

### **Purpose:**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality French education should foster pupils' curiosity and deepen their understanding of the world. The teaching will 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 will 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**

Our French curriculum 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.

At Great Casterton/Empingham CE Primary School we use the Kapow scheme of work to support our teaching and learning of French. The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages.

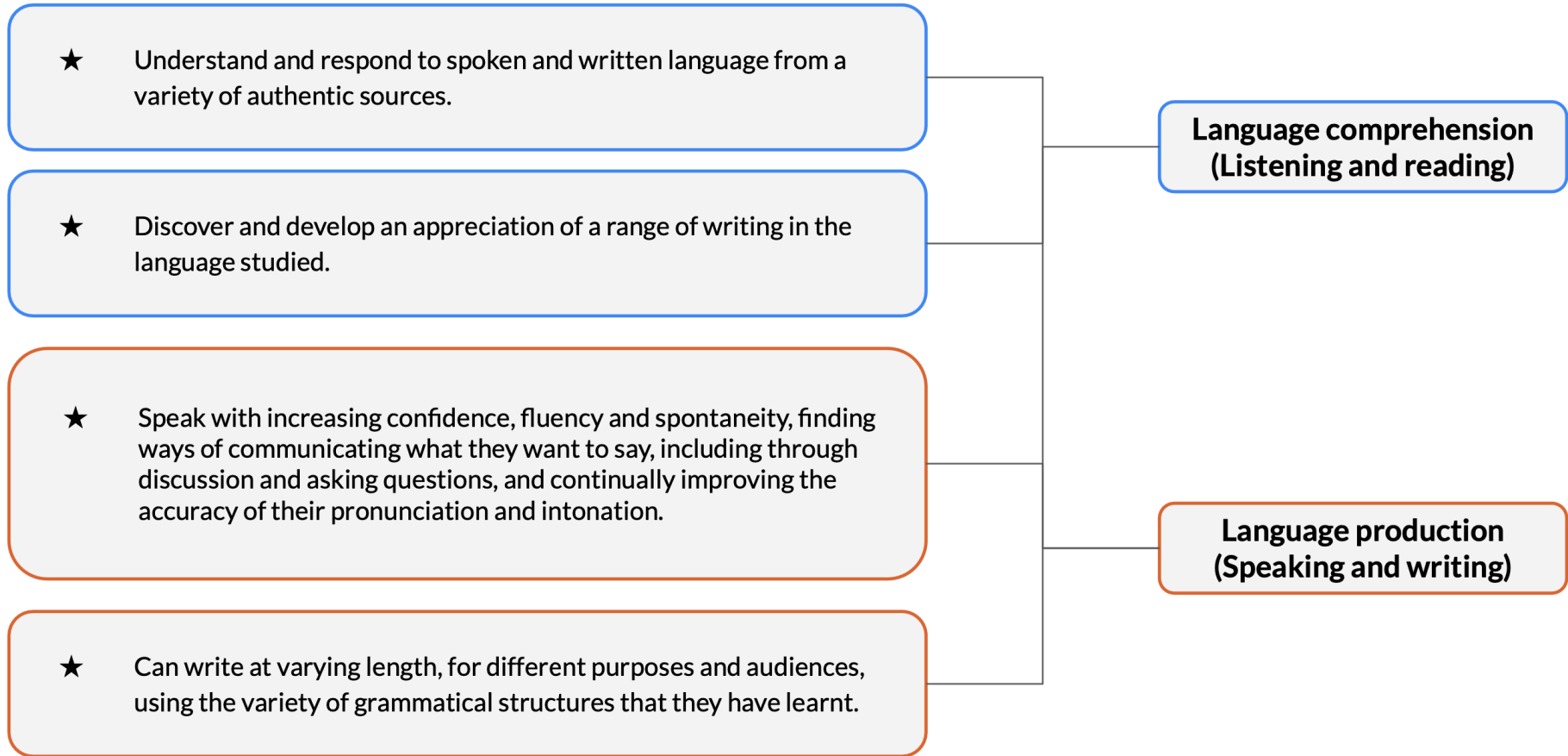
### National curriculum aims

- ★ Understand and respond to spoken and written language from a variety of authentic sources.
- ★ Discover and develop an appreciation of a range of writing in the language studied.
- ★ 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.

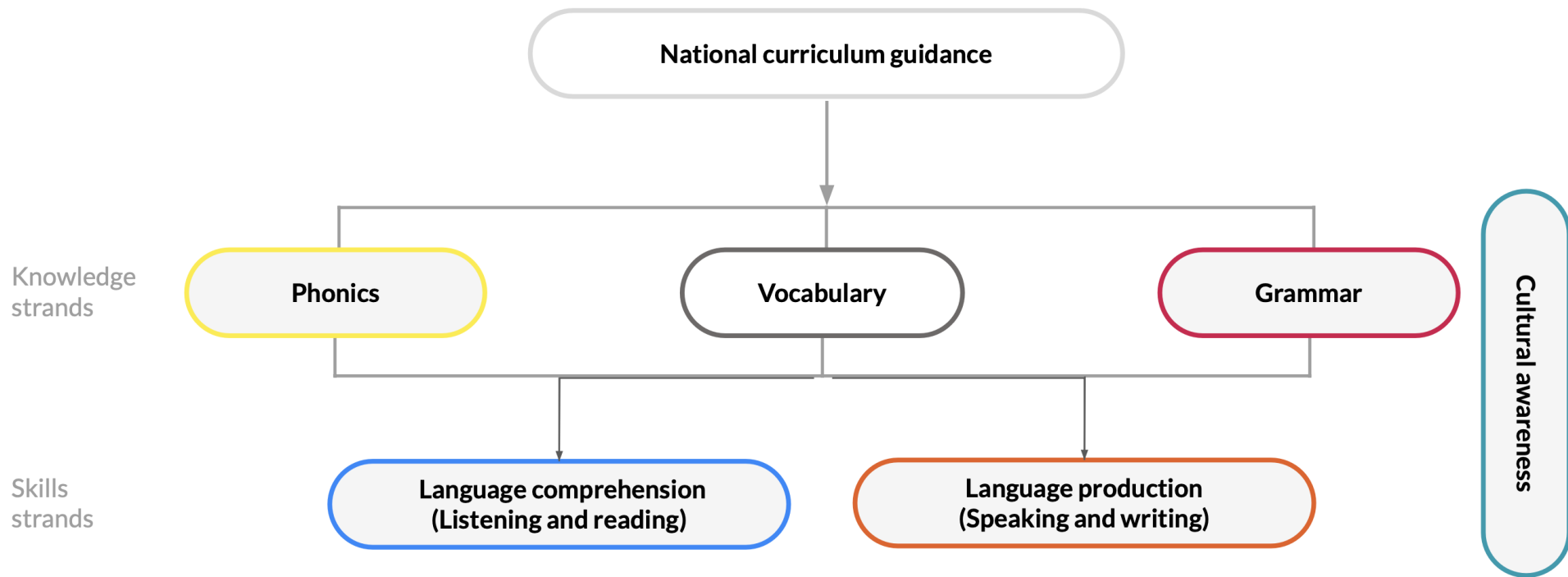
### Skills strands

**Language comprehension  
(Listening and reading)**

**Language production  
(Speaking and writing)**



From the Ofsted research review series: languages, we have identified three knowledge strands or ‘pillars’. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum. Throughout the units of work, children will also be developing their **Cultural awareness** of France and the French-speaking world.



### Knowledge strands - Phonics, Vocabulary and Grammar

Our French curriculum aims to provide pupils with a firm foundation of language learning. We have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the ‘3 pillars of progression’:

Phonics	Vocabulary	Grammar
<p>A comprehensive French phonics programme has been embedded into our French curriculum ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.</p> <p>‘Mouth mechanics’ pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.</p>	<p>As the Ofsted research review recommended, our French curriculum systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for pupils to revisit previously-learned vocabulary in different contexts.</p> <p>This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorising these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.</p>	<p>Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of our French curriculum.</p> <p>Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organised to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.</p>

## Oracy

**Through our French curriculum, pupils have opportunities to develop their oracy skills by:**

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in French.
- Explicitly considering the role of syntax in communication in French and reflecting on the differences with English to deepen understanding.
- Role-playing as French speakers to practice conversational skills.
- Questioning and responding to each other in French to build communication skills.
- Interpreting the speech of native French speakers, learning to gist and summarise meaning.
- Listening to native French speakers and peers to enhance listening skills.
- Collaborating in groups and turn-taking during conversations.

## A spiral curriculum

Our French curriculum has been designed as a spiral curriculum with the following key principles in mind:

**Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again

**Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth

**Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again

Long Term Plans:

Year 3		
<p><b>Unit 1:</b>  <b><u>French Greetings with puppets:</u></b>  <i>Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.</i>  <a href="#">Lesson 1: To greet someone and introduce yourself</a>  <a href="#">Lesson 2: To use the correct French greeting for the time of day</a>  <a href="#">Lesson 3: To ask and answer a question about feelings in French</a>  <a href="#">Lesson 4: To perform a finger rhyme in French</a></p>	<p><b>Unit 2:</b>  <b><u>French adjectives of colour, size and shape:</u></b>  <i>Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.</i>  <a href="#">Lesson 1: To recognise and name colour words</a>  <a href="#">Lesson 2: To describe shapes by their colour</a>  <a href="#">Lesson 3: To describe shapes by their size and colour</a>  <a href="#">Lesson 4: To understand and recognise what are cognates</a>  <a href="#">Lesson 5: To follow instructions in French</a></p>	<p><b>Unit 3:</b>  <b><u>Playground games – numbers and age:</u></b>  <i>Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by playing counting and traditional French games.</i>  <a href="#">Lesson 1: To count from 1-6 in French</a>  <a href="#">Lesson 2: To count beyond 6 in French</a>  <a href="#">Lesson 3: To use number words to give more information about ourselves</a>  <a href="#">Lesson 4: To recognise the numbers 1-12 written in French</a>  <a href="#">Lesson 5: To use number words 1-12 when playing playground games</a></p>
Year 4		
<p><b>Unit 1:</b>  <b><u>Portraits – Describing in French</u></b>  <i>Learning adjectives for describing people’s physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</i>  <a href="#">Lesson 1: Portraits – getting French adjectives to agree</a>  <a href="#">Lesson 2: Simple description in French</a>  <a href="#">Lesson 3: Describing people in French</a>  <a href="#">Lesson 4: Describing personality traits in French</a>  <a href="#">Lesson 5: Writing portraits of friends in French</a></p>	<p><b>Unit 2:</b>  <b><u>Birthday celebrations:</u></b>  <i>Learning: the numbers 1-31, the days of the week, months of the year, dates and seasons through maths, songs and class surveys. Researching the dates of French festivals.</i>  <a href="#">Lesson 1: To use numbers 1-31 in French</a>  <a href="#">Lesson 2: To say days of the week in French</a>  <a href="#">Lesson 3: To recognise the months of the year in French</a>  <a href="#">Lesson 4: To select vocabulary to discuss the date in French</a></p>	<p><b>Unit 3:</b>  <b><u>French food – Miam, miam!</u></b>  <i>Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.</i>  <a href="#">Lesson 1: Ordering food and drink in a French café</a>  <a href="#">Lesson 2: Managing money in French</a>  <a href="#">Lesson 3: French shops</a></p>

	<a href="#">Lesson 5: To compare similarities and differences between traditional birthday celebrations on France and England</a>	<a href="#">Lesson 4: French food</a> <a href="#">Lesson 5: French food - le menu</a>
--	---	--

**Year 5**

<p><b>Unit 1:</b>  <u>Shopping in France:</u>  <i>Learning to construct high numbers, developing food-related vocabulary, building on understanding of sentence structures, questions and phrases.</i></p> <p><a href="#">Lesson 1: To build numbers and prices confidently in French</a>  <a href="#">Lesson 2: To name different foods in French and notice patterns in sounds</a>  <a href="#">Lesson 3: To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience</a>  <a href="#">Lesson 4: To be able to use vocabulary to describe a quantity of different food nouns</a>  <a href="#">Lesson 5: To be able to explore and understand an authentic French text.</a></p>	<p><b>Unit 2:</b>  <u>Verbs in a week:</u>  <i>Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.</i></p> <p><a href="#">Lesson 1: To recognise that verbs take different forms</a>  <a href="#">Lesson 2: To begin to recognise some regular verbs in present tense</a>  <a href="#">Lesson 3: To Recognise that verbs take different forms.</a>  <a href="#">Lesson 4: To know that some verbs do not follow regular patterns</a>  <a href="#">Lesson 5: To build and deliver a short presentation choosing and using a range of action verbs</a></p>	<p><b>Unit 3:</b>  <u>Meet my French family:</u>  <i>Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.</i></p> <p><a href="#">Lesson 1: To recognise and use phrases to say if I have a brother or sister</a>  <a href="#">Lesson 2: To be able to name different family members on a family tree</a>  <a href="#">Lesson 3: To be able to build descriptive sentences into a short paragraph</a>  <a href="#">Lesson 4: To be able to understand and express opinions</a>  <a href="#">Lesson 5: To plan and prepare a short presentation about my family</a></p>
---	--	--

**Year 6**

<p><b>Unit 1:</b>  <u>French Sport and the Olympics</u>  <i>Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.</i></p>	<p><b>Unit 2:</b>  <u>In my French house:</u>  <i>Describing a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.</i></p>	<p><b>Unit 3:</b>  <u>Visiting a French town:</u>  <i>Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.</i></p>
---	--	---

<p><u>Lesson 1: To express playing a sport using the correct verb</u>  <u>Lesson 2: To express sporting preferences using an opinion verb, a second verb and an adjective</u>  <u>Lesson 3: To express travel plans using the verb aller</u>  <u>Lesson 4: To create sentences for a sports diary including opinion verbs, second verbs and adjectives</u>  <u>Lesson 5: To create a description using familiar language, a wide range of vocabulary and grammatical structures</u></p>	<p><u>Lesson 1: To describe houses in French</u>  <u>Lesson 2: To write a description of a house in French</u>  <u>Lesson 3: To use prepositions to describe the position of items in the bedroom</u>  <u>Lesson 4: To use prepositions to describe the positions of objects in the bedroom</u>  <u>Lesson 5: To write a letter describing my home.</u></p>	<p><u>Lesson 1: To create a description of my route to school</u>  <u>Lesson 2: To begin to understand, ask for and speak directions to places in a town</u>  <u>Lesson 3: To learn about travel to France through role play</u>  <u>Lesson 4: To express and justify an opinion on where to visit in a town</u>  <u>Lesson 5: To analyse a text and identify key grammatical features</u></p>
---	---	--

## Progression of Knowledge and skills:

Language Comprehension (Listening and Reading)		
National Curriculum	Year 3/4	Year 5/6
Listen attentively to spoken language and show understanding by joining in and responding.	Knows how to listen and respond to single words, short phrases and full sentences.	Knows how to Listen and infer information from audio passages using language detective skills.
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	Knows how to listen to and notice rhyming words when joining in with songs. Begins to notice common spelling patterns.	Independently identifies rhyming words and spelling patterns when joining in with songs. Begins to predict spelling patterns.
Appreciate stories, songs, poems and rhymes in the language.	Reads aloud some words from simple songs, stories and rhymes. Follows a short text or rhyme, listening and reading at the same time.	Reads short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	Recognises some familiar French words in written form. Begins to understand and notice cognates and near cognates. Beginning to explore various language detective strategies.	Knows how to Identify and extract key information in a range of authentic texts.  Reads and uses language detective skills to assess meaning including context, text type and sentence structure.

<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Knows how to use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Knows how to use visual and contextual clues and cues to gist and make predictions about meanings.</p>	<p>Knows how to confidently use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Knows how to use a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Knows how to use further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.</p>
---	--	--

Language production (speaking and writing)		
National Curriculum	Year 3/4	Year 5/6
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Knows how to form simple statements with information including the negative.</p> <p>Practices speaking with a partner.</p> <p>Knows how to recognise, ask, and answer simple questions.</p> <p>Beginning to form opinion phrases.</p> <p>Knows how to use a variety of conversational phrases.</p>	<p>Knows how to use conversational phrases for purposeful dialogue.</p> <p>Knows how to ask and answer more complex questions.</p> <p>Knows how to extend sentences to justify a fact or opinion.</p>
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Knows how to use short phrases to give information.</p> <p>Knows how to recognise, repeat and adapt phrases from rhymes and songs.</p> <p>Knows how to use a model to form a spoken sentence.</p>	<p>Knows how to rehearse and extended sentences orally.</p> <p>Knows how to speak in full sentences using known vocabulary.</p> <p>Knows how to plan and give a short oral presentation.</p> <p>Knows how to modify, express and compare opinions.</p>
<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Listens and repeats key phonemes with care.</p> <p>Recognises that sounds and spelling patterns can be different from English.</p> <p>Recognises how intonation and gesture are used to differentiate between statements and questions.</p>	<p>Recognises key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Knows how to use intonation and gesture to differentiate between statements and questions.</p>

	<p>Knows how to discuss strategies for remembering and applying pronunciation rules.</p> <p>Builds confidence by repeating short phrases with increasing accuracy.</p>	<p>Knows how to formulate their own strategies to remember and apply pronunciation rules.</p> <p>Speaks and reads aloud with increasing confidence and fluency.</p>
Present ideas and information orally to a range of audiences.	<p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short role-play, song or story.</p>	<p>Knows how to create and present a dialogue or role-play.</p> <p>Gives a presentation drawing upon learning from a number of previous topics.</p>
Write phrases from memory and adapt these to create new sentences to express ideas clearly.	<p>Knows how to select and write simple words and short phrases, some from memory.</p>	<p>Knows how to adapt model sentences to express different ideas.</p> <p>Knows how to use existing knowledge of vocabulary and phrases to create new sentences.</p>
Use familiar vocabulary in phrases and simple writing.	<p>Knows how to make short phrases or sentences using word cards, knowledge organisers and cloze exercises.</p>	<p>Knows how to write a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Knows how to construct a short text on a familiar topic.</p>
Describe people, places and things and actions orally and in writing.	<p>Knows how to use different adjectives with a singular noun, with correct positioning and agreement.</p> <p>Knows how to choose appropriate adjectives from a range of adjectives.</p>	<p>Knows how to select the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Knows how to use adapted phrases to describe an object, person or place.</p> <p>Knows how to generate the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Knows how to use a wide range of descriptive words and phrases independently.</p>

Phonics		
National Curriculum	Year 3/4	Year 5/6
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et.</b></p>	<p>To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent <b>é</b>, grave accent <b>è</b> and <b>ç</b> cedilla.</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p>

	<p>To recognise that some letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é à, â</b></p> <p>To know that a <b>ç</b> cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the <b>t</b> is silent in salut, comment, petit and vert. The <b>e</b> at the end of m'appelle; the <b>s</b> at the end of t'appelles and pas are silent, as is the <b>d</b> in grand.</p> <p>To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced.</p>	<p>To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g <b>est-ce que</b> at the beginning of a statement, or by inverting the subject and verb: <b>quel genre de musique aimes-tu ?</b></p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p>
--	--	--

Vocabulary				
National Curriculum	Year 3			
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<p><b>je</b> tu bonjour bonsoir bonne nuit je m'appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir c'est Comment tu t'appelles ? Ça va/Comment ça va ?</p> <p><b>grand</b> <b>petit</b> <b>rouge</b></p>	<p>I you hello good evening good night my name is I am fine I am very well so so I am not ok I am really not ok goodbye it is What is your name? How are you? ( informal/formal).</p> <p>Big small <b>red</b> <b>blue</b></p>	<p><b>Combien ?</b> <b>Tu as quel âge ?</b> <b>un</b> <b>deux</b> <b>trois</b> <b>quatre</b> <b>cinq</b> <b>six</b> <b>sept</b> <b>huit</b> <b>neuf</b> <b>dix</b> <b>onze</b> <b>douze</b> <b>plus</b> <b>moins</b> <b>et font/égale</b></p> <p><b>la tomate</b> <b>la pomme</b></p>	<p>How many/much? How old are you? <b>one</b> <b>two</b> <b>three</b> <b>four</b> <b>five</b> <b>six</b> <b>seven</b> <b>eight</b> <b>nine</b> <b>ten</b> <b>eleven</b> <b>twelve</b> <b>plus</b> <b>minus</b> <b>and</b> <b>Equals ( in Maths)</b></p> <p>tomato</p>

	<p><b>blue</b> <b>jaune</b> <b>vert</b> <b>blanc</b> <b>noir</b> <b>orange</b> <b>violet</b> <b>rose</b> <b>brun</b></p> <p><b>un cercle</b> <b>un carré</b> <b>un rectangle un triangle</b></p>	<p><b>yellow</b> <b>green</b> <b>white</b> <b>black</b> <b>orange</b> <b>purple</b> <b>pink</b> <b>brown</b></p> <p>a circle a square a rectangle a triangle</p>	<p><b>la fraise</b> <b>le melon</b> <b>le citron</b> <b>l'orange</b> <b>aujourd'hui</b> <b>demain</b> <b>hier</b> <b>lundi</b> <b>mardi</b> <b>mercredi</b> <b>jeudi</b> <b>vendredi</b> <b>samedi</b> <b>dimanche</b></p> <p><b>j'aime</b> <b>je n'aime pas</b> <b>je voudrais</b> <b>ça fait</b> <b>s'il vous plaît</b></p>	<p>apple strawberry melon lemon orange today tomorrow yesterday Monday Tuesday Wednesday Thursday Friday Saturday Sunday I like I do not like I would like that costs please</p>
<b>Year 4</b>				
	<p><b>Bonjour</b> <b>Bonsoir</b> <b>Bonne nuit</b> <b>Salut</b> <b>Je m'appelle</b></p> <p><b>ça va</b></p> <p><b>ça va bien</b></p> <p><b>ça va très bien</b></p> <p><b>ça ne va pas</b></p> <p><b>ça va mal</b></p>	<p>Hello Good evening Goodnight Hi My name is</p> <p>I am ok</p> <p>I am fine</p> <p>I am very well</p> <p>I am not ok</p> <p>I am really not ok</p> <p>How are you?</p>	<p><b>c'est</b> <b>bleu(e)</b> <b>énorme</b> <b>grand(e)</b> <b>jaune</b> <b>minuscule</b> <b>petit(e)</b> <b>orange</b> <b>rose</b> <b>rouge</b> <b>vert</b> <b>violet</b> <b>un lion</b> <b>un tigre</b> <b>un serpent</b> <b>un éléphant</b> <b>une grenouille</b></p>	<p>it is blue huge big yellow tiny small orange pink red green purple a lion a tiger a snake an elephant a frog</p>

	<p><b>ça va ?</b></p> <p><b>Comment tu t'appelles ?</b></p> <p><b>le jour</b> <b>la semaine</b> <b>hier</b> <b>demain</b> <b>aujourd'hui</b> <b>les mois</b> <b>je voudrais</b></p> <p><b>C'est quand ton anniversaire ?</b></p> <p><b>Mon anniversaire c'est le ...</b></p> <p><b>Quelle est la date aujourd'hui ?</b></p> <p><b>lundi</b> <b>mardi</b> <b>mercredi</b> <b>jeudi</b> <b>vendredi</b> <b>samedi</b> <b>dimanche</b></p>	<p>What is your name?</p> <p>the day the week yesterday tomorrow today the months I would like</p> <p>When is your birthday?</p> <p>My birthday is on the...</p> <p>What is the date today?</p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p> <p><b>numbers 13-31 months of the year</b></p>	<p><b>une licorne</b> <b>une girafe</b></p> <p>un/une</p> <p><b>le menu</b> <b>une boisson</b> <b>une entrée</b> <b>un plat principal</b> <b>l'addition</b></p> <p><b>s'il vous plaît</b> <b>ça fait ...</b></p> <p><b>le serveur / la serveuse</b> <b>un billet</b> <b>une pièce de monnaie</b></p> <p><b>Vous désirez ?</b></p>	<p>a unicorn a giraffe</p> <p>a/an/one</p> <p>menu drink</p> <p>starter main dish the bill</p> <p>please it comes to... ( amount)</p> <p>waiter/waitress a banknote a coin</p> <p>What would you like?</p> <p>Names of different shops and eateries</p> <p><b>nouns for foods and drinks</b></p>
<b>Year 5</b>				
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<p><b>il/elle a</b></p> <p><b>les cheveux</b> <b>les yeux</b></p> <p><b>il/elle est</b></p>	<p>he/she has</p> <p>hair eyes</p> <p>he/she is</p>	<p><b>Quel temps fait-il aujourd'hui?</b></p> <p><b>il fait beau</b> <b>il fait mauvais</b> <b>il fait chaud</b></p>	<p>What is the weather like today?</p> <p>it is good weather it is bad weather it is hot weather</p>

	<p><b>poli(e)</b> <b>fort(e)</b> <b>travailleur/travailleuse</b> <b>sportif/sportive</b></p> <p><b>j'ai un frère</b> <b>j'ai une sœur</b> <b>je n'ai pas de</b> <b>je suis fils(masc)/fille</b> <b>(fem) unique</b></p> <p><b>son anniversaire c'est</b> <b>le ...</b></p> <p><b>j'adore</b></p>	<p>polite strong hard working sporty</p> <p><b>colour adjectives in masculine, feminine and plural forms</b></p> <p>I have a brother I have a sister I do not have I am an only child</p> <p>his/her birthday is on the ...</p> <p>I love</p> <p><b>names of family members names of fruits</b></p>	<p><b>il fait froid</b> <b>il pleut</b> <b>il neige</b> <b>il y a du soleil</b> <b>il y a du vent</b> <b>il y a des nuages dans</b> <b>le nord</b> <b>l'est</b> <b>le sud</b> <b>l'ouest</b></p> <p><b>Quel temps fait-il aujourd'hui?</b></p> <p><b>la plage</b> <b>les montagnes</b> <b>il/elle va</b> <b>nous allons</b> <b>vous allez</b> <b>ils/elles vont</b> <b>Je vais aller</b> <b>au/en/aux</b></p> <p><b>rester</b> <b>faire</b> <b>Quand/où/pourquoi</b> <b>vas-tu en vacances ?</b> <b>En été ou en hiver ?</b> <b>Quel temps va-t-il faire ?</b> <b>Que vas-tu faire ?</b> <b>Qu'est-ce qu'il y a dans ta valise ?</b></p>	<p>it is cold weather it is raining it is snowing it is sunny it is windy it is cloudy in the north the east the south the west</p> <p>What is the weather like today?</p> <p><b>the beach</b> <b>the mountains</b> he/she goes we go you go (formal/group) they go (masc or mixed group/fem) I am going to go to (masc/fem/plural)</p> <p>to stay to do/make When/where/where are you going on holiday? In summer or in winter? What will the weather be? What are you going to do? What is in your suitcase?</p>
<b>National Curriculum</b>	<b>Year 6</b>			
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<b>en/à</b>	By (referring to transport)	chanter courir	<b>To sing</b> <b>To run</b>

	<p><b>je vais en/à ...</b></p> <p><b>puis</b></p> <p><b>Tu vas où ?</b></p> <p><b>Tu vas comment ?</b></p> <p><b>Il y a combien de ... ?</b></p> <p><b>Comment tu vas à l'école ?</b></p> <p><b>J'habite dans un appartement</b>  <b>une maison jumelée</b>  <b>une maison mitoyenne</b>  <b>la cuisine</b>  <b>le salon</b>  <b>la chambre</b>  <b>la salle de bain</b>  <b>au rez-de-chaussée</b>  <b>au premier étage</b>  <b>le lit</b>  <b>le bureau</b>  <b>la chaise</b>  <b>les livres</b>  <b>les jouets</b>  <b>les étagères</b></p> <p><b>Il y a prepositions</b></p>	<p>I go by...</p> <p>then</p> <p>Where are you going?</p> <p>How are you going?</p> <p>How many ... are there?</p> <p>How do you go to school?</p> <p><b>Colour adjectives</b>  <b>Names in French of French-speaking countries and places</b></p> <p>I live in  an apartment  a semi-detached house  a terraced house  the kitchen  the living room  the bedroom  the bathroom  on the ground floor  on the first floor  the bed  the desk  the chair  the books  the toys  the shelves</p>	<p>danser  dormir  écrire  jouer  lire  manger  nager  aimer  avoir  être</p> <p><b>Opinion verbs</b></p> <p>Dans ma ville  le parc  le marché  le musée  le zoo  le théâtre  le cinéma  la piscine  la bibliothèque  est  devant  derrière  à côté de  entre  en face de  près de  loin de</p> <p><b>il y a</b>  <b>il n'y a pas d'/de</b></p>	<p><b>To dance</b>  <b>To sleep</b>  <b>To write</b>  <b>To play</b>  <b>To read</b>  <b>To eat</b>  <b>To swim</b>  <b>To like</b>  <b>To have</b>  <b>To be</b></p> <p>In my town  the park  the market  the museum  the zoo  the theatre  the cinema  the swimming pool  the library  is  in front of  behind  next to  between  opposite  near to  far from</p> <p>there is/are there is/are no</p>
--	--	--	---	---

Grammar		
National Curriculum	Year 3/4	Year 5/6
<p><b>Feminine and masculine forms:</b></p> <p><b>Nouns</b> (including articles, pronouns and plural formation)</p>	<p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article <b>un</b> or <b>une</b>.</p> <p>To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des <b>ciseaux</b>.</p> <p>To know that the pronoun <b>ça</b> means 'it'.</p> <p>To know that the pronoun <b>y</b> means 'there'.</p> <p>To know that the preposition <b>à</b> can be contracted with a definite article to indicate a place: <b>au/à la/aux</b>.</p> <p>To know the equivalents for the word 'the' in French : <b>le/la/l'/les</b> and 'a/an/some' : <b>un, une, des</b>.</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.</p>	<p>To know that there are compound nouns in French e.g. <b>mon grand-père, mes grand-parents</b>.</p> <p>To know whether to use the pronouns <b>il</b> 'he' or <b>elle</b> 'she' when describing someone.</p>
<p><b>Feminine and masculine forms:</b></p> <p><b>Adjectives</b> (position and agreement)</p>	<p>To know that most adjectives are placed after the noun in French.</p> <p>To know that adjectives of size such as <b>petit</b> and <b>grand</b> are placed before the noun.</p> <p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: <b>rouge</b>; that some do not change in feminine or plural forms: <b>marron, orange</b>.</p>	<p>To know that adjectives must agree with the gender and number of the noun being described.</p> <p>To know that I can compare nouns by placing <b>plus/ moins</b> and <b>que</b> around the adjective of comparison.</p> <p>To know that partitive articles describe where something is placed: le livre est <b>à côté du</b> stylo.</p> <p>To know a range of prepositions to describe the position of objects or places.</p>

	<p>To know that some adjectives are irregular in the feminine and/or plural forms: <b>violet</b> (masc)-<b>violette</b> (fem); <b>blanc</b>(masc)-<b>blanche</b>(fem), <b>heureux-heureuse</b>.</p> <p>To know that possessive adjectives <b>mon/ma/mes</b> must agree with the gender and number of the noun they describe,</p>	
<p><b>Verbs (including conjugation and negation)</b></p>	<p>To know that there are high frequency verbs <b>s'appeler, avoir, être</b> and <b>aller</b> which are used to formulate and answer questions.</p> <p>To know that <b>je/j', tu</b> and <b>vous</b> are subject pronouns.</p> <p>To know that <b>c'est</b> means "it is" and is used to describe what something is.</p> <p>To know that <b>il y a</b> is used to say 'there is/are.'</p> <p>To know that placing <b>ne...pas</b> around the verb makes it negative: <b>ne + verb + pas</b>.</p> <p>To know that the verb <b>aimer</b> is used to express an opinion, including with the negative form <b>ne ... pas</b>.</p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and/or third person of the verbs <b>avoir</b> (to have) and <b>être</b> (to be).</p>	<p>To know all subject pronouns in French and that <b>je</b> contracts to <b>j'</b> when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (<b>er/ir/re</b>) determine the pattern for how the verb is conjugated.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb <b>avoir</b> (to have) is used, not the verb <i>to be</i> as in English.  <b>J'ai</b> dix ans - I am ten years old.  <b>Il a</b> faim - He is hungry.</p> <p>To know that some verbs are irregular.</p> <p>To know that compound sentences join two simple sentences together using connectives such as <b>et</b> and <b>mais</b>.</p> <p>To know that <b>ne</b> is contracted to <b>n'</b> when followed by a vowel: <b>je n'ai pas faim</b> or <b>y: il n'y a pas de bus</b>.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, such as <b>avoir</b> (to have) and <b>être</b> (to be) and <b>aller</b> (to go).</p> <p>To know how to form the first, second and third person of the verbs <b>avoir</b> (to have) and <b>être</b> (to be).</p> <p>To conjugate the verbs <b>aller, jouer</b> and <b>faire</b>.</p>

		<p>To know that we use the verb <b>jouer</b> (to play) with some sports and <b>faire</b> (to do) with other sports.</p> <p>To know that, for regular verbs, the formal imperative verb (<b>tu</b>) is formed by removing the <b>pronoun</b> vous and just keeping the -ez form of the verb e.g. tournez !</p> <p>To know that <b>venir de</b> + the infinitive of the second verb indicates a recent action: <b>je viens de finir</b> - I have just finished, or a place of origin.</p>
<p>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</p>	<p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that we can use conjunctions such as <b>et</b> (and), <b>mais</b> (but) and <b>puis</b> (then) to join phrases/clauses.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le <b>train</b>, le <b>taxi</b>.</p> <p>To know that accents in French can change the sound of a letter.</p> <p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know that basic sentence structure English and French have the same pattern: subject + verb + object.</p> <p>To know that you can make a statement into a question simply by changing the intonation of your voice in French.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>	<p>To know that there is no possessive apostrophe in French.</p> <p>To say 'my father' s sister in French would be the sister of my father: <b>la sœur de mon père</b>.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: <b>les chips</b> - crisps, les <b>baskets</b>- trainers.</p> <p>To know that <b>en</b> is usually used as a preposition when the mode of transport is something you get into e.g. <b>en voiture</b> whereas <b>à</b> is usually used when you are not getting into a form of transport e.g. <b>à pied</b> which means 'on foot'.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p> <p>To know that <b>parce que</b> and/or <b>car</b> (because) can be used to extend a sentence and give a justification.</p>



## Monksmoor Park French Curriculum

