

Mapping to KS2 Framework Oracy Objectives

YEAR 3 KS2 Framework		Boardworks		
Children should be taught to:	Children should, for example:	Unit	Section	Activity
O3.1 Listen and respond to simple rhymes, stories and songs	Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling.	1–20	Chanter et réciter	Each unit features a song or poem based on the vocabulary for that unit.
O3.2 Recognise and respond to sound patterns and words	Listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently.	4	Grammaire et dictionnaire	An explicit study of the French alphabet, including pronunciation guide.
		1–20	Chanter et réciter	Each unit features a song or poem based on the vocabulary for that unit.

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YEAR 3 KS2 Framework		Boardworks		
Children should be taught to:	Children should, for example:	Unit	Section	Activity
O3.3 Perform simple communicative tasks using single words, phrases and short sentences	Recall, retain and use vocabulary. Ask and answer questions.	1	Throughout	Say what your name is and how you are, and ask someone else.
		2	Throughout	Say how old you are and ask someone else.
		4	Throughout	Ask how words are spelt.
		7	Throughout	Say when your birthday is and ask someone else.
		8	Throughout	Say what the weather is like.
		10	Throughout	Say who is in your family and ask someone else.
		12	Throughout	Express opinions on school subjects.
		13	Throughout	Say what pets you have and ask someone else.
		14	Throughout	Say what the time is and ask someone else.
		15	Throughout	Say where you come from and live, and ask someone else.
		16	Throughout	Order food and drink in a café.
		17	Throughout	Express opinions on sports.
		19	Throughout	Describe what you are wearing.
20	Throughout	Describe places in town and ask directions.		
O3.4 Listen attentively and understand instructions, everyday classroom language and praise words	Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding.	3	Throughout	Understand and respond to classroom instructions, including the use of mime and gesture.

Mapping to KS2 Framework Oracy Objectives

YEAR 4				
KS2 Framework		Boardworks		
Children should be taught to:	Children should, for example:	Unit	Section	Activity
O4.1 Memorise and present a short spoken text	Learn finger rhymes, poems or a non-fiction text. Learn and say several sentences on a topic.	10	Throughout	Describe your family: say if you have any brothers or sisters, list family members including names.
		12	Throughout	Express positive and negative opinions about school subjects.
		16	Throughout	Perform a role-play at a café using food and drink vocabulary.
		17	Throughout	Express positive and negative opinions about sports.
		1–20	Chanter et réciter	Each unit features a song or poem that is suitable for memorizing and presenting.
O4.2 Listen for specific words and phrases	Listen with care. Use physical response to show recognition and understanding of specific words and phrases.	3	Voir et lire, Chanter et réciter	Respond to classroom commands using physical gestures.
O4.3 Listen for sounds, rhyme and rhythm	Identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds.	4	Grammaire et dictionnaire	An explicit study of the French alphabet, including pronunciation guide.
		1–20	Chanter et réciter	Each unit features a song or poem based on the vocabulary for that unit.

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YEAR 4				
KS2 Framework		Boardworks		
Children should be taught to:	Children should, for example:	Unit	Section	Activity
O4.4 Ask and answer questions on several topics	Practise asking and answering questions with a partner. Develop and perform simple role plays.	1	Throughout	Say what your name is and how you are, and ask someone else.
		2	Throughout	Say how old you are and ask someone else.
		4	Throughout	Ask how words are spelt.
		7	Throughout	Say when your birthday is and ask someone else.
		8	Throughout	Say what the weather is like.
		10	Throughout	Say who is in your family and ask someone else.
		12	Throughout	Express opinions on school subjects.
		13	Throughout	Say what pets you have and ask someone else.
		14	Throughout	Say what the time is and ask someone else.
		15	Throughout	Say where you come from and where you live, and ask someone else.
		15	Grammaire	A multiple choice quiz revising key questions and answers learnt so far.
		16	Throughout	Order food and drink in a café.
		17	Throughout	Express opinions on sports.
		19	Throughout	Describe what you are wearing.
20	Throughout	Describe places in town and ask directions.		

Mapping to KS2 Framework **Oracy** Objectives

YEAR 5				
KS2 Framework		Boardworks		
Children should be taught to:	Children should, for example:	Unit	Section	Activity
O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts	Focus on correct pronunciation and intonation. Ask and answer questions. Use tone of voice and gesture to help to convey meaning.	16	Parler	Substitute information in role-play to create new situations.
		17	Throughout	Apply vocabulary learnt previously to new opinion-based phrases.
		20	Chanter et réciter	Using the song transcript as a template, substitute place names and directions to create new situations.
O5.2 Understand and express simple opinions	Agree and disagree with statements. Understand and express like and dislikes.	3	Parler	Agree and disagree with true/false statements.
		5	Parler	Agree and disagree with true/false statements.
		12	Throughout	Understand and express opinions on school subjects.
		17	Throughout	Understand and express opinions on sports.
O5.3 Listen attentively and understand more complex phrases and sentences	Understand the main points from speech which includes unfamiliar language.	11–20	Chanter et réciter	Listen attentively to longer spoken extracts including both familiar and unfamiliar language.
O5.4 Prepare a short presentation on a familiar topic	Recall, retain and use words, phrases and sentences. Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement.	8	Parler	Present a weather forecast for several French cities.
		10	Throughout	Describe your family: say if you have brothers/ sisters, list family members including names.
		12	Throughout	Express positive and negative opinions about school subjects.
		17	Throughout	Express positive and negative opinions about sports.
		1–20	Chanter et réciter	Each unit features a song or poem that is suitable for memorizing and presenting.

Mapping to KS2 Framework **Oracy** Objectives

YEAR 6				
KS2 Framework		Boardworks		
Children should be taught to:	Children should, for example:	Unit	Section	Activity
O6.1 Understand the main points and simple opinions in a spoken story, song or passage	Listen attentively, re-tell and discuss the main ideas. Agree or disagree with statements made about a spoken passage.	12	Chanter et réciter	This poem features opinions on different school subjects, which children can be encouraged to agree or disagree with.
		17	Chanter et réciter	This poem features opinions on different sports, which children can be encouraged to agree or disagree with.
		19	Chanter et réciter	This poem features a series of descriptive points and opinions about clothes.
O6.2 Perform to an audience	Present a short piece of narrative either from memory or by reading aloud from text. Develop a sketch, role-play or presentation and perform to the class or an assembly.	8	Parler	Present a weather forecast for several French cities.
		10	Throughout	Describe your family: say if you have brothers/ sisters, list family members including names.
		12	Throughout	Express positive and negative opinions about school subjects.
		16	Voir et lire, Parler	Perform a role-play at a café using food and drink vocabulary.
		17	Throughout	Express positive and negative opinions about sports.
		1–20	Chanter et réciter	Each unit features a song or poem that is suitable for memorizing and presenting.
O6.3 Understand longer and more complex phrases or sentences	Understand and express reasons. Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions.	11–20	Chanter et réciter	Listen attentively to longer spoken extracts which include both familiar and unfamiliar language.
O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories	Participate in simple conversations on familiar topics. Describe incidents or tell stories from their own experience, in an audible voice.	1, 2, 7, 10, 12, 13, 16, 17, 20	Parler	All of these units contain examples of conversational language that children are able to participate in, and some children will be able to adapt.