

LVE cycle 2 Programmes rentrée 2016

Document de repérage des formulations à enseigner pour comprendre l'oral, prendre part à une conversation et s'exprimer oralement en continu

Ce tableau propose une déclinaison linguistique sur 3 ans des programmes en anglais (ressources rentrée 2016 associées au BO n°11 du 26 novembre 2015) (caractères en bleu).

Les caractères en noir présentent les inchangés de la grille de progression du BO hs n°1 du 5 janvier 2012.

	Compétences	Formulations CP	Formulations CE1	Formulations CE2	Approches culturelles Exemples de situations et d'activités
Comprendre l'oral	Comprendre les consignes de classe	Au moins 5 consignes de fin de cycle 2.	Au moins une dizaine de consignes de fin de cycle 2.	Sit down! Stand up! Be quiet! Come here! Don't run! Look! Listen! Repeat! Shut / Open the door / your eyes! Take a red pencil. Let's count Let's play a game / sing a song! Come on, join in! Time to go! Slowly, please.	Environnement scolaire, le matériel scolaire. Les activités scolaires.
	Comprendre des mots familiers et des expressions très courantes concernant des formules d'encouragement, de félicitations, de politesse, des indications chiffrées, son environnement proche.	Open your books! Take your pens! Look and listen! Pick up the right flash-cards! Excellent! Great! Good job! Hello! I'm Bob. I am seven.	Open your books! Take your pens! Look and listen! Pick up the right flash-cards! Excellent! Great! Good job! Hello! I'm Bob. I live in New York. I am seven. Hello! My phone number is 0135867521.	Open your books! Take your pens! Look and listen! Pick up the right flash-cards! Excellent! Great! Good job! Hello! I'm Bob. I live in New York. I am seven. In the morning/afternoon/evening. It is playtime; it is lunchtime... I like basket ball, football.... Hello! My phone number is 0135867521. In British schools, children have uniforms.	Les activités scolaires. L'organisation de la journée. Le sport, les loisirs. Les usages du téléphone. L'école dans les pays de langue anglaise.
	Suivre le fil d'une histoire très courte.	One, two, Buckle my shoe, Three, four, Knock at the door, Five, six, Pick up sticks, Seven, eight, Lay them straight, Nine, ten, A big fat hen.	One, two, Buckle my shoe, Three, four, Knock at the door, Five, six, Pick up sticks, Seven, eight, Lay them straight, Nine, ten, A big fat hen. Once upon a time, there was a little girl named Little Red Riding Hood. One day, she put on her red coat, took a basket full of biscuits and walked across the forest to her grandmother's...	One, two, Buckle my shoe, Three, four, Knock at the door, Five, six, Pick up sticks, Seven, eight, Lay them straight, Nine, ten, A big fat hen. Once upon a time, there was a little girl named Little Red Riding Hood. One day, she put on her red coat, took a basket full of biscuits and walked across the forest to her grandmother's... Listen to the story of Peter Pan...	Comptines, chansons. Les contes et légendes. Les monstres, fées et autres références culturelles de la littérature enfantine.

	Suivre des instructions courtes et simples	Clap your hands! Touch your nose/ knees/legs ! Shake your arms!	Hands up /down! Clap your hands! Touch your nose/ knees/legs ! Shake your arms! Fold the card in two! Paint it red! Put the crackers on the table! Put the doll in the box!	Let's play! It is my/your turn! One down! Two up! Turn left/right! Hands up /down! Clap your hands! Touch your nose/ knees/legs ! Shake your arms! Fold the card in two! Paint it red! Put the crackers on the table! Put the doll in the box!	Jeux de société. Parties du corps. Le bricolage à l'occasion des fêtes (carnaval...).
Prendre part à une conversation	Saluer	Hello!	Hello! Good morning / afternoon Miss / Sir	Hello! Good morning /afternoon (children) / Miss/Sir! Goodbye/ Bye bye!	Jeux pour se présenter, faire connaissance.
	Se présenter	- What's your name? / Who are you? - Cindy / I'm Cindy. - How old are you? - Seven / I'm seven.	- What's your name? / Who are you? - Cindy / I'm Cindy. - How old are you? - Seven / I'm seven. - Where do you live? - In ... / I live in ...	- What's your name? / Who are you? - Cindy / I'm Cindy. - How old are you? - Seven / I'm seven. - Where do you live? - In ... / I live in ...	Les rituels de classe L'âge
	Demander à quelqu'un de ses nouvelles et réagir, donner de ses nouvelles.	-How are you today? -I'm fine/OK!	- How are you today? -I'm fine / OK / very well/ sad.	- How are you today, Tasmin? Fine, Liz. And you? Very well, Tasmin, thank you! Are you sad? Yes, I am. Oh I'm sorry. A biscuit, please! /Can I have an ice-cream, please? It is Halloween! It is very dark! Trick or treat?	Codes socio-culturels. Saynètes , jeux de rôle, relations interpersonnelles. Les fêtes.
	Utiliser des formules de politesse . Présenter ses excuses, codes socio-culturels.	Thank you! See you!	Atishoo! Bless you! Thank you! See you!	Atishoo! Bless you! Thank you! You're late, Tom! Sorry! I am sorry. Nice to meet you! See you!	Les rituels de classe, les relations interpersonnelles en classe.
	Formuler des souhaits/ voeux	Happy birthday / Merry Christmas /	Happy birthday / Happy Easter / Merry Christmas / Happy New Year!	Happy birthday / Happy Halloween/ Happy Easter / Merry Christmas / Happy New Year!	Le temps, les grandes périodes de l'année, de la vie. Comptines, voeux d'anniversaire, du nouvel an ou autres festivités.
	Épeler des mots et des noms familiers			ABC song, Bingo (B-I-N-G-O) What's your name? My name is Théo. Can you spell it? T-H-E-O	Chansons traditionnelles, comptines, l'alphabet.

	<p>Répondre à des questions sur des sujets familiers</p>	<p>What's your favourite number / colour? Yellow/ It's blue ! / Four.</p> <p>Numbers from 1 to 10</p> <p>Colours</p> <p>Look at this beautiful chocolate cake, children! Do you like chocolate? Yummy! / Yum-yum!</p> <p>Food</p> <p>Animals</p>	<p>What's your favourite number / colour? Yellow/ It's blue ! / Four.</p> <p>Look at this beautiful chocolate cake, children! Do you like chocolate? Yummy! / Yum-yum!</p> <p>What pets have you got? (I've got) a cat / a dog.</p> <p>What's the day today? Monday/Tuesday...</p> <p>How many cards have you got, Rowan? Ten, Miss / Sir. Well done! You're the winner!</p>	<p>What's your favourite number / colour? Yellow/ It's blue ! / Four.</p> <p>Look at this beautiful chocolate cake, children! Do you like chocolate? Yummy! / Yum-yum!</p> <p>A drink? Milk or coke? Coke please. Here you are. You are welcome. Thank you! And what about a glass of carrot juice? Yuk!</p> <p>What pets have you got? (I've got) a cat / a dog.</p> <p>Where's the bear? (It's) in the garden / kitchen / bedroom.</p> <p>What's the day today? Monday/Tuesday...</p> <p>How many cards have you got, Rowan? Ten, Miss / Sir. Well done! You're the winner!</p>	<p>Vie quotidienne de la classe ; l'école des pays de langue, etc.</p> <p>Nombres.</p> <p>Couleurs.</p> <p>Animaux.</p> <p>La maison.</p> <p>La nourriture.</p> <p>Les boissons.</p> <p>Les onomatopées.</p> <p>Les jours de la semaine.</p>
S'exprimer oralement en continu	<p>Reproduire un modèle oral</p>	<p>Rain, rain, go away! Come again another day.</p>	<p>London bridge is falling down! Rain, rain, go away! Come again another day.</p> <p>I live in Lyon. I live in Paris.</p> <p>This is Peter Pan, Goldilocks, Alice in Wonderland...</p>	<p>London bridge is falling down! Rain, rain, go away! Come again another day.</p> <p>I live in Lyon. It is a big city. I like the river and the mountains.</p> <p>I live in Paris and I like the Eiffel tower.</p> <p>This is Peter Pan, Goldilocks, Alice in Wonderland...</p>	<p>Chants ou comptines et saynètes élaborés à partir d'extraits d'albums ou de films pour la jeunesse et de jeux.</p> <p>L'environnement immédiat et concret, l'environnement géographique et culturel.</p> <p>Éléments de patrimoine</p> <p>La famille, des personnages caractéristiques issus de la littérature enfantine.</p>
	<p>Utiliser des expressions courtes ou phrases proches des modèles rencontrés lors des apprentissages pour se décrire (parler de soi, de ses activités, de quelqu'un).</p>	<p>I'm Corentin. I'm seven.</p>	<p>I'm Corentin. I'm seven.</p> <p>I live in Nantes.</p> <p>This is my (mother, father, brother, sister ...)</p>	<p>I'm Corentin. I'm seven. I live in Nantes.</p> <p>This is my (mother, father, brother, sister ...)</p> <p>I've got one brother and one sister.</p> <p>My mother / father is</p> <p>I like tennis.</p> <p>My school is</p> <p>Miss a turn.</p> <p>Count from one to ten.</p> <p>Go back to number six.</p> <p>Draw two legs and three arms.</p>	<p>Son identité.</p> <p>La famille.</p> <p>Répertoire élémentaire de mots sur les lieux d'habitation et les personnes de l'entourage de l'enfant.</p> <p>Syntaxe de la description simple (lieux, espaces, personnes).</p> <p>Jeux de société.</p>
	<p>Lire à haute voix de manière expressive un texte bref</p>				
	<p>Raconter une histoire courte à partir d'images ou de modèles déjà rencontrés.</p>	<p>This is a caterpillar. She is hungry/ very hungry. This is a pear. She eats the pear....</p>	<p>This is a caterpillar. She is hungry/ very hungry. This is a pear. She eats the pear....</p>	<p>This is a caterpillar. She is hungry/ very hungry. This is a pear. She eats the pear....</p>	<p>Références culturelles de la littérature enfantine : <i>Spot, Brown bear, The very hungry caterpillar</i>, etc.</p>