



Waterville Primary School Progression of Skills and Vocabulary in French

**Year
5**

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 3

Revisiting and extending language learning skills as “language detectives”

Listening	Speaking	Reading	Writing	Grammar
<p>Can understand <u>the main points from a series of spoken sentences</u> (including questions.) May require some repetition.</p>	<p>Can <u>ask and answer simple questions on several topics and can express opinions.</u> Can take part in brief pre-prepared tasks such as short presentations and role plays.</p> <p style="color: red;">*Example on website*</p>	<p>Can <u>understand the main point(s) from a short, written passage in clear printed script.</u></p> <p>Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p>	<p>Can <u>write two or three short sentences as a personal response,</u> using reference materials/with support. Attempts to accurately use nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p>	<p>Understand the concept of <u>gender</u> and which article to use correctly with different nouns.</p> <p>Use the <u>negative form, possessives and connectives.</u></p> <p>Understand what the different parts of a <u>fully conjugated verb</u> look like and what each of the <u>personal pronouns</u> are.</p>

Topic AUTUMN 1	Vocabulary	Phonics	Grammar
<p>Talking about Us</p> <p>Giving more detail about feelings.</p> <p>Describing others – he/she.</p> <p>Using because in a sentence.</p> <p>School Subjects Likes and dislikes.</p>	<p>Je suis – I am heureux/heureuse – happy, triste- sad perdu/perdue- confused, fatigué/ tired, en plein forme- feeling great</p> <p>Adjective Bank with “j’ai....” and “je fais...” Je fais le fou- I am feeling silly J’ai faim- I am hungry J’ai soif – I am thirsty J’ai chaud- I feel hot J’ai froid- I feel cold</p> <p>Car – because Premier – first, deuxième – second, fille – girl, garçon – boy, drôle - funny</p> <p>la géographie- geography, l’EPS- PE la lecture- reading, l’anglais- English, le dessin- art, les maths- maths les sciences- science, le français – French la musique- music, l’histoire- history la religion – RE, la technologie – ICT J’aime- I like..... Je n’aime pas- I do not like... J’adore – I love... Tu aimes.....?- Do you like.....? Tu préfères.....? –Do you prefer Je préfère.... I prefer</p> <p>car- because, et- and, mais- but, c’est..... it is, facile – easy, ennuyeux - boring intéressant – interesting, utile – useful, difficile – difficult, utile - useful</p>	<p>Sound Spelling Exploration Silent letters: s”, ”e”, ”h”, ”d”, ”x”</p> <p>Sound- spelling: uis /gué/ ai/ ei/on/in</p> <p>“iste” “ein” “suis”</p> <p>“oi” “ais”</p>	<p>Conjunctions and extended sentences Verbs of opinion- 1st/2nd person singular.</p> <p>Begin to explore: 3rd person singular and verbs</p> <p>Agreement of adjectives/ 3rd person singular</p> <p>To describe feelings in French, we need to make sure that the adjective used matches the person. The spelling can change for a male or a female person.</p> <p>The personal pronouns (singular) in French are : Je – I Il – he Elle – she Elle habite à / Elle s’appelle / Elle a ... ans – she lives is / She is called / She is... years old</p> <p>Il habite à / Il s’appelle / Il a ... ans – He lives in / He is called / He is... years old</p> <p>School subject nouns are either feminine, masculine or plural – Watch out for the ‘le/la/les’ in front of the nouns</p>

Topic AUTUMN 2	Vocabulary	Phonics	Grammar	Culture
<p>In the city</p> <p>Revisit and build on prior learning of shops.</p> <p>Begin to understand and develop simple description of places.</p> <p>Use nouns and adjectives in simple descriptive sentences about places to visit and why</p> <p>Shopping</p> <p>Revisit and extend shopping dialogues with a festive charity stall.</p> <p>Festive jumpers Mon pull de Noel</p> <p>Practise use of adjectives and understanding of unfamiliar language.</p>	<p>la ville - the city le parc- the park le zoo- the zoo le musée- the museum le métro - the underground la galerie d'art - the art gallery la gare - the station, l'église - church la piscine- swimming pool le stade - the stadium le cinéma - the cinema Il y a- There is/ there are Bienvenue - Welcome</p> <p>Je voudrais un ticket pour - I would like a ticket for s'il vous plaît - please Où est...? - Where is...? à gauche - to the left, va a gauche - go left à droite - to the right, va a droite - go right tout droit - straight ahead arretez - stop, tournez - turn rue - street, boulevard - boulevard, avenue - avenue, des chaussons - slippers, des figurines de superheroes - superhero figures, une poupee - a doll, un ours en peluche - a teddy bear, C'est combine? - How much?</p> <p>Le pere Noel - Santa, un sucre d'orge - candy stick, un ours polaire - polar bear, un sapin de Noel - Christmas tree, une chaussette - stocking, un cadeau - a present, une etoile - a star, un renne - a reindeer, coeur - heart, des flocons de neige - snowflakes.</p>	<p>Sound Spelling Exploration Pronunciation of letters: "é"</p> <p>Sound- spelling: "oo"/"is"/"an"/"en"/ "oi"/"ch"</p>	<p>Writing simple present tense descriptive sentences, using adjectives and nouns.</p> <p>"il y a" means both "There is...." and There are"</p> <p>Adjectives (masculine/feminine) beau/belle - beautiful grand/grande - big or large petit / petite - small vieux/vieille - old moderne - modern intéressant - interesting</p>	<p>Explore the capital city of Paris and make comparisons with own town.</p> <p>La Tour Eiffel La Seine La Gare Du Nord Le Stade de France Le metro Eurostar</p>

Topic SPRING 1	Vocabulary	Phonics	Grammar	Culture
<p>Healthy Eating Revisit fruit and vegetable nouns and extend.</p> <p>Going to the Market Revisit and practise shopping dialogue and extend with quantities and plural nouns.</p> <p>Fruit Salad Recipe Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create fruit salads as spoken and written descriptions.</p>	<p>une pomme – an apple un oignon – an onion une mangue – a mango un poivron – a pepper une grappe de raisin – a bunch of grapes une pastèque – a watermelon une banane – a banana une salade – a lettuce une carotte – a carrot une pomme de terre – a potato les framboises – raspberries, les fraises – strawberries, l’ananas - pineapple</p> <p>Tu aimes... ? – Do you like...? J’aime.... – I like.... Je n’aime pas... - I don’t like Quel est ton fruit/légume préféré ? – what is your favourite fruit/vegetable ? Mon fruit/légume préféré est... - My favourite fruit/vegetable is ...</p> <p>Et – and, mais – but, aussi – also</p> <p>Avez vous.....? – do you have Oui, j’ai.... – I have Non, je n’ai pas...- I haven’t.... C’est combien?- how much is it? C’est ...centimes. – it is....cents Deux euros – two euros s’il vous plaît- please merci- thank you c’est combien? – how much is it? Lavez vous les mains – wash your hands, faites attention – be careful, coupez – cut, pelez – peel, lavez – wash, mettez dans le bol – put in the bowl, mélangez – mix, ajoutez - add</p>	<p>Sound Spelling Exploration Silent letters: S</p> <p>Sound- spelling: gn/oi/gue/in/ai/as/ez/uit c’est</p>	<p>Use of bilingual dictionaries to find new language for individual creative writing.</p> <p>Consolidate understanding of masc/fem nouns in singular and plural.</p> <p>Question words</p> <p>To say I have in French we use part of the verb to have (avoir) “J’ai....”</p> <p>To say I haven’t in French we add <i>n’</i> and <i>pas</i> “Je n’ai pas”</p>	

Topic SPRING 2	Vocabulary	Phonics	Grammar
<p>Clothes/Colours Les vêtements Explore nouns for clothes and adjectives for colour and size.</p> <p>Use familiar and look for unfamiliar language.</p> <p>Fancy dress Design a fancy dress for a carnival.</p> <p>Write a description of a sports kit</p>	<p>un pantalon-trousers, un leggings - leggings, un pull- a jumper un short - shorts un sweat- a sweatshirt un tee-shirt- a tshirt un chapeau- a hat une robe- a dress une jupe- a skirt une chemise- a shirt des chaussettes- socks des chaussures- shoes des baskets- trainers grand -big petit-small vieux - old beau - beautiful porter - to wear avoir- to have Qu'est-ce que tu portes?- What are you wearing? Je porte- I am wearing/ I wear... Tu portes - You are wearing/ you wear Il/elle porte - He she Nous portons - We Vous portez - Plural you/polite form Ils/Elles portent - They</p> <p>Un pirate - a pirate, les pieces d'or - gold coins, une epee - sword, un bateau - boat/ship, un coffer au tresor - treasure chest, une ile deserte - desert island. Raye - striped, un cache oeil - eye patch, des bottes - boots, une ceinture - belt Le foot - football</p>	<p>Sound Spelling Exploration Silent letters: t/s/e</p> <p>Pronunciation of letters é</p> <p>Sound- spelling: ez/ch/ou/oi/ent/eau/ail/ chau</p>	<p>Use bilingual dictionaries to find new language for individual creative writing.</p> <p>Consolidate understanding of masc/fem nouns in singular and plural.</p> <p>Question words.</p> <p>Conjugation of present tenses of the verb "porter". Practise the verb - PORTER - to wear in the present tense</p> <p>Conjunctions.</p> <p>The plural word for "the" in French is "les". When we want to say "some" with a plural noun we say and write "des".</p> <p>Consolidate position/agreement of familiar adjectives.</p> <p>When we say and write colours as adjectives after the noun in French the spelling changes to match the noun and whether it is singular or plural and masculine or feminine.</p> <p>e.g. le t shirt <i>blanc</i>/ les t shirts <i>blancs</i> la jupe <i>blanche</i>/les jupes <i>blanches</i></p> <p>The adjectives "grand" and petit" are said and written before the noun in French.</p>

Topic SUMMER 1	Vocabulary	Phonics	Grammar	Culture
<p>Out of this World Revisit and use personal information questions and answers, body parts, descriptive sentences, likes and dislikes in a new creative context – outer space, imaginary creatures. Practise and revisit days of the week, etymology of planets and descriptive sentences to describe planets.</p> <p>Design and create a spoken/written description of a brand-new planet and retrieve and use prior learning in a new context.</p>	<p>Nom - name Prénom- first name Nom de famille - surname Âge- age Date de naissance- date of birth Adresse - address Nationalité – nationality</p> <p>Je m’appelle- I am called J’habite à- I live in.... J’ai ans - I amyears old Je suis....- I am Je ne suis pas ... - I am not Ma date de naissance est... - My date of birth is ...</p> <p>Mercure- Mercury, Vénus- Venus Pluton- Pluto, Jupiter- Jupiter Mars- Mars, Saturne- Saturn Neptune- Neptune, Le Soleil – the Sun La Lune- the Moon, La Terre- the Earth Les astronautes- the astronauts La planète- the planet, Les étoiles- the stars, L’espace- Space Chaud – hot, froid – cold Rocheuse – rocky Gazeuse - gaseous</p>	<p>Sound Spelling Exploration Silent letters: t/s</p> <p>Pronunciation of letters é</p> <p>Sound Spelling “é” “cou” “suis”</p> <p>Sound Spelling “eil” “erre” “oiles”</p>	<p>Consolidate understanding of masc/fem nouns in singular and plural.</p> <p>Consolidate position/agreement of familiar adjectives.</p> <p>Question words.</p> <p>Conjunctions.</p>	

Topic SUMMER 2	Vocabulary	Phonics	Grammar	Culture
<p>Going to the seaside Practise beach bag nouns. Practise how to identify and use nouns and place with adjectives. Practise reading comprehension skills.</p> <p>Explore extended sentences to describe time at the beach.</p> <p>Let's go to the beach story.</p> <p>Build extended persuasive sentences to advertise in a spoken or written persuasive advert, a trip to the beach.</p> <p>Use language detective skills to learn Spanish</p>	<p>un sac de plage- the beach bag des lunettes de soleil- the sunglasses des tongues- the flip flops un chapeau – the hat une casquette – a cap la crème solaire- the sun cream un maillot de bain- a swim suit Un frisbee – a frisbee les vagues – the waves le sable – the sand, palmiers – palm trees les châteaux de sable – the sandcastles le ballon – the ball, un transat – deck chair un seau – a bucket une pelle – a spade le soleil – the sun la plage – the beach mouillé (adj.)= wet (masc.) mouillée (adj)= wet (fem.) Verb bank On peut – you can/we can Viens à! – come along to.. ça va être – it's going to be .. s'amuser – to enjoy faire- to make manger- to eat jouer (au foot/au volley)- to play(football/volleyball) nager-to swim sauter – to jump s'allonger au soleil – to sunbathe Qu'elle est la température a...? – what is the temperature in...? Le plus grand – the largest ...</p> <p>Greetings and fruit and vegetables in SPANISH</p>	<p>Sound Spelling Exploration Silent letters: t/s/e</p> <p>Sound- spelling: eau/au/oi/ait/gue/aillot</p>	<p>Use of cognates to understand unfamiliar nouns, use of bilingual dictionaries to verify meaning.</p> <p>Consolidate position/agreement of familiar adjectives.</p> <p>Explore and develop understanding of sentence structure- nouns, verb and personal pronoun “Je/J”</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Say or write “on peut” before a verb written as an infinitive and you can make a simple persuasive sentence.</p>	<p>Look at 5 favourite seaside resorts in France</p> <p>Le Touquet Biarritz Dinard Nice Corse</p>