is used to address people formally (singular or plural).

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	<p>using familiar vocabulary and common grammatical structures. Reading - Demonstrate understanding of main points, opinions, overall message, and some detail in short written texts, referring to the present or near future. Understand short texts written for target-language learners (e.g., menus, short adverts, songs, simple poems). Writing - Write short texts for different purposes using mainly memorised language, referring to the present or the near future. Express opinions and give simple reasons.</p>	<p>Know how to...</p> <ul style="list-style-type: none"> • Use both subordinating and simple conjunctions with correct word order. • Justify opinions. • How to say what is and isn't allowed. • Say how frequently they do an activity. • Use possessive pronouns for his/her appropriately. • Describe a school day. • Describe teachers using prior and new knowledge. 	<p>sentence (verb, noun, adjective etc.).</p>	<p>Know how to...</p> <ul style="list-style-type: none"> • Interpret a German school report. • Use können (to be able to) and dürfen (to be allowed to) appropriately as both can be translated as 'can' in English. • Address people appropriately using Du or Sie.
<p><i>Future Knowledge and Skills (Y9 to GCSE)</i></p>	<p>Y9 Listening - Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly. Transcribe short sentences.</p>	<p>Y9 Understand and use: The perfect tense of regular and irregular verbs with haben and sein Understand and use: Word order in the perfect tense (e.g. with time expressions).</p>	<p>Y9 Understand and use: Two tenses used together: present and perfect or present and future. Understand and use: A few common verbs in the imperfect tense (singular only). Understand and use: Adjectival agreement (nominative and</p>	<p>Y9 Understand only: Modes of address: ihr GCSE Understand and use non-binary nouns to refer to people e.g., Student*in</p>

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<p>Speaking - Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons.</p> <p>Reading - Demonstrate understanding of a range of short and longer/literary texts which include opinions and refer to the past or future as well as the present. Translate longer sentences into English, showing awareness of familiar grammar, especially tenses.</p> <p>Writing - Write short texts giving and seeking information and opinions, referring to the past and future as well as the present. Translate into the target language longer sentences. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders,</p>	<p>Understand and use: Word order with weil and dass. Understand and use: Dual Case prepositions followed by the dative (in auf an vor unter über hinter zwischen neben)</p> <p>GCSE Understand and use: The imperfect tense of haben, sein and modal verbs.</p> <p>Understand and use: Seit with the present tense to mean 'for/since'.</p> <p>Understand and use: Adjectives in the superlative (der/die/das, -(e)ste), including common irregular forms (e.g. beste).</p> <p>Understand and use: Other subordinating conjunctions (wenn, ob, warum obwohl) and word order.</p>	<p>accusative) after definite and indefinite article, singular and plural.</p> <p>Understand and use: Questions in the perfect tense.</p> <p>GCSE Understand and use: The perfect tense of reflexive and seperable verbs.</p> <p>Understand and use: Imperative (plural forms/singular).</p> <p>Understand and use: Adverbs in the superlative.</p> <p>Understand and use: Adjectival endings after definite articles, demonstrative adjectives and possessive adjectives.</p> <p>Understand and use: Adjectives used as a noun (ein Deutscher).</p> <p>Understand only: The pluperfect tense.</p>	
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	<p>agreements) and some errors (e.g. with verbs and tenses). GCSE Listening - Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures spoken clearly. Speaking - Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use</p>	<p>Understand only: Interrogative pronouns: wen, wem. Understand only: Prepositions taking the genitive (außerhalb, statt, trotz, während, wegen).</p>		
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<p>coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate.</p> <p>Reading - Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Translate into English, accurately with occasional errors, short passages on a range of topics, including more complex structures and less common vocabulary.</p> <p>Writing - Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs,</p>			
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	<p>and structure ideas. Translate into the target language a short passage containing linked longer sentences with more complex language structures. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures.</p>			
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