Languages - French

Progression of conceptual knowledge

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| **Languages: Spoken Language** |
| **Key Stage 2** |
| **National Curriculum:****Pupils should be taught:*** Listen attentively to spoken language and show understanding by joining in and responding.
* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
 | * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
* Speak in sentences, using familiar vocabulary, phrases and basic language structures.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
* Present ideas and information orally to a range of audiences.
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|  | **Knowledge progression** | **Success Criteria** | **Resources** |
| **Year 3** | * Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).
* Speak aloud familiar words or short phrases in chorus.
* Use correct pronunciation when speaking and start to see links between pronunciation and spelling.
* Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).
* Develop understanding of the sounds of individual letters and groups of letters (phonics).
 | Can the children ask and answer simple questions? Can the children use simple greetings?Can the children understand and say the numbers 1-10?Are the children familiar with the days of the week and be able to say them?Do the children understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus?Can the children listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard? | Language angels PowerPoint resourcesSongsRhymesFrench word cards/displays |
| **Year 4** | * Communicate by asking and answering a wider range of questions, using longer phrases and sentences.
* Present short pieces of information to another person.
* Apply phonic knowledge to support speaking (also reading and writing).
* Listen for and identify specific words and phrases in instructions, stories and songs.
* Follow a text accurately whilst listening to it being read.
 | Can the children understand numbers 1-100 (in multiples of 10) and be able to say them?Can the children use a wider range of vocabulary to ask and understand questions in the classroom?Can the children understand and communicate using a wider range of familiar nouns?Can the children understand and use adjectives to describe people, places, things and themselves?Can the children understand and use verbs in the first person “I” form? | Language angels PowerPoint resourcesRange of different textsStoriesSongsFrench word cards/displays |
| **Year 5** | * Take part in short conversations using sentences and familiar vocabulary.
* Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
* Understand and express simple opinions using familiar topics and vocabulary.
* Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).
* Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.
 | Can the children understand and use the alphabet to assist in correct pronunciation?Can the children follow and give simple instructions and descriptions?Can the children say the date?Can the children say numbers from 1-100 in multiples of 10 and are they familiar with the numbers 1-31?Can the children take part in conversations and be able to make simple statements and present information?Can the children understand and communicate simple descriptions orally? | Language angels PowerPoint resourcesVocabulary cards/displaysStoriesFairy talesSongsListening activities  |
| **Year 6** | * Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.
* Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.
* Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.
 | Can the children identity and tell the time?Do the children understand, express and justify opinions orally?Can the children express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese)?Can the children understand and use transactional language? | Language angels PowerPoint resourcesVocabulary cards/displayStories |
| **By the end of KS2 pupils will:*** Pupils will have practiced speaking French and taking part in conversations with their peers and their teacher. They will have listened to French being spoken through a range of materials, including songs, rhymes etc. By the end of Key Stage 2, it is our aim that the children can then apply this knowledge and speak and respond to children in a partner school.
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| **Languages: Reading** |
| **Key Stage 2** |
| **National Curriculum:****Pupils should be taught:*** Appreciate stories, songs, poems and rhymes in the language-broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
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|  | **Knowledge progression** | **Success Criteria** | **Resources** |
| **Year 3** | * Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text.
* Read aloud familiar words or short phrases in chorus.
 | Can the children read the numbers 1-10.Are the children familiar with the days of the week and be able to recognise them in written form? | * Language angels PowerPoint resources
 |
| **Year 4** | * Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).
* Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.
 | Can the children understand numbers 1-100 (in multiples of 10) and be able to read them? | * Language angels PowerPoint resources
* Fairy tales or character/place descriptions
 |
| **Year 5** | * Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).
 | Can the children read numbers from 1-100 in multiples of 10 and are they familiar with the numbers 1-31?Can the children read longer passages of text and answer questions (orally or in writing) about the passage they have read? | * Language angels PowerPoint resources
* Stories/song lyrics
* Partner school letters
 |
| **Year 6** | * Read aloud with expression and accurate pronunciation.
* Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercise with set questions, emails, letters from a partner school or internet sites in the target language (supervision required).
 | Do the children understand numbers 1-100 and are they able to use them in context?Can the children identity and tell the time?Can the children read or listen to longer passages of text and answer more detailed questions(orally or in writing) about the passage they have read?Can the children study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language? | * Language angels PowerPoint resources
* Stories/reading exercise.
* Emails and letters from partner school
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| **By the end of KS2 pupils will:*** By the end of Key Stage 2, children will have developed their understanding of the French language and broadened their vocabulary, by reading a range of materials including: stories, songs, poems and rhymes.
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Progression of conceptual knowledge

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| **Languages: Writing** |
| **Key Stage 2** |
| **National Curriculum:****Pupils should be taught:*** Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
* Describe people, places, things and actions orally and in writing.
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|  | **Knowledge progression** | **Success Criteria** | **Resources** |
| **Year 3** | * Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).
 | Can the children use simple adjectives?Can the children use some simple verbs in the first person “I” form?Can the children write the numbers 1-10. | * Language angels PowerPoint resources
* Key vocabulary word mat
* Maps and a globe
 |
| **Year 4** | * Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).
 | Can the children understand numbers 1-100 (in multiples of 10) and be able to write them?Can the children write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article? | * Language angels PowerPoint resources
* Key vocabulary word mat
* Maps and a globe
 |
| **Year 5** | * Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).
* Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)
* Check spellings with a dictionary.
 | Can the children write numbers from 1-100 in multiples of 10 and are they familiar with the numbers 1-31?Can the children understand and communicate simple descriptions in writing? | * Language angels PowerPoint resources
* Key vocabulary word mat
* Maps and a globe
* French dictionary
 |
| **Year 6** | * Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).
* Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)
* Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).
 | Can the children identity and tell the time?Do the children understand, express and justify opinions in writing?Can the children use adjectives (e.g. colour or size etc.) to make their sentences more descriptive?Can the children use connectives to make sentences more descriptive and fluent? | * Language angels PowerPoint resources
* Key vocabulary word mat
* Maps and a globe
* French dictionary
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| **By the end of KS2 pupils will:*** By the end of Key Stage 2 children will be able to write longer sentences and short paragraphs from memory. They will be able to create new sentences and express their ideas clearly.
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Progression of conceptual knowledge

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| **Languages: Grammar** |
| **Key Stage 2** |
| **National Curriculum:****Pupils should be taught:*** Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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|  | **Knowledge progression** | **Success Criteria** | **Resources** |
| **Year 3** | * Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.
 | Can the children understand and communicate familiar nouns, including the correct article. | * Language angels PowerPoint resources
 |
| **Year 4** | * Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.
* Introduce and use the negative form.
* Begin to look at what a fully conjugated verb looks like.
 | Can the children write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article? | * Language angels PowerPoint resources
 |
| **Year 5** | * Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.
* Use the negative form, possessives and connectives.
* Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
 | Do the children understand and use the alphabet to assist in correct spelling?Do the children understand what a fully conjugated verb looks like?Do the children understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities? | * Language angels PowerPoint resources
 |
| **Year 6** | * Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.
* Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
 | Do the children understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities? | * Language angels PowerPoint resources
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| **By the end of KS2 pupils will:*** By the end of Key Stage 2, the children will have an understanding of basic grammar. They will have an understanding of the patterns of the language and how these are similar or different to English.
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| **Vocabulary** |
| Year 3 | **Core Vocabulary - Phonetics** | **I’m learning French** | **Ancient Britain** | **Animals** | **Little Red Riding Hood** | **Fruits** |
| Standalone lessons (to be taught at appropriate times in the year). **Core Vocabulary**Days of the weeklundi = Mondaymardi = Tuesdaymercredi = Wednesdayjeudi = Thursdayvendredi = Fridaysamedi = Saturdaydimanche = SundayMonths of the YearJanvier = JanuaryFévrier = FebruaryMars = MarchAvril = AprilMai = MayJuin = JuneJuillet = JulyAoût = AugustSeptembre = SeptemberOctobre = OctoberNovembre = NovemberDécembre = DecemberJoyeux Noël le gui - mistletoe le cadeau - present la neige - snowle sapin de Noël - Christmas tree le renne - reindeer les cloches - bells la bougie - candle le Père Noël - Father Christmas le bonhomme de neige - Snowman le traineau - sleigh | Pronunciation of French alphabetFour main French accentsThe acute (é) (upward) accent The grave (è) (downward) accentThe cedilla (ç) accent The circumflex (â) (hat) accentFive main French letter stringsFour main French nasal patterns | Bonjour, ça va? = Hello, how are you?Ça va bien = I am fineÇa va mal = I am not very wellComme ci, comme ça = So, so!Au revoir = GoodbyeComment tu t’appelles? = What is your name?Je m’appelle... = My name is…rouge = redbleu = bluejaune = yellowvert = greennoir = blackblanc = whitegris = greyorange = orangeviolet = purplemarron = brownUn = OneDeux = TwoTrois = ThreeQuatre = FourCinq = FiveSix = SixSept = SevenHuit = EightNeuf = NineDix = Ten | L’âge de la pierre = the stone ageL’âge du bronze = the bronze ageL’âge du fer = the iron ageLa période des Romains = the Roman periodLa période des Anglo-Saxons = the Anglo-Saxon periodLa période des Vikings = the Viking periodJe suis… = I amJe suis un homme de l’âge de la pierre = I am a man from the stone ageJe suis une femme de l’âge de la pierre = I am a woman from the stone ageJe suis un homme de l’âge du bronze = I am a man from the bronze ageJe suis une femme de l’âge du bronze = I am a woman from the bronze ageJe suis un homme de l’âge du fer = I am a man from the iron ageJe suis une femme de l’âge du fer = I am a woman from the iron ageJ’ai… = I have…Un silex = a flintUne hache = an axeUne épée = a swordJ’habite … = I live …J’habite dans… = I live in…Une grotte = a caveUne cabane = a hut / shelterUne maison ronde = a round house | Un lion = a lionUn oiseau = a birdUn lapin = a rabbitUn cheval = a horseUn mouton = a sheepUn singe = a monkeyUn canard = a duckUn cochon = a pigUne souris = a mouseUne vache = a cowJe suis = I amDevine qui je suis = guess who I am | La grand-mère (the grandmother)Le loup (the wolf)Le bûcheron (the woodcutter)Petit Chaperon Rouge (Little Red Riding Hood)La forêt (the forest)Les parents (the parents)Des gâteaux (some cakes)La maison (the house)Le corps = the bodyLa tête = the headLa bouche = the mouthLe nez = the noseLes oreilles = the earsLes yeux = the eyes (plural) (NB: L’œil = the eye (singular)Les pieds = the feetLes genoux = the kneesLes épaules = the shouldersLe bras = the arm (used in rabbit puppet exercise) | Les fruits = The fruitsUne pomme = An appleUne fraise = A strawberryUne pêche = A peachUne banane = A bananaUne cerise = A cherryUne orange = An orangeUne prune = A plumUne poire = A pearUn kiwi = A kiwiUn abricot = An abricotLes fruits = the fruitsLes pommes = the applesLes fraises = the strawberriesLes pêches = the peachesLes bananes = the bananasLes cerises = the cherriesLes oranges = the orangesLes prunes = the plumsLes poires = the pearsLes abricots = the abricotsLes kiwis = the kiwis | J’aime… = I like…Oui = YesNon = NoExamples:J’aime les pommes. = I like apples.J’aime les abricots. = I like apricots.Je n’aime pas … = I do not like…Challenge:Est-ce que tu aimes…? = Do you like…?Oui, j’aime… = Yes, I like…Non, je n’aime pas... = No, I do not like… |
| **Or Musical Instruments** |
| La trompette = the trumpetLa clarinette = the clarinetLa batterie = the drumLa guitare = the guitarLa flûte à bec = the recorderLa harpe = the harpLe piano = the pianoLe triangle = the triangleLe violon = the violinLes cymbales = the cymbalsJe joue (du, de la, des) = I play |
| **Or I Can** |
| Danser = to danceChanter = to singCuisiner = to cookManger = to eatRegarder = to watchSauter = to jump | Écrire = to writeÉcouter = to listenBoire = to drinkParler = to talkje peux = I can |

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| **Vocabulary** |
| Year 4 | **Presenting myself** | **Family** | **Habitats (intermediate) or My Home** | **At the Café**  | **The Classroom** | **Goldilocks** |
| Un = OneDeux = Two Trois = ThreeQuatre = FourCinq = FiveSix = SixSept = SevenHuit = EightNeuf = NineDix = Tenonze = elevendouze = twelvetreize = thirteenquatorze = fourteenquinze = fifteenseize = sixteendix-sept = seventeendix-huit = eighteendix-neuf = nineteenvingt = twentyQuel âge as-tu? = How old are you?J’ai …… ans = I am ...... years oldOù habites tu? = Where do you live?J’habite à ... = I live in …Bonjour, ça va? = Hello, how are you?Ça va bien = I am fineÇa va mal = I am not very wellComme ci, comme ça = So, so!Au revoir = Goodbye | La mère = the mother Le père = the fatherLa soeur = the sister Le frère = the brotherLa grand-mère = the grandmother Le grand-père = the grandfatherLa tante = the aunty L’oncle = the unclePlural NounsLes parents = the parentsLes grandparents = the grand-parentsAs-tu un frère? = Do you have a brother?As –tu une soeur? = Do you have a sister?Oui j’ai un frère = Yes I have a brotherOui j’ai une soeur = Yes I have a sisterOui j’ai deux frères = Yes I have two brothersOui j’ai deux soeurs = Yes I have two sistersNon je suis fils unique = No I am an only sonNon je suis fille unique = No I am an only daughter | Dix = 10Vingt = 20Trente = 30Quarante = 40Cinquante = 50Soixante = 60Soixante-dix = 70Quatre-vingts = 80Quatre-vingt-dix = 90Cent = 100Ma soeur = My sisterMa mère = My motherMa grand-mère = My grandmotherMes soeurs = My sistersMes grands-parents = My grandparentsMes parents = My parentsMes frères = My brothersExtension vocabulary:Mon fils = My sonMon mari = My husbandMon oncle = My uncleMon cousin = My male cousinMon neveu = My nephewMa tante = My auntyMa cousine = My female cousinMa nièce = My nieceMa fille = My daughterMa femme = My wife | Les habitats = The habitats Le Groenland = The GreenlandLes animaux et les plantes ont besoin de/d' = The animals and the plants need.. Le chameau = The camelUn abri = Shelter Le lapin = The rabbitLa nourriture = Food L’ours blanc = The polar bearL’air = Air Le singe araignée = The spider monkeyLe soleil = Sun Le requin = The sharkL'eau = Water Habite = (he/she/it) livesLa forêt tropicale = The tropical rain forest Habitent = (they) liveLa prairie = The meadow Dans = InL’océan = The ocean Les algues = The seaweedLe désert = The desert Les grands arbres = The tall treesL’Arctique = The Artic Les buissons = The bushes...est un habitat dans... = ...is a habitat in… Les cactus = The cactusLe Sahara = The Sahara Les plantes résistantes = The hardy plantsL’Amazonie = The Amazonia Pousse = (He/she/it) growsLe parc national South Downs = The South Downs national park Poussent = (They) growL’Océan Pacifique = The Pacific Ocean | Où habites-tu? = Where do you live?J’habite dans … = I live in...Une maison = A houseUn appartement = An apartmentEn ville = In townÀ la campagne = In the countrysideÀ la montagne = In the mountainsAu bord de la mer = By the seaDans un village = In a villageChez moi il y a... = In my home there is… /there are…Une cuisine = A kitchenUne salle à manger = A dining roomUne salle de bains = A bathroomUne chambre = A bedroomUne buanderie = A utility roomEt = AndUn sous-sol = A basementUn bureau = An office / a studyUn salon = A living roomUn garage = A garageUn jardin = a gardenChez moi il y a… = In my home there is… / there are…Chez moi il n’y a pas de… = In my home there is not… / thereare no…Et = andMais = butJe m’appelle… = My name is…J’ai … ans = I am … years oldJ’habite dans… = I live in…Chez moi il y a... = In my home there is… / thereare…Chez moi il n’y a pas de… = In my home there is not… /there are no… | Un jus d’orange = an orange juiceUn café = a black coffeeUn café au lait = a white coffeeUn thé au citron = a lemon teaUn thé au lait = a tea with milkUn chocolat chaud = a hot chocolateUn croissant = a croissantDu beurre = some butterDu pain = some breadDe la confiture = some jamDes biscottes = some melba toastDes céréales = some cerealJe prends.../Je voudrais... = I would like...S’il vous plaît = PleaseUne omelette au jambon = a ham omeletteUne crêpe à la confiture = a crêpe with jamUn sandwich au fromage = a cheese sandwichUn croque-monsieur = a toasted cheese and ham sandwichUn coca-cola = a cokeUn orangina = an oranginaDes frites = some fries/chipsL’addition s’il vous plaît = the bill please | Un bâton de colle = a glue stickUn livre = a reading bookUn cahier = an exercise bookUn crayon = a pencilUn taille crayon = a pencil sharpenerUn stylo = a pen Une calculatrice = a calculatorUne règle = a rulerUne gomme = a rubber / eraserUne trousse = a pencil caseDes ciseaux = scissorsJ’ai = I have…..Je n’ai pas de = I have not got / I do not have….E.g. J’ai un stylo = I have a pen Je n’ai pas de stylo = I do not have a penDans ma trousse j’ai... = In my pencil case I have…Dans ma trousse je n’ai pas de... = In my pencil case I do not haveÉcoutez = listenÉcrivez = writeRépétez = repeatLevez la main = raise your handDemandez = askPensez = thinkLisez = readSilence = silenceFermez vos cahiers = close your booksOuvrez vos cahiers = open your books | Boucle D'Or et les troisOurs = Goldilocks and the three bearsLa moyenne chaise = The medium chair Mou = Soft Boucle D'or = Goldilocks La petite chaise = The small chairLe grand bol était tropsalé. = The large bowl was toosaltyPapa ours = Father bear Le grand lit = The big bedLe moyen bol était tropsucré. = The medium bowl was too sweetMaman ours = Mother bear Le moyen lit = The medium bedLe petit bol était justecomme il faut.= The small bowl was just rightBébé ours = Baby bear Le petit lit = The small bedLa grande chaise était tropgrande.= The big chair was too tall/highUne maison = A house Sucré= SweetLa moyenne chaise étaittrop basse. = The medium chair was tooshortUne forêt = A forest Salé = SaltyLa petite chaise était justecomme il faut. = The small chair was just rightLe grand bol = The big bowl Grand = Tall/high Le grand lit était trop dur. = The big bed was too hardLe moyen bol = The medium bowl Basse= LowLe moyen lit était tropmou. = The medium bed was too softLe petit bol = The small bowl Dur = HardLe petit lit était juste comme il faut. = The small bed was justrightLa grande chaise = The big chair |