



Languages – French

Progression of Knowledge and Skills

'You live a new life for every language you speak. If you only know one language, you only live once.'

Czech proverb

We believe that for our children, learning an additional language will provide them with a curiosity and an openness to other cultures. We want to deepen their understanding of the world around them. Our curriculum aim will ensure that the children can understand and respond to spoken and written language from a variety of authentic sources. We will ensure the children are speaking with confidence and fluency through discussion and asking questions. By learning French, our children will have the foundation for learning further languages, equipping pupils to study and work in other countries. It will also enhance the cultural understanding of how people live and communicate in other countries and communities.


We currently teach our French curriculum with a sequence of lessons that derive from a clear progression of knowledge and skills from Year 3 to Year 6. Classes will not necessarily have a scheduled French lesson each week but will be taught French within a mixture of immersion weeks, termly focuses and weekly songs, stories and media.


To enhance our curriculum, the combination of music and repetition of French nursery rhymes, provide a memorable opportunity for our children to listen to spoken French and show understanding by joining in and responding. We therefore learn and sing a new French song throughout the term in KS2. This we hope, will instil a passion and enthusiasm for learning French. The children also have the opportunity to watch French films with subtitles which enable children to pick up some of the accents, tones and patterns of French speech. We also have access to a variety of well-known children's books such as 'The Hungry Caterpillar' and 'The Gruffalo' in French which further enables children to explore story language in French.


This approach to our curriculum ensure that our children have regular exposure to a new language in a relaxed fun approach that builds confidence and develops a curiosity and desire to learn. In Year 5 and 6 lessons are more regular and formal to ensure that by the time they leave us they have developed the skills and knowledge required for the National Curriculum programme of study.





| | Listening | Listen attentively to spoken language and show understanding by joining in and responding | Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words |
|----------------|------------------|--|--|
| Otters | Year 3 | Responding to single words & short phrases e.g. greetings, numbers <ul style="list-style-type: none">• Following classroom instructions• Pointing to objects and repeating a sequence | Listening and joining in with rhymes, e.g. puppets and songs e.g. numbers <ul style="list-style-type: none">• Beginning to identify vowel sounds and combinations e.g. colours• Listening and noticing rhyming words e.g. travel song |
| | Year 4 | Identifying items by colour adjective <ul style="list-style-type: none">• Listening and selecting information e.g. weather, points of compass• Decoding vocabulary e.g. Shopping items | Joining in with songs and noticing patterns in sounds e.g. days of week <ul style="list-style-type: none">• Noticing and beginning to predict word patterns and spellings e.g. numbers |
| Badgers | Year 5 | Gisting information from an extended text e.g. solar system <ul style="list-style-type: none">• Listening and following the sequence of an unfamiliar story | Matching unknown written words as they hear new vocabulary e.g. body parts <ul style="list-style-type: none">• Recognising common spelling patterns and blends and select words by sound |
| | Year 6 | Indicating the position of objects from a descriptive paragraph <ul style="list-style-type: none">• Understanding phrases to describe, e.g. route to school• Recognising present and future tense sentences | Recalling and performing an extended song or rhyme <ul style="list-style-type: none">• Making increasingly accurate attempts to read unfamiliar words and phrases |

|  | Speaking | 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 simple writing |
|---|----------|---|---|
| Otters | Year 3 | Asking simple questions e.g. feelings, asking if you have something, how many • Saying if you have or don't have something | Using short phrases to give information e.g. it is ..., age • Beginning to adapt phrases from a known rhyme/song e.g. travel |
| | Year 4 | • Asking and giving personal information e.g. birthdays • Asking and giving an opinion e.g. Music • Conversational phrases e.g. ordering food | • Using a model to form a spoken sentence e.g. Café • Speaking in full sentences using known vocabulary e.g. weather, temperature |
| Badgers | Year 5 | Forming a question in order to ask for information e.g. family • Presenting factual information in extended sentences including justification e.g. planets | Rehearsing and recycling extended sentences orally e.g. running dictation • Planning and presenting a short descriptive text e.g. family |
| | Year 6 | Expressing and justifying an opinion e.g. sport • Planning and asking extended questions e.g. rooms in the house • Engaging in purposeful dialogue e.g. buying a ticket | Planning and presenting a short text e.g. description of route to school • Modifying, expressing and comparing opinions |

|  | Speaking | 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 | Describe people, places and things and actions orally and in writing |
|---|----------|--|---|--|
| Otters | Year 3 | <ul style="list-style-type: none"> • Listening and repeating key phonemes with care e.g. playground games, colours • Repeating short phrases accurately, including liaison of final consonant before vowel | <ul style="list-style-type: none"> • Introduce yourself with simple phrases e.g. name, age | Recognising and using adjectives e.g. colour, size |
| | Year 4 | <ul style="list-style-type: none"> • Comparing sounds and spelling patterns with English • Practising speaking with a partner | Planning and performing a short presentation e.g. weather report | Using appropriate adjectives e.g. to describe someone's appearance or character |
| Badgers | Year 5 | Using intonation and gesture to differentiate between statements and questions <ul style="list-style-type: none"> • Making realistic attempts at pronunciation of new, unknown vocabulary | Adapting a story and retelling to the class e.g. A week in the life | Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family <ul style="list-style-type: none"> • Using language of comparison e.g. planets |
| | Year 6 | <ul style="list-style-type: none"> • Discussing strategies for remembering and applying pronunciation rules • Speaking and reading aloud with increasing confidence and accuracy | <ul style="list-style-type: none"> • Responding to questions orally, including giving and justifying opinions e.g. Sport | Recognising and using a wide range of descriptive phrases e.g. town, sightseeing |

|  | Reading | Read carefully and show understanding of words, phrases and simple writing | Speak in sentences, using familiar vocabulary, phrases and simple writing | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |
|--|----------------|---|--|--|
| Otters | Year 3 | Recognising some familiar words in written form e.g. numbers, colours, transport | Reading aloud a familiar sentence, rhyme or poem | Beginning to develop dictionary skills, e.g. alphabetical animals • Recognising cognates and near cognates |
| | Year 4 | Noticing and discussing cognates e.g. café | Following a short familiar text, listening and reading at the same time | • Understanding how to use a bilingual dictionary • Making comparisons of word order in French and English |
| Badgers | Year 5 | <ul style="list-style-type: none"> • Recognising features of different text types e.g. recipe, scientific text • Using a range of strategies to decode new vocabulary | Reading and adapting a range of different format short texts e.g. Monsieur Mangetout | <ul style="list-style-type: none"> • Using contextual clues and cues to make predictions about meanings e.g. fact file, recipe • Recognising key information within a text |
| | Year 6 | <ul style="list-style-type: none"> • Reading and understanding the main points and some detail from a short written passage e.g. football • Reading short, authentic texts for enjoyment or information e.g. Olympics | Reading and responding to e.g. an extract from a story, an e-mail message or song | Beginning to recognise different verb form endings • Using a bilingual dictionary to select alternative vocabulary for sentence building e.g. description of a town |

|  | Writing | Write phrases from memory, and adapt these to create new sentences to express ideas clearly | Use familiar vocabulary in phrases and simple writing | Describe people, places and things and actions orally and in writing |
|---|---------|---|--|--|
| Otters | Year 3 | Recalling and writing simple words from memory e.g. colours, numbers | Experimenting with simple writing, copying with accuracy e.g. classroom signs | Recognising and using adjectives e.g. colour, size |
| | Year 4 | <ul style="list-style-type: none"> • Selecting and writing short words and phrases e.g. food menu | <ul style="list-style-type: none"> • Making short phrases or sentences using word cards | <ul style="list-style-type: none"> • Using adapted phrases to describe someone's outfit, appearance or character |
| Badgers | Year 5 | <ul style="list-style-type: none"> • Making a short text using word and phrase cards • Completing a gapped text with key words/ phrases, e.g. planets | <ul style="list-style-type: none"> • Making short phrases or sentences using a model | <ul style="list-style-type: none"> • Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family • Using language of metaphor and comparison e.g. planets |
| | Year 6 | <ul style="list-style-type: none"> • Choosing words, phrases and sentences and writing as a text or captions • Using a bilingual dictionary to check the spelling of familiar words | <ul style="list-style-type: none"> • Constructing a short text on a familiar topic | <ul style="list-style-type: none"> • Using a wide range of descriptive phrases e.g. town, sightseeing • Recognising and using verbs in different tenses |

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|---|----------------|--|
|  | Grammar | 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 to build sentences and how these differ from or are similar to English |
| Otters | Year 3 | Beginning to recognise gender of nouns, definite and indefinite article <ul style="list-style-type: none"> • Identifying plurals of nouns • Recognising placement of adjectives, compared with English • Beginning to understand that verbs have patterns • Noticing the negative form |
| | Year 4 | Using pronouns he/ she <ul style="list-style-type: none"> • Recognising and applying rules for placement and agreement of adjectives • Using indefinite article in the plural 'some' • Recognising and using possessive adjective 'my' • Beginning to use regular singular verb endings (I/he/she) • Recognising and using the negative form |
| Badgers | Year 5 | Applying rules for adjectives to new vocabulary <ul style="list-style-type: none"> • Recognising and using the partitive article 'some of' • Using comparative language • Exploring verbs in infinitive form and recognising them in the dictionary • Recognising and applying verb endings for present regular 'er' verbs • Memorising key verb patterns for 'have' and 'be' |
| | Year 6 | Identifying word classes within a sentence <ul style="list-style-type: none"> • Understanding how word order differs between French and English • Learning and using some common irregular verbs, e.g. 'to make', 'to go' • Recognising and beginning to form some verbs in future tense |

|  | Intercultural Understanding | Provide an opening to other cultures. Foster curiosity and deepen understanding of the world. |
|---|------------------------------------|--|
| Otters | Year 3 | Recognising that different languages are spoken in the community/world <ul style="list-style-type: none"> • Naming the capital of France and some other countries where French is spoken • Knowing that some of the great artists that come from France • Appreciating and imitating the works of Matisse |
| | Year 4 | Recognising landmarks of Paris e.g. Louvre <ul style="list-style-type: none"> • Comparing birthday celebrations in France and UK • Discovering some of the major cities of France • Comparing shops and high streets of France and UK • Recognising and using the Euro currency |
| Badgers | Year 5 | Identifying and locating other countries in the world where French is spoken <ul style="list-style-type: none"> • Comparing geographical features and climates of different French-speaking countries |
| | Year 6 | Discovering and researching some French international football players <ul style="list-style-type: none"> • Planning a journey to and around France |



French Songs and stories for our children to learn



Alouette

Alouette, gentille Alouette
Alouette je te plumerai
Alouette, gentille Alouette
Alouette je te plumerai
Je te plumerai la tête
Je te plumerai la tête
Et la tête, et la tête
Alouette, Alouette
O-o-o-o-h
Alouette, gentille Alouette
Alouette je te plumerai



Gestures:

Je fais le tour de mon jardin – (Draw a line around your face)

Je descends l'escalier – (Walk down along the nose)

J'appuie sur la sonnette – (Press on your nose)

Bonjour papa – (Press on one cheek)

Bonjour maman – (Press on the other cheek)

Je m'essuie les pieds sur le paillason – (Brush back and forth below your nose)

Et je rentre dans la maison – (Open your mouth)

Et je donne un tour de clé. – (Close your mouth and pretend you are turning a key).

La chenille qui fait des trous



Il était une fois une petite chenille, qui avait très faim.

Lundi, elle a mangé une pomme, mais elle avait encore faim !

Mardi, elle a mangé deux poires, mais elle avait encore faim !

Mercredi, elle a mangé trois prunes, mais elle avait encore faim !

Jeudi, elle a mangé quatre fraises, mais elle avait encore faim !

Vendredi, elle a mangé cinq oranges, mais elle avait encore faim !

Samedi, elle a mangé un gâteau, une glace, un concombre, du fromage et du saucisson....une sucette, une tarte, du salami, un

petit gâteau, et une pastèque.....

Le soir, elle avait mal au ventre !

Dimanche elle a mangé une feuille verte.

Elle a fait un cocon.

La petite chenille est devenue un joli papillon!