



Modern Foreign Languages (French)

Progression of knowledge, skills and understanding: Key Stage 2

| Term | Class 3 | Class 4 | Class 5 |
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| Autumn term | <ul style="list-style-type: none"> - Learn single vowels sounds (a/e/i/o/u/y) and introduce key phonic words with the following sounds an, en, è (è, ai, ei) and é sounds (er,ez, et, é). - Learn numbers to 12 with new phonics (eu/oi/au/ui/on/in/ou) and explore the different sounds. - Use the personal pronouns “Je” and “Tu”. - Use the verb “avoir” when saying our age and use the personal pronoun (Je) in the simple form (J’ai). - Embed all phonics knowledge (use of phonic mat). - Learn basic greetings at different times of the day (le matin, l’après-midi et le soir) and give own name & age. - Express own feeling (“heureux, triste, fatigué, content...”) and ask others simple | <ul style="list-style-type: none"> - Remember key language of the classroom and greetings. - Revision of numbers up to 12 then introduce numbers up to 31. (Point out the hyphen when a number is made out of two words (vingt-trois) and point out that 17, 19 and 19 are made of 10+7 (dix-sept), 10+8 (dix-huit) and 10+9 (dix-neuf). - Understand how numbers 21 and 31 are being written down in words: Vingt-et-un (21) and trente-et-un (31) - Revise the days of the week and introduce the months of the year (None of these are written down with a capital letters as they are not proper nouns in French). - Ask and answer (Quelle est la date aujourd’hui ? and Quel est le jour aujourd’hui | <ul style="list-style-type: none"> - Remember key language of the classroom and greetings. - Revision of our previous learning (numbers, months of the year, colours, sports, school subjects, likes and dislikes, pets, where I live...). - Apply our previous knowledge and write a descriptive paragraph about ourselves. (Je me présente) - Say and write in French the names of the different planets in our solar system and learn some new vocabulary relating to space. - Understand that in French planets are proper nouns and need a capital letter. |



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| | <p>questions using “Comment”, “Quel” (name, age and feeling...).</p> <ul style="list-style-type: none"> - Introduce the verb “être” and use the personal pronoun (Je) e.g Je suis.... - Show understanding of simple classrooms instructions (Levez-vous, Asseyez-vous.) - Opportunities given to make the sound-written links by listening to words and anticipate their spelling. - Learn some vocabulary related to Halloween (a witch, a ghost, a spider ...). Introduce the concept of gender. Perform a poem. - Learn how to say “a”, “some” (introduction of the indefinite articles un, une, des) - Being made aware of gender through colour coding. - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Talk about the UK (Name the four countries within the UK (Angleterre, Pays de Galles, Irlande du Nord, Écosse). | <p>? (Note there is a space between the last word and the question mark).</p> <ul style="list-style-type: none"> - Know the difference between Quel (followed by a masculine noun) and Quelle (followed by a feminine noun) and understand how to use both words. - Learn the names of the seasons and understand how to correctly use “au” and “en” meaning “in” (Au printemps, En hiver). - Learn some vocabulary relating to Halloween and recognise genders of nouns looking at both the definite and indefinite articles. - Know how to make a noun plural and how to make the adjective agree with the nouns they are describing. - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Embed all phonics knowledge. - Opportunities given to make the sound-written links by listening to words and anticipate their spelling. | <ul style="list-style-type: none"> - Learn about the origin of the names of the planets and know that they are linked to Gods and astrological signs too. - Develop the ability to listen attentively to sentences with mixture of familiar and unfamiliar language. - Learn interesting facts about Josephine Baker to mark Black History Month and make a passport using the different possessive pronouns (Son, Sa, Ses). - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Embed all phonics knowledge. - Opportunities given to make the sound-written links by listening to words and anticipate their spelling. - Focus on French handwriting including accents and liaison. |
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| | <ul style="list-style-type: none">- Ask the question “Qu’est ce que c’est?” and answer starting the sentence with “C’est...”- Say their capital cities (Londres, Cardiff, Belfast, Édimbourg).- Develop dictionary skills and understand how to order words in alphabetical order.- Learn about France & name some its most famous landmarks. (La Tour Eiffel, La Seine, L’Arc de triomphe, Le Louvre...) Broaden knowledge of the most famous Parisian monuments.- Introduce the definite articles (le, la, les).- Learn vocabulary and key facts about Christmas in France and design a Christmas jumper.- Give an example of a noun, verb, conjunction, adjective and adverbial phrase.- Embed all phonics knowledge (use of phonic mat) | <ul style="list-style-type: none">- Know how to say and write the date in French.- Know how to ask someone when their birthday is and know how to answer the question.- Learn vocabulary relating to face and body parts and recognise their gender by looking at the preceding articles (definite or indefinite).- Use a variety of adjectives to describe both physical appearance and mood and character. Combine adjectives of colours and sizes when describing ourselves.- Introduce regular adjective agreement “e” (content/contente) with and without pronunciation change (heureux/heureuse) and adjectives already ending in “e” (triste, en colère).- Understand that all adjectives must agree with the nouns they are describing.- Use with more confidence the present tense of the verb “être” using different pronouns (je, tu, il, elle) | <ul style="list-style-type: none">- Describe the different planets in our solar system using wide range of adjectives of sizes and colours.- Write some more complex sentences and use a preposition when describing where the planets are (près de, loin de, à côté de...).- Compare the planets using the comparative “plus grand que”, “plus petit que”.- Introduce regular adjective agreement “e” (chaud/chaude/froid/froide).- Understand that all adjectives must agree with the nouns they are describing.- Remember the silent final consonant rule (t, d, s, p) except with the names of planets!- Revise numbers up to 30 and ask what the time is.- Understand, read and tell the time on a 12 and 24 hour clock (full hour, half |
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| | | <ul style="list-style-type: none"> - Remember the silent final consonant rule (t, d, s, p). - Learn vocabulary and key facts about Christmas in France and design a Christmas jumper. - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Embed all phonics knowledge. | <ul style="list-style-type: none"> past the hour, quarter past the hour and quarter to the hour). - Learn about <i>Remembrance Day</i> in France. - Explore the meaning and relevance of the bleuet. - Create a poppy and a bleuet. - Learn vocabulary and key facts about Christmas in France. - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Embed all phonics knowledge. |
| <p>Spring term</p> | <ul style="list-style-type: none"> - Develop the ability to listen attentively to sentences with mixture of familiar and unfamiliar language. - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Express likes using the verb “aimer” in the present tense with the personal pronoun “je”. | <ul style="list-style-type: none"> - Develop the ability to listen attentively to sentences with mixture of familiar and unfamiliar language. - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Learn and use the alphabet appropriately (accurate pronunciation, correct spelling and | <ul style="list-style-type: none"> - Develop the ability to listen attentively to sentences with mixture of familiar and unfamiliar language. - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Describe our daily routine using a variety of reflexive verbs (se lever, se laver, se brosser les dents...). |



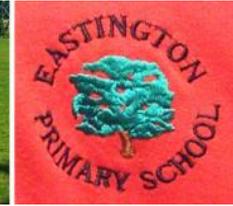
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| | <ul style="list-style-type: none"> - Understand that “Je” becomes “J” when followed by a verb starting with a vowel (Avoir/J'ai, Aimer/ J'aime, Habiter/J'habite). (<i>Contraction</i>) - Explore the celebration of Epiphany in France together with its traditions and learn some vocabulary relating to this important day. - Apply all our learning (written assessment-Postcard). - Say where we live using the correct form of “in” (à - followed by the name of a city/village/town and en - followed by the name of a feminine country and au followed by the name of a masculine country) (À Paris, En Angleterre, Au Pays de Galles) - Learn some vocabulary relating to Stone Age (revision of gender and introduce new adjectives). - Use “Il y a”, “Voici” and “C'est” when starting a sentence. - Introduce present tense of regular verbs ending in “er” (chasser, pêcher, dessiner, manger) | <p>ordering words alphabetically using a French dictionary).</p> <ul style="list-style-type: none"> - Learn names of different items of clothing and accessories. - Make simple sentences describing what we wear using the present tense form of the verbs “mettre” and “porter”(Je porte, Je mets) - Express likes and dislikes (J'aime.../Je n'aime pas) and understand the place of the negative in the sentence (ne...pas). - Learn numbers to 50. - Use “Il y a”, “Voici” and “C'est” when starting a sentence. - Use the personal pronouns “he” (il) and “she” (elle). - Embed all phonics knowledge. - Understand and learn about Chandeleur in France. - Explore World Book Day in French through a variety of different books. | <ul style="list-style-type: none"> - Applying our previous learning when creating more complex sentences about our daily routine, using time phrases and expressions of frequency. - Locate French towns on a map using the four cardinal points (Sud/Ouest/Nord/Est). - Identify and complete a map of France with its main rivers and mountains. - Name and write the names of the different countries that border France. - Learn about Paris and name some of its famous landmarks/monuments. Broaden our knowledge of the capital city. - Learn how to form the near future and create some sentences saying what we will be doing in Paris. - Express our feelings/opinions about visiting the different places (amusant, intéressant, ennuyeux...). - Embed all phonics knowledge. - Explore the work of the artist Ben Heine. - Learn the names of different methods of transports. |
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| <ul style="list-style-type: none">- Use the personal pronouns “<i>he</i>” (il) and “<i>she</i>” (elle).- Embed all phonics knowledge (use of phonic mat)- Understand and learn about Chandeleur in France.- Recognise the French flag. Say its name (Le Tricolore) and the three different colours on it (sounds eu, an, ou)- Name and recognise the colours of the rainbow.- Say what your favourite colour is (“Ma couleur préférée, c’est le)- Express likes and dislikes when talking about colours (J’aime.../Je n’aime pas) and understand the place of the negative in the sentence (ne...pas)- Explore World Book Day in French through a variety of different books)- Give an example of what a simile is and write a simple poem in French using “comme” (Vert comme le gazon, Bleu comme le ciel, Jaune comme le soleil....)- Embed all phonics knowledge. | <ul style="list-style-type: none">- Name different sports. Express likes and dislikes giving reasons why using a variety of adjectives and either conjunctions parce que or car.- Say what you play/do using an expression of frequency (Tous les jours, Le matin, Après l’école...)- Give an example of a noun, verb, conjunction, adjective and adverbial phrase.- Understand the difference between “Je fais” and “Je joue” when talking about sports.- Knowing when to use “au”, “de la” and “du” when saying which sport we are practising (Je fais de la natation/Je joue au tennis/Je fais du cyclisme).- Combine colour and other adjectives when describing shapes.- Learn how to describe where things are in a picture and use the language to describe pictures.- Explore the work of Henri Matisse. | <ul style="list-style-type: none">- Describe and compare different methods of transports using the comparatives “plus...que” and “moins...que” (cher, rapide, lent, polluant).- Give our opinion using either “Je pense que” or “À mon avis”.- Express likes and dislikes giving reasons why using a variety of adjectives (comfortable, pratique) with either conjunctions parce que or car.- Learn the names of different countries and nationalities and use our knowledge of colours and shapes to describe their flags.- Learn, name and identify the different oceans, seas and continents in French.- Understand how to use high frequency words in a sentence when talking about countries/towns and know how to correctly use the words “to/in” in French (à, en, au, aux).- Give an example of a noun, verb, conjunction, adjective and adverbial phrase.- Embed all phonics knowledge. |
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| | | <ul style="list-style-type: none"> - Embed all phonics knowledge. | |
| <p>Summer term</p> | <ul style="list-style-type: none"> - Learn how to confidently count to 20. - Name typical French cakes and revise the concept of gender. - Learn the names of different animals with the indefinite articles (un/une) - Learn how to make nouns plural. - Revise the concept of masculine/feminine/plurals and the use of the definite and indefinite articles (le/la/un/une/des/les). - Tell a noun's gender by looking at the articles. - Understand the position and basic adjectival agreement when describing an animal using an adjective of colour. - Embed all phonics knowledge (use of phonic mat) - Learn the names of different fruits (une pomme, une poire, une prune, une orange...) and other food (un cornichon, une brioche, du saucisson...) including articles, gender and plural form. | <ul style="list-style-type: none"> - Learn the names of the different rooms in my house and know how to describe it (la cuisine, le salon...) - Identify and introduce members of my family (Voici ma soeur, mon père...) using the personal pronouns (mon, ma, mes). - Learn how to say who is in your family. (Dans ma famille, il y a...). - Give an example of a noun (un crayon, une trousse), verb (il y a, J'ai, Je n'ai pas de...), conjunction (et/mais), adjective and adverbial phrase (Dans ma trousse / Dans ma famille) - Learn how to make nouns plural add an "s" and explain exceptions (eau becomes eaux, al becomes aux) Example: Un ciseau, des ciseaux - Embed all phonics knowledge. - Name different items in my pencil case and use both expressions "il y a ..." and the negative form "il n'y a pas de...." - Anticipate the pronunciation of new words by applying existing phonics knowledge and learn new sounds. - Consolidate our learning of "The pencil case". | <ul style="list-style-type: none"> - Name different shops and public places and know their gender. - Describe what can be found in our town, city, high street (Dans ma ville, village..., il y a ...) and also use the negative form (Dans ma ville, il n'y a pas de...) - Learn different types of weather. - Look at a map and be able to describe the weather accordingly. - Embed all phonics knowledge. - Learn and use with more confidence numbers up to 50. - Anticipate the pronunciation of new words by applying existing phonics knowledge and learn new sounds. - Look and explore different cognates. - Learn the names of different instruments. |



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| <ul style="list-style-type: none"> - Listen to and understand a familiar story in French (<i>The Hungry Caterpillar</i>). - Write some individual food words from memory. - Develop memory and practise pronunciation to develop confidence when retelling a familiar story. - Use the personal pronouns “<i>he</i>” (il) and “<i>she</i>” (elle) - Learn the day of the week and months of the year in their correct order (learn that in French they are not proper nouns and therefore are not written with a capital letter) - Embed all phonics knowledge- Practice and learn more phonics (ch, ll) une chenille, juillet (use of phonic mat) | <ul style="list-style-type: none"> - Practise the correct use of “my” in French and remember that it is all linked to the gender of the noun that follows (mon, ma ,mes). For example: Mon chien, Ma souris, Mes chats. - Name the names of different animals and learn how to describe my family pet using a wide range of adjectives. petit(es)/grand(es)/doux(ces)/amusant(es)/coquin(es). - Use the present tense of the verb “être” and a variety of personal pronouns when describing my family pet(s). Il est, Elle est, Ils sont, Elles sont, Il s’appelle, Elle s’appelle.... - Embed all phonics knowledge. - Give an example of a noun, verb, conjunction, adjective and adverbial phrase. - Learn different kind of food and know how to use the correct determiner “some” in French (du, de la, des) depending on the gender of the nouns that follow (des tomates, de la mayonnaise, du lait). - Test my knowledge of the French culture with an end of year quiz. | <ul style="list-style-type: none"> - Say which instruments we play using either “du” and “de la”. - Describe different types of music and express likes and dislikes giving reasons. - Learn about “Le festival de la musique” in France. - Learn how to say and write numbers up to 100. - Learn about the famous cycling race Le Tour de France. - Embed all phonics knowledge. - Test our knowledge of the French culture with an end of year quiz. |
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Further coverage:

Eastington Primary Class 3 French

| Speaking and Listening | Reading and Writing | Grammar | Pronunciation and Spelling |
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| <p>Listen and show understanding of single words through physical or spoken response Understand and respond to greetings. Understand and respond to classroom instructions. Identify Paris landmarks Name the UK countries and their capital cities Days of the week and months of the year Food Colours/adjective of sizes Numbers to 20 Animals' description Join in with actions to accompany familiar songs, stories, rhymes and say some of the words. Listen and identify rhyming words and particular sounds in songs and rhymes. Develop confidence and memory by retelling a familiar story.</p> | <p>Read and show understanding of familiar single words and phrases Use pictures, props and texts to read aloud or to ask and answer questions.</p> | <p>Name, identify and use parts of speech Give a definition and example of a noun and introduce concept of masculine and feminine. Give a definition and example of a proper noun. Give a definition and example of a conjunction e.g. et, ou and use it in a sentence. Give a definition and example of an adjective (size, colour) Give a definition and example of a preposition and use in a sentence (dans la forêt, dans le pré) Give a definition and example of a verb (avoir, être). Conjugate in the present tense regular er verbs using different personal pronouns (je, tu, il and elle) Use a fronted adverbial to open a sentence (Dans le jardin, À Paris ...) Know the definite articles changes (le, la, l', les) and indefinite articles changes (un, une, des) Understand how to make nouns plural in French (add "s" and be aware there are exceptions) Identify vowels and consonants.</p> | <p>Spell certain words Say some alphabet letters. Know that personal names and place names begin with a capital letter. Know that the days of the week do not require a capital letter e.g. lundi Recognise the ligature œ, and practise it in certain words e.g. œuf. Coeur. Use the circumflex accent correctly (âge, être). Introduction to the é sound (ez/et/é/er) in ez commands, et word, é words, er infinitive verbs. Know that the acute accent appear only over the letter e, for example (écoutez, répétez...) The cedilla Notice the cedilla in some words. Know how to write it and know how to pronounce the words in which it appears (ça va)</p> |
| <p>Recognise a familiar question and respond with a simple rehearsed response Q&A: name, age, where you live Asking and answering a question Use Il y a, Je suis or J'ai as a statement.</p> | <p>Understand the role of punctuation Use commas and full stops in writing. Know that a fronted adverbial is followed by a comma e.g. À Paris, il y a Dans le chaudon, il y a</p> | <p>Identify cognates/shared words Know that no is used as a number label in French and English.</p> | <p>Phonics and pronunciation Know that the final consonant in a word is almost always silent, e.g. Paris, dans, est... Pronounce the phoneme [ɛ] or [œ] as in un Pronounce the phoneme [y] as in tu Know how to pronounce the phoneme</p> |

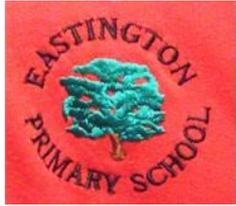


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| | <p>Dans le jardin, il y a</p> | | <p>represented by the digraph qu, in both French and English (quatre, quel) Know how to pronounce the key phonics vowels & the phonics/sounds eu/oi/in/ui/on/ou/au/ch/ill (chenille, fille, un, deux, trois, roi, huit, neuf, cinq, onze...)</p> |
| <p>Speak in sentences Speak or read aloud using intonation to help convey meaning. Use images or speaking frames to ask and answer questions, to create sentences, and to read aloud.</p> | <p>Write and say simple familiar words to describe people, places, things and actions using a model Use images or writing frames to ask and answer questions, and to create sentences and short texts. Write single familiar words from memory with understandable accuracy.</p> | <p>Translation Know that we translate ideas, not words (one language is not a copy of another) e.g. How old are you? Tu as quel âge? or Quel âge as-tu? I am 7 years old J'ai sept ans</p> | <p>Cultural knowledge & understanding Develop awareness and understanding of French culture through the exploration of # celebrations - Halloween - Christmas (Noël) - Epiphany - Chandeleur - Easter (Pâques) - World Book Day</p> |
| <p>Dictionary Skills</p> | <p>Language Learning Skills</p> | <p>Greater depth-reading</p> | <p>Greater depth-writing</p> |
| <p>Know what a bilingual dictionary is. Know what a headword is. Know that the headwords appear in alphabetical order.</p> | <p>Listen carefully and try to copy pronunciation. Identify and use strategies for memorising new vocabulary, e.g., say the words ten times under your breath, practice with a partner, gradually cover a sentence until you can read it from memory. Use images and speaking frames.</p> | <p>Using the knowledge of the sound of some letter strings, read aloud individual familiar words. Apply knowledge to read aloud unfamiliar words.</p> | <p>Write some simple and familiar words and phrases accurately from memory.</p> |



Eastington Primary Class 4 French

| Speaking and Listening | Grammar | Grammar | Pronunciation and Spelling |
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| <p>Questions Use rising intonation to create or recognise a spoken question. Use question words to create or recognise a spoken question e.g. <i>Où, Comment, Quelle...</i></p> <p>Simple sentences and questions Ask spoken questions using a range of questions words and create simple spoken responses.</p> <p>Answer a question Use <i>C'est, Voici</i> and <i>Il y a</i> as openers to a question or a statement.</p> <p>Compound Sentences Create a compound spoken sentence by using a conjunction to link 2 simple sentences.</p> <p>Reading aloud Read aloud the text of familiar rhymes, stories and songs. Read aloud some simple sentences from a speaking frame. Use the language to describe pictures. Use a combination of adjectives and nouns to describe faces/people.</p> | <p>Name and identify parts of speech Know and use a range of masculine and feminine ordinary nouns. Give a definition of an ordinary noun. Give a definition and example of a pronoun (je, tu, il, elle) Give a definition and example of an adjective. Give a definition and example of a conjunction (et, mais). Give a definition and example of a verb (aimer, préférer, avoir, être...) and use in the present tense. Give a definition and example of an adverb Know and use a range of prepositions. Use possessive adjectives; understand how they match the gender and number of the noun. Negative adverb (jamais) Know how to use the above and form a negative sentence using “ne...pas”.</p> <p>Fronted adverbial Know that this can be used as a sentence starter.</p> <p>Plural Know to form the plural of a noun and its determiner. Recognise and use the plural form of the indefinite article (<i>des</i>)</p> | <p>Cognate Give a definition and example of a cognate e.g. <i>café, parc...</i></p> <p>Gender Know that in French, nouns have a grammatical gender, masculine and feminine. Know that in English, nouns do not have a grammatical gender. Know that the determiner must match the gender of the noun that it introduces</p> <p>Adjectival agreement by gender Know that the adjective must agree with the noun and number it qualifies. Know how to modify an adjective to make it agree with a feminine noun blanc/blanche, violet/violette</p> <p>Agreement of noun and adjective Know that some adjectives are invariable (marron, orange, turquoise, argent)</p> <p>Question Words Know what a question word is (<i>quel, quelle comment, où</i>)</p> <p>Possessive adjective Know that a possessive adjective must agree with the noun it is modifying (mon, ma, mes).</p> <p>Position of adjectives and agreement with the noun Know that some adjectives precede the noun, and that others follow it. Know how nouns and adjectives agree by gender and number.</p> | <p>Liaison Understand the concept of liaison.</p> <p>Elision Understand the concept of elision Know that an apostrophe is used in writing when elision occurs (je ai becomes j'ai – la école becomes l'école)</p> <p>Silent final consonant Know that there are exceptions to the final consonant rule e.g. <i>ours, mars</i>, in which the final “s” is sounded out.</p> <p>Accents Notice the <i>circumflex accent</i> in some words (août, âge). Know that the <i>acute accent</i> appear only over the letter e, for example (février, décembre) Know that the <i>acute accent</i> changes the sound of the letter e, e.g. frère, père, mère, très... Notice the <i>grave accent</i> in some words e.g. où, très bien</p> <p>Recognise the ligature <i>œ</i>, and be able to write it in certain words e.g. <i>sœur, œuf</i>.</p> <p>Capital letters/Writing Know that a capital letter is not given to days of the week and months of the year in French. Use the terminology upper case and lower case when spelling words (e.g. Aujourd'hui, c'est lundi 2 septembre).</p> |
| Reading and Writing | Cultural knowledge & understanding | Syntax | Phonics and pronunciation |
| <p>Writing the date Know how to write the date, including details of syntax, capital letters</p> | <p>Develop awareness and understanding of French culture through the exploration of different</p> | <p>Know that syntax is the order in which words and phrases are put together to make a</p> | <p>Pronounce the phoneme [w] and recognise its grapheme “oi” as in <i>trois, moi, étoile</i>. Know that</p> |



and punctuation.

Questions

Use question words and punctuation (question mark) to create and recognise a question in written form

Simple and compound sentences

Create simple written sentences and create a compound written sentence by using a conjunction to link 2 simple sentences

celebrations and work of artist

- Halloween
- Christmas (*Noel*)
- Chandeleur
- World Book Day
- Henri Matisse

meaningful sentence.

Understand how the adjective is placed in French and in English.

in English, the grapheme “oi” is pronounced as in *oil*, *boil* and *soil*.

Know what a homophone is.

Apply knowledge of liaison and elision when reading aloud.

| Dictionary Skills | Language Learning Skills | Greater depth-reading | Greater depth-writing |
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| <p>Locate headwords in a bilingual dictionary. The French and English alphabet are identical in appearance and have 26 letters. Know that written information is almost always stored in alphabetical order in reference material.</p> | <p>Use a speaking frame to create spoken sentences with accurate syntax. Use a writing frame to create written sentences with accurate spelling, syntax& punctuation.</p> | <p>Demonstrate knowledge of liaison and elision when reading aloud.</p> | <p>Write some simple, familiar words, phrases and sentences accurately from memory.</p> |



Eastington Primary Class 5 French

| Speaking and Listening | Reading and Writing | Grammar | Pronunciation and Spelling |
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| <p>Tell the time Tell and understand the time on the hour, the half hour and the quarter hour</p> <p>Use numbers Understand and use numbers 0-100</p> <p>Asking a question Understand and use a range of questions; be able to use tone of voice, inversion and question words; be able to recognise and ask spoken questions using a question tag.</p> <p>Create spoken sentences Use speaking frames to create simple, complex and compound sentences (express opinions/preferences and justify accordingly.) Create compound spoken sentences using a coordinating conjunction (et, mais, parce que, car)</p> <p>Vocabulary Understand and use a wider range of verbs and adjectives.</p> <p>Formal and informal speech Know that there is a formal and informal/familiar register of speech in French and recognise examples of each.</p> <p>The children will be encouraged to work in pairs and small groups sharing knowledge, and to speak aloud when possible- thereby building confidence.</p> | <p>Create written sentences Use writing frames to create simple, complex and compound sentences. Create compound written sentences using a coordinating conjunction (et, mais) Create complex written sentences using a subordinating conjunction (parce que, quand). Create complex sentences using “plus...que”, “moins...que” Give opinions and preferences (using aimer/préférer + infinitive verb) and justify accordingly using “parce que” with a wider range of adjectives.</p> <p>Writing the date Know how to write the date, including details of syntax, capital letters and punctuation. Know a range of conventions for writing the date in numerical format. Practice the key structure “C'est” and its negative version “Ce n'est pas”. Create/build sentences using “Il y a” and its negative version “Il n'y a pas”.</p> | <p>Parts of speech Give a definition and example of: . an adverb of time . an adverb of place . a coordinating conjunction . a subordinating conjunction . a preposition . a pronoun</p> <p>Questions Know how to form questions using tone of voice and inversion.</p> <p>Adverbial pronoun Use the adverbial pronoun “en”</p> <p>Terminology Understand and use the terms subordinating conjunction, simple sentence, coordinating conjunction, cognate, false friend, ordinal number, definite and indefinite articles, reflexive verbs, conjugated verbs, regular, stem and infinitive.</p> <p>Verbs Understand and use the terms infinitive, conjugated, regular, irregular, stem and ending. Know that the verb must agree with the subject. Be familiar with a verb paradigm (regular verb - er ending), present tense and introduce irregular verb (aller - “to go”) For example, the paradigm for the present tense of the following French verbs: jouer/faire/marcher/manger... sing 1st person je joue, je fais sing 2nd person tu joues sing 3rd person il/elle/on joue aller (irregular – present tense) Je vais, tu vas, il/elle/on va.</p> <p>Possessive adjective Recognise some possessive adjectives. Know that a possessive adjective must agree</p> | <p>Show deeper understanding of the concepts of liaison and elision in speaking and writing.</p> <p>Know how the pronunciation and spelling of an adjective can change when it agrees with a feminine noun.</p> <p>The circumflex accent Know that the circumflex accent can be used over any vowel to show that a historical letter has disappeared from the spelling of the word.</p> <p>Ligatures Recognise the œ ligature in certain French words and be able to write it correctly.</p> |



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| | | <p>with the noun it is modifying (mon, ma, son, sa).</p> <p>Agreement of noun and adjective Know how nouns and adjectives agree by gender and number; know that some adjectives are invariable (they do not agree by gender or number e.g rapide, confortable, difficile...)</p> <p>Questions Know how to create a question by using a question tag.</p> <p>Futur proche Use the future proche - aller + infinitive</p> | |
| Dictionary Skills | Language Learning Skills | Greater depth-reading | Greater depth-writing |
| <p>Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation.</p> <p>The infinitive is form of the verb used as the head word in a dictionary.</p> <p>Use a bilingual dictionary efficiently and effectively.</p> | <p>Use strategies for memorising and recalling vocabulary.</p> <p>Use vocabulary lists to learn and memorise new vocabulary.</p> | <p>Read longer sentences and short paragraphs and understand the gist and some detail.</p> | <p>Write sentences from memory, using familiar vocabulary with a high degree of accuracy.</p> |
| | Cultural knowledge & understanding | | |

