

CYCLE 2

English Curriculum Framework CE2

CYCLE 2: English Curriculum Framework

In developing this teaching framework for English in Cycle 2, this document accounts for the needs of the largely bilingual cohort of students at the *Lycée Français Jules Verne*, the majority of which are competent everyday users of the English language. The framework presented in the table below thus assumes that by the end of the academic year, a strong majority of CE2 students will have a high A1 to A2 level.

It is therefore noted that the objectives and skills of this Curriculum Framework are derived mostly from the Cycle 2 Outcomes for *Langue Vivante*, and are aligned with the respective stages of the Cambridge Language Framework (as indicated below) In addition, the *Lycée Jules Verne* follows the Phonographix method for teaching reading and spelling in English. This method is clearly outlined in the Phonographix Handbook (available to all English teachers at the school), and is carefully integrated into the “Phonics, Spelling and Vocabulary” section of this Framework.

The strength of the Curriculum Framework outlined below lies in its hybridity and fluidity. It allows English language teachers the freedom to adjust the teaching programme to the varied needs of their pupils based on the principle of ‘differentiated pedagogy’.

Period:	Theme	Speaking	Listening	Phono-graphix (phonics, spelling, vocabulary)	Reading (Reading as a performance) (Reading comprehension)	Writing (Grammar) (Punctuation)
	<p>2017</p> <p><i>Le fantastique.</i> <i>Le journal intime</i> <i>et la recette.</i> <i>Le conte</i> <i>éthologique.</i> <i>Lecture de textes</i> <i>qui font peur et</i> <i>les contes de</i> <i>Perrault.</i> <i>Le roman</i> <i>policier et le</i></p>	<ul style="list-style-type: none"> • 5S4 Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics. • 5S5 Organise talk at discourse level using appropriate connectors on a range of general 		<p>Human body, clothes, life styles. Physical and moral description. Urban environment. Geographical situation. Physical traits and cultural landmarks. A few past and contemporary historic figures. A few historical landmarks. Phonemes:</p>	<ul style="list-style-type: none"> • 5Re1 Recognise, identify and sound, with little or no support, a wide range of language at text level. • 5Re4 Understand the main points of a range of short, simple texts on general and curricular topics by using contextual clues. • 5Re5 Understand, with little or no support, specific 	<ul style="list-style-type: none"> • 5W1 Plan, write, edit and proofread work at text level, with support, on an increasing range of general and curricular topics • 5W7 Spell most high-frequency words accurately for a growing range of familiar general and curricular topics when writing independently. • 5W8 Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently

	<i>théâtre.</i>	and curricular topics. • 5S6 Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges.		Recognizing and producing the distinctive phonemes of each language. Accentuation and rhythm. Recognizing and producing the right prosody of a familiar phrase or sentence. Identifying and applying word stress. Intonation. Recognizing and using different intonation patterns for different types of sentences. Grapheme/phoneme correspondence. The alphabet.	information and detail in short, simple texts on a range of general and curricular topics. • 5Re6 Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. • 5Re8 Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding	
Period 1	Le fantastique Fantasy Children's literature. Fairy tales, from the target culture. Heroes, heroines and emblematic characters from	Oral presentation: 5S1 Provide basic / detailed information about themselves and others at discourse level on a range of general topics. - Present all about me.	5L1 Understand longer sequences of supported classroom instructions. 5L2 Understand more complex supported questions which ask for personal information	Phonographix Green and purple level <i>Spelling:</i> -Alphabetical order -Capital letters -Days of the week, cardinal and ordinal numbers, months, colour, basic verbs and nouns	• 5Re2 Read and follow, with little or no support, familiar instructions for classroom activities. Children's literature: The 12 Dancing Princesses Winnie and Wilbur	5Uw1 Begin to use basic abstract nouns and compound nouns; use a growing range of noun phrases describing times and location; on a growing range of general and curricular topics. • 5Ug1 Use a growing range of determiners including all, other on a growing range of general and curricular topics. 5Uw6 Use a growing range of prepositions of time, location and direction; use by and with to denote agent and instrument; use

	<p>fiction, comics, series or movies</p>	<p>- Present a fantasy/comic or movie character.</p>		<p>- Words traditionally used in fairy tales, e.g. castle, princess, dragon, giants, fairies, prince, etc.</p>	<p>Comics : Asterix & Obelix Tintin Calvin & Hobbes Etc.</p> <p>Movies : Wallace and Gromit</p> <p>- Parts of a comic book, e.g. frame, caption, strip, speech bubble, sound effects, etc.</p> <p>- Answering questions in full sentences in a comprehension</p>	<p>prepositions preceding nouns and adjectives in common prepositional phrases; on a growing range of general and curricular topics.</p> <p>5W3 Write, with some support, factual and imaginative descriptions at text level which describe people, places and objects.</p> <p>- Crazy Characters: using one letter of the alphabet – My name is A... I am an/a.. A, I like a A ... and A, etc. (determiners) (abstract nouns/compound nouns) joy/anger/jealousy/love, friendship) (eggplant, eyebrow fishbowl, scarecrow, seashell, tapeworm, teardrop teaspoon, crossbones, campfire, etc)</p> <p>- All about me sentences.</p> <p>- Fill in speech bubbles / Write captions on a blank comic strip</p>
<p>ART</p> <p>Poem</p> <p>Song</p> <p>Cultural activities</p>	<p>Back to school.</p> <p>Famous festivals and holidays:</p> <p>Heritage Day 24 September.</p> <p>Halloween</p>	<p><u>Famous person:</u></p> <p>Charlie Chaplin</p> <p>The Queen</p> <p>Athlete</p> <p>Astronaut</p>				

			Listening			
Period 2	Le journal intime et la recette	<p>Oral presentation:</p> <ul style="list-style-type: none"> • 5S2 Ask questions to find out general information on a range of general and curricular topics. 	<p>5L3 Understand more complex supported questions on a growing range of general and curricular topics.</p> <ul style="list-style-type: none"> • 5L4 Understand, with limited support, the main points of extended talk on a range of general and curricular topics. 	<p>Phonographix Green and purple level</p> <p><i>Spelling/vocab</i> - food</p> <p>Plurals: Adding s Adding es to sh, ch, x and s Changing y to ies Changing f, fe to ves</p>	<p>The Diary of a Cat by Anne Fine</p> <p>Diary of a worm/ spider / fly by Doreen Cronin</p> <p>- Parts of a book: cover page, back page, blurb, spine, etc.</p> <p>- Identifying Title, Author, Illustrator, Publisher, Main Characters</p> <p>- Answering questions in full sentences in a comprehension</p>	<ul style="list-style-type: none"> • 5Uw2 Use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of general and curricular topics. • 5Uw4 Use questions including questions with whose, how often, how long; use a growing range of tag questions; on a growing range of general and curricular topics. • 5Ug7 Use common verbs followed by infinitive verb/verb + ing patterns; use infinitive of purpose; on a growing range of general and curricular topics. <p>5W5 Link, with little or no support, sentences into a coherent paragraph using a variety of basic connectors on a growing range of general and curricular topics.</p> <ul style="list-style-type: none"> - Write your own/class/group diary - Fill in a daily diary - Letter to Father Christmas
ART	Famous festivals and holidays:	RECIPES: bubble and squeak, high tea, mealie pap and boerewors,				

<p>Poem</p> <p>Song</p> <p>Cultural activities</p>	<p>Christmas</p>	<p>koeksisters, milktart.</p>				
			<p>Listening</p>			
<p>Period 3</p>	<p>Le conte éthologique</p> <p>Fantasy myths and legends from the target culture.</p>	<p>Oral presentation:</p> <p>5S3 Give an opinion at discourse level on an increasing range of general and curricular topics.</p>	<p>5L5 Understand most specific information and detail of supported, extended talk on a range of general and curricular topics.</p> <p>• 5L6 Deduce meaning from context in supported extended talk on a range of general and curricular topics</p>	<p>Phonographix Green and purple level</p> <p><i>Spelling:</i> - <i>Vocabulary related to African safari – veld, African animals, binoculars, tent, camp, fire, Animals and their young, e.g. lion & cub</i></p>	<p>• 5Re3 Read, with little or no support, a range of short simple fiction and non-fiction texts with confidence and enjoyment.</p> <p>• 5Re6 Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics.</p> <p>How the elephant got his trunk.</p> <p>How the leopard got his spots.</p> <p>How the giraffe got so tall.</p> <p>How the zebra got his stripes.</p> <p>How the bear lost his tail:</p>	<p>6Uw3 Use a growing range of participle adjectives and a growing range of adjectives in the correct order in front of nouns on a range general and curricular topics</p> <p>• 5Ug2 Use a growing range of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of general and curricular topics.</p> <p>5Ug4 Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics.</p> <p>5Ug8 Use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of general and curricular topics.</p> <p>5W6 Use, with little or no support, appropriate layout at text level for a</p>

					<p>OXFORD. Susan Price Sara Ogilvie.</p> <p>Etc.</p> <p><i>-Answering questions in full sentences in a comprehension</i></p>	<p>limited range of written genres on familiar general and curricular topics.</p> <p>5W2 Write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics.</p> <p><i>-Write your own/class/group tale</i> <i>How the got</i> <i>Why the</i></p>
<p>ART</p> <p>Poem</p> <p>Song</p> <p>Cultural activities</p>	An African Safari (Oxford)	<p><u>Famous places:</u></p> <p>Kruger Park</p> <p>LONDON</p> <p>Big Ben/ Underground/</p> <p>London Bridge/</p> <p>London Eye</p>				
			Listening			
<p>Period 4</p>	Lecture de textes qui font peur et les contes de Perrault	<p>Oral presentation:</p> <ul style="list-style-type: none"> • 5S8 Relate some extended stories and events on a limited range of general and curricular topics 	<p>5L7 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics.</p> <ul style="list-style-type: none"> • 5L8 Understand supported narratives, including some extended talk, on a range of general and 	<p>Phonographix</p> <p>Green and purple level</p> <p><i>Spelling/vocab</i></p>	<p>Traditional tales: Little Red Riding Hood Sleeping Beauty Robin Hood. OXFORD. Etc.</p> <p><i>-Answering questions in full sentences in a comprehension</i></p>	<ul style="list-style-type: none"> • 5Ug5 Use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a growing range of general and curricular topics. <p>5Uw5 Use a growing range of adverbs, including adverbs of degree too, not enough, quite, rather; use pre-verbal, post-verbal and end-position adverbs; on a growing range</p>

