

CYCLE 2

English Curriculum Framework CP beginners

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)
P 1	<p>Discussion about the English language and English speaking countries, mostly in French</p> <p>Greeting and introducing</p> <p>The alphabet</p> <p>The classroom</p>	<p>Use the alphabet to spell names and words</p> <p>Daily greetings when entering and leaving the classroom</p>	<p>Follow very basic instructions (come in, close the door, listen, open your book, spell your name, etc)</p> <p>Recognise the names of the letters of the alphabet</p>	<p>Week days</p> <p>Current month</p> <p>Numbers 1 – 10</p> <p>Classroom objects</p>	<p>Recognise written vocabulary covered in class</p>	<p>Use determiners a, an, the, this</p> <p>Imperative forms of basic verbs</p> <p>Very simple sentences and questions using to be e.g. This is a pen, it isn't a rubber.</p>
ART POEM/SONG CULTURAL	A short poem, ditty or song					
	Feelings	I am / I feel happy, sad, hungry, scared, hot,	Understand familiar words and very basic phrases about yourself	To be scared of (spiders, the dark, monsters, ghosts)	Use a simple picture dictionary Read and follow, with support,	Regular and irregular plurals

<p>P2</p>	<p>Likes and dislikes</p> <p>Classroom language</p> <p>Colours</p>	<p>cold, angry</p> <p>Express likes and dislikes</p> <p>Ask permission: Can I/ May I.....</p>	<p>Understand simple sentences with going to</p> <p>Understand a limited range of short, clear questions which ask for personal information</p> <p>Teacher's instructions expanded</p>	<p>etc)</p> <p>Vocabulary pertaining to leisure and pets</p> <p>Numbers 1 – 20, cardinal and ordinal</p> <p>10 basic colours</p>	<p>familiar instructions for classroom activities</p>	<p>Prepositions of place: in front of, behind, on, next to, in, under, between</p> <p>The verb have got</p> <p>Basic adjectives + nouns</p>
<p>ART POEM/SONG CULTURAL</p>	<p>A short poem, ditty or song</p>					
<p>P3</p>	<p>Weather and Seasons</p> <p>The playground</p> <p>Clothes</p> <p>Telling the time</p> <p>Food</p> <p>Family members</p>	<p>Talk about the weather</p> <p>Can I have a/the, Please?</p> <p>How old are you?</p> <p>What colour is.....?</p> <p>A simple dialogue between 2 children, asking for and giving personal information about age, possession and well-being (this can also be done and presented by 1</p>	<p>Understand a limited range of questions on familiar topics</p>	<p>Seasons, hot, cold, windy, rainy, sunny</p> <p>Grass, trees, children, teachers, benches, computer room, classrooms, boys, girls, bins, football /rugby field, basketball court, bushes, leaves, flowers, games, climbing wall</p>	<p>Begin to read, with support, short texts out loud</p>	<p>There is/ there are – affirmative, negative + questions</p> <p>Write days and dates in letters, using capital letters for days and months</p> <p>The verb can</p>

		child, using finger puppets)		Clothes Telling the time Food Family members		
ART POEM/SONG CULTURAL	A short poem, ditty or song					
P4	Body parts Rooms and furniture Animals	Talk about animals and their habitat Guess an animal by asking questions Use words and phrases to describe animals	Recognize the difference in pronunciation between English and French	Favorite, dangerous, Numbers 1 – 100 Additions, subtractions and times tables Herbivore, omnivore, carnivore, water, savanna, smaller than, more dangerous than etc.	Read and sing the Cambridge YLE Zoo song	Use the verbs to be and have got , long and short forms Use would you like to + verb Use let's + verb How do you spell? How do you say in English? Use possessive adjectives : my, your, his, her Use comparative and superlative adjectives
ART POEM/SONG CULTURAL	An easy reader (A1) with writing and speaking activities for CMs					
P5	Countries, languages and nationalities	Use words and phrases to describe people	Understand short supported narratives on a limited range of general and curricular topics	Names of well-known countries with their languages and nationalities	Read, with support, a limited range of short, simple fiction and non-fiction texts with confidence and enjoyment	Spell a growing number of high-frequency words accurately Use common present continuous forms to talk

						<p>about what is happening now on personal and familiar topics and to describe pictures</p> <p>Write a letter to a penfriend with personal details and questions</p> <p>Question words – why, when, how, where, what</p>
<p>ART POEM/SONG CULTURAL</p>	<p>Recital of poem</p>					