



HAREWOOD JUNIOR SCHOOL KEY SKILLS, KNOWLEDGE AND UNDERSTANDING

French

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- 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*
- read carefully and show understanding of words, phrases and simple writing

- 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
- 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
- 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

	Year 3	Year 4	Year 5	Year 6
Phonetical knowledge and understanding	Begin to use the phonic mat and CUDDLE method to recognize and pronounce tricky sounds	Use the phonic mat and CUDDLE method, with support, to recognize and pronounce tricky sounds	Use the phonic mat and CUDDLE method to recognize and pronounce tricky sounds	Use the phonic mat and CUDDLE method to recognize and pronounce tricky sounds
	Match sound to written word/recognise some familiar words in written form			
	Imitate pronunciation of new vocabulary			
Grammar, syntax and sentence construction	Begin to recognize that nouns are either masculine, feminine or plural	Understand that all nouns have a gender	Know that nouns are either masculine, feminine or plural	Know that nouns are either masculine, feminine or plural
	Know and use Verb – est (is) Connective – et (and)	Know and use: Verb – avoir (to have): J’ai – I have Je n’ai pas de – I haven’t Il/Elle est – He/She is Connectives: Et, aussi	Know and use possessive article with nouns: Mon, ma	Understand the formation of a basic negative sentence. Je n’ai pas de
			Revision of connectives: et, mais, aussi	
Vocabulary	Count from 0-20	Count from 20-31	Count numbers 0-50	Know and use weather expressions: Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige
	Write the numbers 0-20	Write 20-31	Write numbers 0-50	Write two or more sentences describing the weather in each season in French (En automne, en hiver, au printemps, en ete Extension Normalement, en general)
	Know the colours: Rouge, bleu, blanc, noir, vert, jaune,	Know the parts of the body:	Members of the family: Le père, la mère, le frère,	Know and use clothing vocabulary:

	orange, rose gris, violet, marron	Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles,	la soeur, le grand-père, la grand-mère, Ask and answer questions about family members	Un pantalon, un short, un pull, une jupe, un chapeau, un tee-shirt des chaussures, des chaussettes, un sweat etc
	Know days of the week	Know the parts of the body: la jambe, le pied, le ventre, la main, le bras		Recap of family members (link Y7) Le père, la mère, le frère, la soeur, le grand-père, la grand-mère Il s'appelle; il a x ans; il est; il habite à, Sympa, intelligent, amusant Sportif/sportive, Beau/belle, Très, assez
	Know months of the year	Know zoo animals: Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin	Un croissant, un pain au chocolat, un chocolat chaud, un jus d'orange, tu veux...?, je voudrais	
		Know adjectives: grand, petit, gros, long, pointu and position in the sentence	Months of the year janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre (revision from Y3)	
Conversation	Ask Greetings: Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal	Know and use opinion phrases - J'adore, j'aime, je n'aime pas Tu aimes...?	Use: Il s'appelle; il a x ans; il est; il habite à, Sympa, intelligent, amusant Sportif/sportive, Beau/belle, Très, assez in a short conversation.	Link vocabulary of weather and clothing to listen to, speak and write sentences: Eg En hiver, je porte un manteau
	Respond to greetings: Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal		Ask how to say something in French	Recap of expressing opinions from Y3, Y4, Y5: J'aime, Je n'aime pas

			Comment dit-on... en français?	Justifying opinions: Je n'aime pas le rouge C'est + adjective
	Listen to and follow simple commands: Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence		Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate	Understand key details from a short, spoken passage
	Ask for and give name: Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle		Listen to and begin to understand a native speaker expressing likes and dislikes	Ask for repetition/ clarification in French: Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français?
	Participate in short exchange e.g greetings		Be able to say where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre	
Formalities of French	Copy French words correctly	Write simple words and phrases following a model		
		Become familiar with layout of French/English dictionary	Find words in an English/French dictionary	Use an English/French dictionary
Revision	Recall key vocabulary and structures learned during the year	Recall key vocabulary and structures learned during the year	Recall key vocabulary and structures learned during the year	Recall key vocabulary and structures learned during the year
Knowledge of France and its cultures as well as	Identify position of France on a world map and know the capital city	Be able to name some famous landmarks, main rivers and key towns in France	Understand that French is spoken in many countries throughout the world	
			Appreciate similarities and differences between Easter in France and England. Use a website to research and then present information.	