

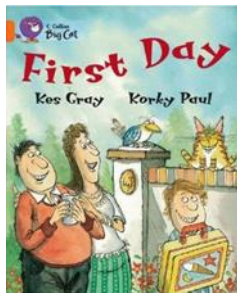
## CYCLE 2


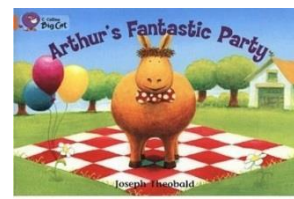
### English Curriculum Framework CP

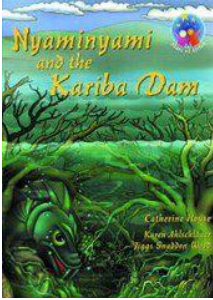
In developing this teaching framework for English in Cycle 2, this document accounts for the needs of the largely bilingual cohort of students at the *Lycée Français Jules Verne*, the majority of which are competent everyday users of the English language. The framework presented in the table below thus assumes that by the end of the academic year, a strong majority of CE1 students will have a high A1 level.

It is therefore noted that the objectives and skills of this Curriculum Framework are derived mostly from the Cycle 2 and 3 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.

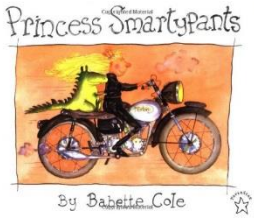
The strength of the Curriculum Framework outlined below lies in its hybridity and fluidity. It allows English language teachers the freedom to adjust the teaching programme to the varied needs of their pupils based on the principle of ‘differentiated pedagogy’.

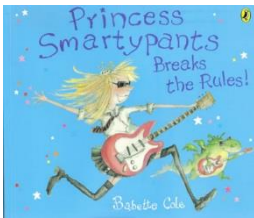
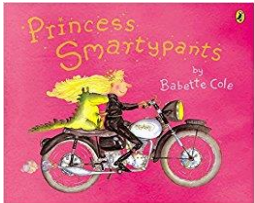
Period: (Stage)	Theme	Speaking	Listening	Phono-graphix (phonics, spelling, vocabulary)	Reading (Reading as a performance) (Reading comprehension)	Writing (Grammar) (Punctuation)
<b>Period 1</b>	<b>Back to school / Fear</b>	<ul style="list-style-type: none"> <li>1S1 Make and respond to basic statements related to personal information.</li> <li>1S2 Ask questions in order to find out about a limited range of personal information and classroom routines.</li> <li>1S3 Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.</li> <li>1S4 Respond to basic questions on classroom</li> </ul>	<ul style="list-style-type: none"> <li>1L1 Understand a limited range of short, basic, supported classroom instructions.</li> <li>1L2 Understand a limited range of short supported questions which ask for personal information.</li> <li>1L5 Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics.</li> <li>1L7 Understand very short</li> </ul>	NO PHONOGRAPHIX ONLY ORAL	<p><b>First Day</b> by Kes Gray and Korky Paul</p>  <p><b>A Prince at School</b> by L. Bondoux (Storybox)</p>	<ul style="list-style-type: none"> <li>1U1 Use common singular nouns, plural nouns [plural ‘s’] and proper names to say what things are.</li> <li>1U2 Use numbers 1–10 to count.</li> <li>1U3 Use basic adjectives and colours to say what someone/something is or has.</li> <li>1U5 Use determiners a, the, this, these to indicate what/where something is.</li> <li>1U9 Use imperative forms of common verbs for basic</li> </ul>

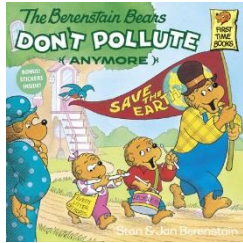
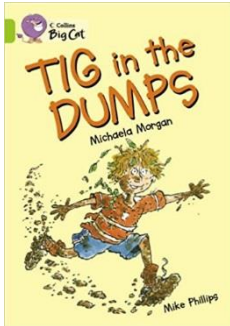
		<p>and daily routines.</p> <ul style="list-style-type: none"> <li>• 1S5 Use words and phrases to describe people and objects.</li> <li>• 1S6 Contribute suitable words and phrases to pair, group and whole class exchanges.</li> <li>• 1S7 Take turns when speaking with others in a limited range of short, basic exchanges.</li> <li>• 1S8 Express basic likes and dislikes.</li> </ul>	<p>supported narratives on a limited range of general and curricular topics.</p> <ul style="list-style-type: none"> <li>• 3S4 Use basic vocabulary for an increasing range of general and curricular topics.</li> </ul>		<p>Collection)</p>  <p><b>Arthur's Fantastic Party</b> by Joseph Theobald</p> 	<p>commands and instructions.</p> <ul style="list-style-type: none"> <li>• 1U14 Use can/can't to describe ability; use have got to describe possession.</li> <li>• 2U3 Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things.</li> <li>• 2U11 Use there is/are to make short statements and descriptions; use Have you [ever] been? to talk about experiences.</li> </ul>
ART POEM/SONG  CULTURAL						
P2	<p><b>Feelings (monsters)</b></p>	<ul style="list-style-type: none"> <li>• 2L1 Understand an increased range of short, basic, supported classroom instructions.</li> <li>• 2L2 Understand a growing range of short supported questions which ask for personal information.</li> <li>• 2L3 Understand an increasing range of short supported questions on</li> </ul>	<ul style="list-style-type: none"> <li>• 2S1 Make basic statements which provide personal information on a limited range of general topics.</li> <li>• 2S2 Ask questions to find out about an increasing range of personal information.</li> <li>• 2S5 Give short, basic descriptions of people and objects.</li> <li>• 2S6 Contribute a growing range of suitable words, phrases, and sentences during short pair, group</li> </ul>	<p>PINK LEVEL</p> <p><b>C a t o p m f T S u d g r b l j h n e w l l v z z y</b></p> <ul style="list-style-type: none"> <li>• Understand that letters are pictures of sounds</li> <li>• Know the correspondence between all the</li> </ul>	<p><b>Get Lost, Wolves!</b> (Storybox collection) by K. Wilsdorf</p> <p><b>Nyaminyami and the Kariba Dam</b> by Catherine House, Karen Ahlschlager and Jiggs Snaddon Wood</p>	<ul style="list-style-type: none"> <li>• 2U2 Use numbers 1–50 to count.</li> <li>• 2U4 Use determiners a, the, some, any, this, these, that to refer to familiar objects.</li> <li>• 2U5 Use who, what, where, how many to ask questions on familiar topics; use impersonal you in the question: How do you spell that?</li> <li>• 2U6 Use demonstrative</li> </ul>

		<p>general and curricular topics.</p> <ul style="list-style-type: none"> <li>• 2L4 Understand the main points of short supported talk on an increasing range of general and curricular topics.</li> <li>• 2L5 Understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics.</li> <li>• 2L6 Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics.</li> <li>• 2L7 Understand short, supported narratives on an increasing range of general and curricular topics.</li> </ul>	<p>and whole class exchanges.</p> <ul style="list-style-type: none"> <li>• 2S7 Take turns when speaking with others in a growing range of short, basic exchanges.</li> </ul>	<p>sounds and sound pictures that make up the basic code.</p> <ul style="list-style-type: none"> <li>• Understand that written words are made up of sound pictures which represent sounds in words.</li> <li>• Be able to segment sounds in spoken words</li> <li>• Be able to blend the sounds in words</li> <li>• Know a few high frequency words such as is, the, and a.</li> </ul> <p><b>BOOKS: Spin Along series</b></p> <p><b>A Bed in a Box</b></p> <p><b>Hot Cat. Wet Cat.</b></p> <p><b>The Boss-Cat's Gang</b></p>		<p>pronouns this, these, that, those and object pronoun one in short statements and responses.</p> <ul style="list-style-type: none"> <li>• 2U15 Use Would you like to ... to invite and use appropriate responses yes please, no thanks; use declarative what [a/an] + adjective + noun to show feelings.</li> <li>• 2U16 Use conjunctions and, or, but to link words and phrases.</li> <li>• 2U14 Use prepositions of location, position and direction: at, behind, between, in, in front of, near, next to, on, to; use prepositions of time: on, in, at, to talk about days and times; use with to indicate accompaniment and instrument and for to indicate recipient;</li> <li>• 3Uw6 Use common prepositions of time on, in, at, after, before to state when things happen; use common prepositions of location, position and direction: at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under; use from [origin] with/without [inclusion];</li> </ul>
<p>ART POEM/SONG</p> <p>CULTURAL</p>						

<p>P3</p>	<p><b>Fairy tales (wolf)</b></p>	<ul style="list-style-type: none"> <li>• 3L1 Understand a short sequence of supported classroom instructions.</li> <li>• 3L2 Understand a limited range of unsupported basic questions which ask for personal information.</li> <li>• 3L3 Understand a limited range of unsupported basic questions on general and curricular topics.</li> <li>• 3L4 Understand the main points of short, supported talk on a range of general and curricular topics.</li> <li>• 3L5 Understand most specific information and detail of short, supported talk on a range of general and curricular topics.</li> <li>• 3L6 Deduce meaning from context in short, supported talk on a limited range of general and curricular topics.</li> </ul>	<ul style="list-style-type: none"> <li>• 2S8 Relate very short, basic stories and events on a limited range of general and curricular topics.</li> <li>• 3S1 Provide basic information about themselves at sentence level on a limited range of general topics.</li> <li>• 3S2 Ask questions to find out general information on a limited range of general and curricular topics.</li> <li>• 3S3 Give an opinion at sentence level on a limited range of general and curricular topics.</li> <li>• 3S5 Organise talk at sentence level using basic connectors on a limited range of general and curricular topics.</li> <li>• 3S6 Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges.</li> <li>• 3S7 Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.</li> </ul>	<p>BLUE level- 4 sound words</p> <p><b>C a t o p m f T S u d g r b l j h n e w l l v z z z y + k</b></p> <ul style="list-style-type: none"> <li>• Is able to perform basic read skills whilst articulating adjacent consonant sounds.</li> <li>• Is able to recall sounds in longer words when blending.</li> <li>• Know the correspondence between all the sounds and sound pictures that make up the basic code from the Pink level as well as the &lt;k&gt; sound.</li> </ul> <p><b>BOOKS: Spin Along Series</b></p> <p><b>Big Brave Jim</b></p> <p><b>Missing Mags</b></p> <p><b>Secrets to Share</b></p>	<p><b>Sleeping Beauty</b></p> <p><b>Rumpelstiltskin</b></p> <p><b>Rapunzel</b></p> <p><b>The Frog Prince Pt 1 and 2</b></p> <p><b>(used with Tell It Again! Anthology and supplementary guide)</b></p>	<ul style="list-style-type: none"> <li>• 2U1 Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive 's/s' to name and label things.</li> <li>• 3Uw2 Use numbers 1–100 to count, use basic quantifiers many, much, not many, a lot of on a limited range of general and curricular topics.</li> <li>• 2U9 Use common simple present forms, including short answer forms and contractions, to give personal information; use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions.</li> <li>• 2U6 Use demonstrative pronouns this, these, that, those and object pronoun one in short statements and responses.</li> <li>• 2U7 Use personal subject</li> </ul>

			<ul style="list-style-type: none"> <li>3S8 Relate basic stories and events on a growing range of general and curricular topics.</li> </ul>			<p>and object pronouns, including possessive pronouns mine, yours to give basic personal information and describe things.</p> <ul style="list-style-type: none"> <li>2U14 Use prepositions of location, position and direction: at, behind, between, in, in front of, near, next to, on, to; use prepositions of time: on, in, at, to talk about days and times; use with to indicate accompaniment and instrument and for to indicate recipient;</li> </ul>
ART POEM/SONG  CULTURAL						
P4	Author	<ul style="list-style-type: none"> <li>3L6 Deduce meaning from context in short, supported talk on a limited range of general and curricular topics.</li> <li>3L2 Understand a limited range of unsupported basic questions which ask for personal information.</li> </ul>	<ul style="list-style-type: none"> <li>2S8 Relate very short, basic stories and events on a limited range of general and curricular topics.</li> <li>3S3 Give an opinion at sentence level on a limited range of general and curricular topics.</li> <li>3S7 Keep interaction going</li> </ul>	GREEN LEVEL  Sh ch th x qu ck	<p><b>Babette Cole (Princess Smarty Pants)</b></p> 	<ul style="list-style-type: none"> <li>2U6 Use demonstrative pronouns this, these, that, those and object pronoun one in short statements and responses.</li> <li>3Ug4 Use simple present forms; use simple past regular and irregular forms to describe actions</li> </ul>

		<ul style="list-style-type: none"> <li>3L7 Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics.</li> <li>3L8 Understand supported narratives on a limited range of general and curricular topics.</li> </ul>	in short, basic exchanges on a limited range of general and curricular topics.	<p><b>BOOKS: Spin Along Series</b></p> <p><b>The Cat's Out The Bag</b></p> <p><b>Mag's Mistake</b></p> <p><b>Catch us If you Can</b></p>	 	<p>and narrate simple events; on a limited range of general and curricular topics.</p> <ul style="list-style-type: none"> <li>3Ug8 Use conjunction because to give reasons on a limited range of general and curricular topics.</li> <li>3Ug5 Use present continuous forms to describe events and talk about what is happening now; use present continuous forms to talk about future arrangements; on a limited range of general and curricular topics.</li> <li>3Ug9 Use defining relative clauses with which, who, where to give personal information.</li> </ul>
ART POEM/SONG  CULTURAL						
	Trees / recycling	<ul style="list-style-type: none"> <li>4L1 Understand a sequence of supported classroom instructions.</li> </ul>	<ul style="list-style-type: none"> <li>2S8 Relate very short, basic stories and events on a limited range of general and</li> </ul>	<p>Revise GREEN LEVEL</p> <p>Begin PURPLE LEVEL</p>	<b>The Berenstain Bears: Don't Pollute</b> by Stan and Jan Berenstain	<ul style="list-style-type: none"> <li>3Ug5 Use present continuous forms to describe events and talk</li> </ul>

<p><b>P5</b></p>		<ul style="list-style-type: none"> <li>• 4L2 Understand an increasing range of unsupported basic questions which ask for personal information.</li> <li>• 4L3 Understand an increasing range of unsupported basic questions on general and curricular topics.</li> <li>• 4L4 Understand the main points of supported extended talk on a range of general and curricular topics.</li> <li>• 4L5 Understand most specific information and detail of short, supported talk on a wide range of familiar topics.</li> <li>• 4L6 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.</li> </ul>	<p>curricular topics.</p> <ul style="list-style-type: none"> <li>• 4S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics.</li> <li>• 4S2 Ask questions to find out general information on an increasing range of general and curricular topics.</li> <li>• 4S3 Give an opinion at sentence level on an increasing range of general and curricular topics.</li> <li>• 4S4 Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics.</li> <li>• 4S5 Organise talk at sentence level using connectors on an increasing range of general and curricular topics.</li> </ul>	<p>(OE Variations)</p> <ul style="list-style-type: none"> <li>• Continue to demonstrate an understanding that sometimes two or more letters represent a sound</li> <li>• Understand that most sounds can be represented in more than one way (variation)</li> <li>• Understand that there is an overlap in the code</li> </ul> <p><b>BOOKS: Spin Along Series</b></p> <p><b>Caught Napping</b></p> <p><b>The 'Nappers Caught</b></p>	 <p><b>Tig in the Dumps</b> by Michaela Morgan</p> 	<p>about what is happening now; use present continuous forms to talk about future arrangements; on a limited range of general and curricular topics.</p> <ul style="list-style-type: none"> <li>• 3Uw6 Use common prepositions of time on, in, at, after, before to state when things happen; use common prepositions of location, position and direction: at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under;</li> <li>• 3Ug7 Use common verbs followed by infinitive verb/verb + ing patterns; begin to use infinitive of purpose; use want/ask someone to do something; use be called + noun;</li> </ul>
<p>ART POEM/SONG</p> <p>CULTURAL</p>						