



Waterville Primary School Progression of Skills and Vocabulary in French

Year
4

KS2 National Curriculum – Expectations

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.

Overview of teaching and learning approach

Throughout the SOW there are opportunities to introduce and practise appropriate French vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in French, to explore and build a secure understanding of French phonics, and to find out more about the culture of French countries. There is access to native speaker pronunciation in every lesson.

Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.

Language learning skills and links between languages and literacy are explored age and stage appropriately.

Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.

CORE SKILLS - STAGE 2

Revisiting and developing language learning skills as “language detectives.”

Listening	Speaking	Reading	Writing	Grammar
<p>Can listen, understand and respond <u>to a range of familiar spoken phrases</u> and is able to listen for specific words and phrases.</p>	<p><u>Can ask and answer simple questions and give basic information.</u></p> <p>Can pronounce familiar words and some new words accurately.</p> <p><i>*Example on website*</i></p>	<p>Can recognise and read out <u>a few familiar words</u> and phrases.</p> <p>Can match sounds to familiar written words.</p>	<p>Can <u>spell some familiar written words and phrases accurately</u> and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Understand the concept of <u>gender and which article (definite or indefinite) to use with different nouns.</u></p> <p><u>Introduce and use the negative form.</u></p>

Topic AUTUMN 1	Vocabulary	Phonics	Grammar	Culture
<p> Welcome to School School environment. School building Super Learners Numbers 11-20 **REVISIT** Personal information questions and answers, days of week, numbers, colours, sound spelling links, classroom commands </p>	<p> L'école – the school, la cour de récréation – the playground, la cantine – the dinner hall, la salle des profs – the staffroom. la salle informatique – the ICT room, les toilettes – the toilets, le bureau du directeur – the headteacher’s office (man) le bureau de la directrice – the headteacher’s office (woman), la salle de classe- the classroom, un sac à dos – the rucksack, un crayon- the pencil, un stylo- the pen, un livre- the book, un taille de crayon-pencil sharpener, une gomme- the eraser, une table- the table, une chaise- the chair une règle- the ruler, des ciseaux- some scissors, des crayons de couleurs- some coloured pencils, de la colle – some glue </p> <p> Dans la salle de class il y a... - in the classroom there is/are... </p> <p> C'est quel jour? – What's the day? </p>	<p> Sound Spelling Exploration Silent letters: “t”, “p” </p> <p> Pronunciation of letters: “x”, “é”, “h” </p> <p> Sound- spelling: ze /ngt/ ze/ ez/on </p> <p> “sty” “aille” “eau” “as” </p>	<p> Masculine and feminine singular nouns. </p> <p> To say “I have” in French we use “j’ai” (I have). </p> <p> To say the negative (I have not) we use “je n’ai pas... </p> <p> Revisit and extend understanding of nouns and how to use these in simple sentences about classroom objects. </p>	<p> Compare school life in France and England. </p>

Topic AUTUMN 2	Vocabulary	Phonics	Grammar	Culture
<p>Bonfire Night Understand/explore a simple poem.</p> <p>Explore French shops in town and make comparisons with own town.</p> <p>Ask where a place is.</p> <p>Shopping for presents.</p>	<p>All the words below are part of verbs: <i>Regardez – look, Ecoutez – listen, Répétez – repeat, Levez-vous - stand up, Asseyez-vous - sit down, Comptez avec moi - count with me Chantez avec moi – sing with me, Trouvez moi - find me, Montrez moi - show me</i></p> <p>Le café- the café, Le cinéma- the cinema Le restaurant – the restaurant Le supermarché- the supermarket Le stade – the stadium, La boucherie- the butchers, La boulangerie- the bakers La pâtisserie- the cake shop, La pharmacie- the chemist, L'école – the school, le poissonerie – the fish shop, la librairie – the book shop, la parfumerie – the perfume shop, la fleuriste – the florists, la papeterie – the stationery shop, le magasin de jouets – the toy shop, le magasin de chaussures – the shoe shop.</p> <p>Où est....?- Where is? Voici - Here is</p> <p>Chausseurs – shoes, fleurs – flowers, jouets – toys, livres – books, papier – paper, parfum – perfume Ou vais-je? – Where do I go?</p>	<p>Sound Spelling Exploration Silent letters: t/e/</p> <p>Sound- spelling: ou/on/eu/oi/ an/ch/ez</p> <p>“ez” “é” “ous”</p> <p>“ie” “ou” “oi” “est</p>	<p>Classify masculine and feminine singular nouns.</p> <p>When a noun begins with a vowel and it is being used with “le” or “la”, then the vowel at the end of “le” or “la” is replaced with an apostrophe e.g. l' école</p>	<p>In English we have borrowed some French nouns for places in town e.g. cafe, cinema, restaurant</p>

Topic SPRING 1	Vocabulary	Phonics	Grammar	Culture
<p>Epiphany</p> <p>Alien Family Tree Members of a family. Introduction to the alien family and pets.</p> <p>Practise asking and giving a name.</p> <p>Faces Face part nouns used to describe a face.</p>	<p>La galette des rois – special cake. les rois mages – the 3 kings, Le papa –the dad Le frère – the brother Le bébé – the baby Le grand- père – the grandad La maman - the mum La soeur – the sister La grand-mère- the grandma La famille- the family Qui es- tu? – Who are you? Je suis – I am Qui suis-je? Who am I? J’ai ...ans – I am ...years old</p> <p>le nez – the nose la bouche- the mouth la tête- the head les cheveux- the hair les yeux – the eyes les oreilles- the ears antennes - antennae J’ai.... – I have ... Je suis... - I am...</p> <p>Question and Answer Bank De quelle couleur est? – What colour is ...? De quelle couleur sont....? What colour are....? <u>La bouche</u> est - The mouth is..... <u>Les oreilles</u> sont The ears are.....</p>	<p>Sound Spelling Exploration Silent letters: t/s</p> <p>Pronunciation of letters: “é”/ “è”/ “ç”</p> <p>Sound- spelling: an/oi/ille/qui/ai/suis/eux/ez</p> <p>“é” sont che</p>	<p>Explore position of adjectives.</p> <p>Use of bilingual dictionaries to find adjectives.</p> <p>There are two words for “the” in French with singular nouns. These words are “le” and “la” There is only one word for “the” with French plural nouns and this is “les”.</p> <p>Practice French nouns in masculine and feminine, singular and plural.</p> <p>Explore plural nouns with adjectives.</p> <p>Practise/use first person singular of verbs to be and to have. ETRE – JE SUIS AVOIR – J’AI</p> <p>Practice asking a question.</p>	<p>French Epiphany Celebrations Cultural similarities and differences.</p>

Topic SPRING 2	Vocabulary	Phonics	Grammar	Culture
<p>Face and Body Parts</p> <p>Learn and practise new vocabulary.</p> <p>Take part in a yoga session.</p> <p>Create an alien and its spoken and written description.</p>	<p>Le pied – the foot, Les pieds- the feet La jambe- the leg, Les jambes- the legs Le bras – the arm, Les bras- the arms L'épaule– the shoulder, Les épaules – the shoulders, La tête – the head Le genou- the knee, Les genoux- the knees</p> <p>Command Bank (verbs) Bougez - move Pensez à – Think about Touchez- touch Levez – lift Baissez – lower Restez immobile – Stand still. Tournez – Turn Etirez – Stretch Respirez - Breathe</p> <p>Yogi dit – Simon Says, gauche – left, droit(e) -right.</p>	<p>Sound Spelling Exploration Silent letters: t/s /x</p> <p>Pronunciation of letters: “é”</p> <p>Sound- spelling: ez/eux/eille/ge/bou/as/en</p>	<p>Use of bilingual dictionaries to find body parts and adjectives.</p> <p>Practice French verbs as commands.</p> <p>Explore singular and plural nouns.</p> <p>The plural word for “the” in French is “les”.</p> <p>“S” and “X” are silent letters that are often added to end of the noun to make the plural ending of the noun e.g. le pied /les pieds</p> <p>Practise using colours as adjectives with French nouns.</p> <p>We say and write colours as adjectives after the noun in French.</p> <p>When we say and write colours as adjectives after the noun in French the spelling may change to match the noun.</p>	

Topic SUMMER 1	Vocabulary	Phonics	Grammar	Culture
<p>Feeling Unwell At the doctors</p> <p>Jungle Animals Walking through the jungle, what can you see?</p> <p>Create descriptive jungle animal sentences.</p>	<p>Qu'est-ce qu'il y a?- What's wrong? Je ne me sens pas bien- I don't feel well J'ai mal aux dents- My tooth J'ai mal à la tête- I have a headache J'ai mal à l'oreille- I have earache J'ai mal au ventre - I have tummy ache Je me suis cassé(e) le bras - I have broken my arm</p> <p>Prenez ce médicament - take this medicine Reposez vous! - get some rest Allez a l'hospital! - go to hospital Docteur - doctor</p> <p>La jungle- the jungle La girafe- the giraffe Le serpent- the snake Le perroquet- the parrot Le singe- the monkey Le tigre- the tiger L'éléphant- the elephant petit- small gros - big grand- tall long- long rapide- quick multicolore- multicoloured terrible- fierce/frightening</p> <p>Qu'est ce que c'est? - What is it? Qu'est ce que tu peux voir? - What can you see?</p>	<p>Sound Spelling Exploration Silent letters: t /s/ h/</p> <p>Pronunciation of letters: i /</p> <p>Sound- spelling: en/in/erre/un/oi</p> <p>"ven" "sens" "dents" "eille" "pent" "quet" "inge"</p>	<p>Use bilingual dictionary to find body parts and adjectives.</p> <p>Intonation when asking a question.</p> <p>Using adjectives to describe nouns.</p> <p>Adjectives agree with the noun they describe.</p> <p>The spelling of the same adjective can change if you are describing a masculine (le) noun or a feminine (la) noun.</p>	

SUMMER 2	Vocabulary	Phonics	Grammar	Culture
<p>The Weather Explore the question and simple sentences to describe the weather.</p> <p>Listen to and understand a simple weather forecast.</p> <p>Seasons of the year Create a spoken weather forecast and perform.</p> <p>Ice Creams Practise the nouns for ice creams.</p> <p>Design your own ice cream.</p> <p>Recall and practise polite requests and preference phrases.</p> <p>Apply language detective skills to learn another language- SPANISH</p>	<p>La meteo – the weather forecast Quel temps fait-il?- what’s the weather like? Il y a du soleil – It’s sunny Il y a du vent – It’s windy Il y a du brouillard- It’s foggy Il y a des nuages – It’s cloudy Il fait chaud – It’s hot Il fait froid – it’s cold Il neige – It’s snowy Il pleut – It’s raining</p> <p>Automne – autumn, etc - summer, printemps - spring, hiver – winter Au printemps – in spring En hiver/automne/ete – in winter, autumn, summer.</p> <p>Je voudrais – I would like Une glace- an ice cream Une glace au chocolat- a chocolate ice cream, Une glace au citron- a lemon ice cream, Une glace à la fraise- a strawberry ice cream, Une glace à la vanille- a vanilla ice cream , Une glace menthe chocolat - a mint chocolate ice cream , Une glace avec des vermicelles – an ice cream with sprinkles, Les glaces – the ice creams</p> <p>s’il vous plaît- please J’adore – I love J’aime – I like Je n’aime pas – I don’t like</p> <p>Qu’elle est ta glace preferee? – What is your favourite ice cream? Ma glace preferee est... - My favourite ice cream is...</p>	<p>Sound Spelling Exploration Silent letters: e/t/s/d</p> <p>Sound- spelling: ch/oi/au/ ai/ille/at/ette/ace</p> <p>“emps” “fait” “ouill” “aud”</p> <p>“ais” “glace” “colat” “menthe” “ille”</p>	<p>Intonation when asking a question.</p> <p>Can ask politely for an item.</p> <p>Most consonants at the end of the word in French are silent letters.</p> <p>If we ask for a flavour of ice cream that is a masculine noun (le) then we say <i>au chocolat/ au citron.</i></p> <p>If we ask for a flavour of ice cream that is a feminine noun (la) then we say <i>à la fraise / à la vanille</i></p>	<p>Looking at a map of France with key cities for the weather forecast.</p>

