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. | |
|  | **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 resources  Songs  Rhymes  French 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 resources  Range of different texts  Stories  Songs  French 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 resources  Vocabulary cards/displays  Stories  Fairy tales  Songs  Listening 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 resources  Vocabulary cards/display  Stories |
| **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. | | | |
|  | **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 |
| **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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| **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. | | | | |
|  | **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 |
| **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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| **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. | | | |
|  | **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 |
| **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 week  lundi = Monday  mardi = Tuesday  mercredi = Wednesday  jeudi = Thursday  vendredi = Friday  samedi = Saturday  dimanche = Sunday  Months of the Year  Janvier = January  Février = February  Mars = March  Avril = April  Mai = May  Juin = June  Juillet = July  Août = August  Septembre = September  Octobre = October  Novembre = November  Décembre = December  Joyeux Noël  le gui - mistletoe  le cadeau - present  la neige - snow  le 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 alphabet  Four main French accents  The acute (é) (upward) accent The grave (è) (downward) accent  The cedilla (ç) accent  The circumflex (â) (hat) accent  Five main French letter strings  Four main French nasal patterns | Bonjour, ça va? = Hello, how are you?  Ça va bien = I am fine  Ça va mal = I am not very well  Comme ci, comme ça = So, so!  Au revoir = Goodbye  Comment tu t’appelles? = What is your name?  Je m’appelle... = My name is…  rouge = red  bleu = blue  jaune = yellow  vert = green  noir = black  blanc = white  gris = grey  orange = orange  violet = purple  marron = brown  Un = One  Deux = Two  Trois = Three  Quatre = Four  Cinq = Five  Six = Six  Sept = Seven  Huit = Eight  Neuf = Nine  Dix = Ten | L’âge de la pierre = the stone age  L’âge du bronze = the bronze age  L’âge du fer = the iron age  La période des Romains = the Roman period  La période des Anglo-Saxons = the Anglo-Saxon period  La période des Vikings = the Viking period  Je suis… = I am  Je suis un homme de l’âge de la pierre = I am a man from the stone age  Je suis une femme de l’âge de la pierre = I am a woman from the stone age  Je suis un homme de l’âge du bronze = I am a man from the bronze age  Je suis une femme de l’âge du bronze = I am a woman from the bronze age  Je suis un homme de l’âge du fer = I am a man from the iron age  Je suis une femme de l’âge du fer = I am a woman from the iron age  J’ai… = I have…  Un silex = a flint  Une hache = an axe  Une épée = a sword  J’habite … = I live …  J’habite dans… = I live in…  Une grotte = a cave  Une cabane = a hut / shelter  Une maison ronde = a round house | | Un lion = a lion  Un oiseau = a bird  Un lapin = a rabbit  Un cheval = a horse  Un mouton = a sheep  Un singe = a monkey  Un canard = a duck  Un cochon = a pig  Une souris = a mouse  Une vache = a cow  Je suis = I am  Devine 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 body  La tête = the head  La bouche = the mouth  Le nez = the nose  Les oreilles = the ears  Les yeux = the eyes (plural) (NB: L’œil = the eye (singular)  Les pieds = the feet  Les genoux = the knees  Les épaules = the shoulders  Le bras = the arm (used in rabbit puppet exercise) | Les fruits = The fruits  Une pomme = An apple  Une fraise = A strawberry  Une pêche = A peach  Une banane = A banana  Une cerise = A cherry  Une orange = An orange  Une prune = A plum  Une poire = A pear  Un kiwi = A kiwi  Un abricot = An abricot  Les fruits = the fruits  Les pommes = the apples  Les fraises = the strawberries  Les pêches = the peaches  Les bananes = the bananas  Les cerises = the cherries  Les oranges = the oranges  Les prunes = the plums  Les poires = the pears  Les abricots = the abricots  Les kiwis = the kiwis | J’aime… = I like…  Oui = Yes  Non = No  Examples:  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 trumpet  La clarinette = the clarinet  La batterie = the drum  La guitare = the guitar  La flûte à bec = the recorder  La harpe = the harp  Le piano = the piano  Le triangle = the triangle  Le violon = the violin  Les cymbales = the cymbals  Je joue (du, de la, des) = I play | |
| **Or I Can** | |
| Danser = to dance  Chanter = to sing  Cuisiner = to cook  Manger = to eat  Regarder = to watch  Sauter = to jump | Écrire = to write  Écouter = to listen  Boire = to drink  Parler = to talk  je 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 = One  Deux = Two Trois = Three  Quatre = Four  Cinq = Five  Six = Six  Sept = Seven  Huit = Eight  Neuf = Nine  Dix = Ten  onze = eleven  douze = twelve  treize = thirteen  quatorze = fourteen  quinze = fifteen  seize = sixteen  dix-sept = seventeen  dix-huit = eighteen  dix-neuf = nineteen  vingt = twenty  Quel âge as-tu? = How old are you?  J’ai …… ans = I am ...... years old  Où habites tu? = Where do you live?  J’habite à ... = I live in …  Bonjour, ça va? = Hello, how are you?  Ça va bien = I am fine  Ça va mal = I am not very well  Comme ci, comme ça = So, so!  Au revoir = Goodbye | La mère = the mother Le père = the father  La soeur = the sister  Le frère = the brother  La grand-mère = the grandmother  Le grand-père = the grandfather  La tante = the aunty  L’oncle = the uncle  Plural Nouns  Les parents = the parents  Les grandparents = the grand-parents  As-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 brother  Oui j’ai une soeur = Yes I have a sister  Oui j’ai deux frères = Yes I have two brothers  Oui j’ai deux soeurs = Yes I have two sisters  Non je suis fils unique = No I am an only son  Non je suis fille unique = No I am an only daughter | Dix = 10  Vingt = 20  Trente = 30  Quarante = 40  Cinquante = 50  Soixante = 60  Soixante-dix = 70  Quatre-vingts = 80  Quatre-vingt-dix = 90  Cent = 100  Ma soeur = My sister  Ma mère = My mother  Ma grand-mère = My grandmother  Mes soeurs = My sisters  Mes grands-parents = My grandparents  Mes parents = My parents  Mes frères = My brothers  Extension vocabulary:  Mon fils = My son  Mon mari = My husband  Mon oncle = My uncle  Mon cousin = My male cousin  Mon neveu = My nephew  Ma tante = My aunty  Ma cousine = My female cousin  Ma nièce = My niece  Ma fille = My daughter  Ma femme = My wife | Les habitats = The habitats Le Groenland = The Greenland  Les animaux et les plantes ont besoin de/d' = The animals and the plants need..  Le chameau = The camel  Un abri = Shelter  Le lapin = The rabbit  La nourriture = Food  L’ours blanc = The polar bear  L’air = Air  Le singe araignée = The spider monkey  Le soleil = Sun  Le requin = The shark  L'eau = Water  Habite = (he/she/it) lives  La forêt tropicale = The tropical rain forest  Habitent = (they) live  La prairie = The meadow  Dans = In  L’océan = The ocean  Les algues = The seaweed  Le désert = The desert  Les grands arbres = The tall trees  L’Arctique = The Artic  Les buissons = The bushes  ...est un habitat dans... = ...is a habitat in…  Les cactus = The cactus  Le Sahara = The Sahara  Les plantes résistantes = The hardy plants  L’Amazonie = The Amazonia  Pousse = (He/she/it) grows  Le parc national South Downs = The South Downs national park  Poussent = (They) grow  L’Océan Pacifique = The Pacific Ocean | Où habites-tu? = Where do you live?  J’habite dans … = I live in...  Une maison = A house  Un appartement = An apartment  En ville = In town  À la campagne = In the countryside  À la montagne = In the mountains  Au bord de la mer = By the sea  Dans un village = In a village  Chez moi il y a... = In my home there is… /  there are…  Une cuisine = A kitchen  Une salle à manger = A dining room  Une salle de bains = A bathroom  Une chambre = A bedroom  Une buanderie = A utility room  Et = And  Un sous-sol = A basement  Un bureau = An office / a study  Un salon = A living room  Un garage = A garage  Un jardin = a garden  Chez 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… / there  are no…  Et = and  Mais = but  Je m’appelle… = My name is…  J’ai … ans = I am … years old  J’habite dans… = I live in…  Chez 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… /  there are no… | Un jus d’orange = an orange juice  Un café = a black coffee  Un café au lait = a white coffee  Un thé au citron = a lemon tea  Un thé au lait = a tea with milk  Un chocolat chaud = a hot chocolate  Un croissant = a croissant  Du beurre = some butter  Du pain = some bread  De la confiture = some jam  Des biscottes = some melba toast  Des céréales = some cereal  Je prends.../Je voudrais... = I would like...  S’il vous plaît = Please  Une omelette au jambon = a ham omelette  Une crêpe à la confiture = a crêpe with jam  Un sandwich au fromage = a cheese sandwich  Un croque-monsieur = a toasted cheese and ham  sandwich  Un coca-cola = a coke  Un orangina = an orangina  Des frites = some fries/chips  L’addition s’il vous plaît = the bill please | Un bâton de colle = a glue stick  Un livre = a reading book  Un cahier = an exercise book  Un crayon = a pencil  Un taille crayon = a pencil sharpener  Un stylo = a pen Une calculatrice = a calculator  Une règle = a ruler  Une gomme = a rubber / eraser  Une trousse = a pencil case  Des ciseaux = scissors  J’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 pen  Dans 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 have  Écoutez = listen  Écrivez = write  Répétez = repeat  Levez la main = raise your hand  Demandez = ask  Pensez = think  Lisez = read  Silence = silence  Fermez vos cahiers = close your books  Ouvrez vos cahiers = open your books | Boucle D'Or et les trois  Ours = Goldilocks and the three bears  La moyenne chaise = The medium chair  Mou = Soft  Boucle D'or = Goldilocks  La petite chaise = The small chair  Le grand bol était trop  salé. = The large bowl was too  salty  Papa ours = Father bear  Le grand lit = The big bed  Le moyen bol était trop  sucré. = The medium bowl was too sweet  Maman ours = Mother bear Le moyen lit = The medium bed  Le petit bol était juste  comme il faut.= The small bowl was just right  Bébé ours = Baby bear  Le petit lit = The small bed  La grande chaise était trop  grande.= The big chair was too tall/high  Une maison = A house  Sucré= Sweet  La moyenne chaise était  trop basse. = The medium chair was tooshort  Une forêt = A forest  Salé = Salty  La petite chaise était juste  comme il faut. = The small chair was just right  Le grand bol = The big bowl Grand = Tall/high  Le grand lit était trop dur. = The big bed was too hard  Le moyen bol = The medium bowl  Basse= Low  Le moyen lit était trop  mou. = The medium bed was too soft  Le petit bol = The small bowl Dur = Hard  Le petit lit était juste comme il faut. = The small bed was just  right  La grande chaise = The big chair |