Waterville Primary School Progression of Skills and Vocabulary in French

Year 6	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	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.
teaching and	Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.
learning	Language learning skills and links between languages and literacy are explored age and stage appropriately.
approach	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.

Rev	CORE SKILLS – STAGE 4 Revisiting and enhancing language learning skills as "language detectives."					
Listening	Speaking	Reading	Writing	Grammar		
Can understand <u>the</u> <u>main points</u> <u>and some</u> <u>detail from a</u> <u>short, spoken</u> <u>passage</u> comprising of familiar language.	Can <u>take part in a simple conversation</u> <u>and can express simple opinions</u> . Generally accurate pronunciation (to a sympathetic native speaker.) <u>Use connectives</u> to link together what they say to add fluency. *Example on website*	Can <u>understand</u> the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.) Can <u>use a</u> bilingual dictionary to access unfamiliar language.	Can <u>write a</u> <u>short text</u> <u>attempting to</u> <u>use accurately</u> <u>nouns,</u> <u>adjectives and</u> <u>some commonly</u> <u>used and regular</u> <u>verbs</u> in the present tense on a familiar topic using reference materials, support if necessary.	Understand the <u>concept of gender</u> Understand what the different parts of a <u>conjugated</u> <u>verb</u> look like, know what each of the personal pronouns are, understand a <u>verb</u> <u>stem and the</u> <u>different endings</u> form the main types of verbs. <u>Be able to</u> <u>identify and</u> <u>correctly use</u> <u>adjectives and</u> <u>understand the</u> <u>concept of</u> <u>adjectival</u> <u>agreement.</u>		

Topic AUTUMN 1	Vocabulary	Phonics	Grammar	Culture
AUTUMIN 1 Revisiting "me" Recall, revisit and use familiar language in new contexts – it's ok to be me. Explore a poem and write a simple poem. Revisit extended feelings. Telling the time The daily life of a superhero. Revisit and practise numbers and apply to clock sentences. Use o'clock time in a spoken question and answer in 1 st and 2 nd person singular. Simple story cartoon about a superhero pupil's daily routine.	dix - 10, onze - 11, douze - 12, treize - 13 quatorze - 14, quinze - 15, seize - 16 dix-sept - 17, dix-huit - 18, dix-neuf - 19 vingt - 20, trente - 30, quarante - 40 cinquante - 50, soixante - 60 Il est it is une heure- one o'clock, deux heures- two o'clock, trois heures- three o'clock quatre heures- four o'clock, cinq heures- five o'clock, six heures- six o'clock, sept heures- seven o'clock, huit heures- eight o'clock neuf heures - nine o'clock, dix heures - ten o'clock, onze heures - nine o'clock dix heures - ten o'clock, onze heures - twelve o'clock douze heures - twelve o'clock midi - midday, minuit - midnight , Quelle heure est- il? Quand te reveilles-tu? - What time do you wake up? Je me réveille à I wake up at Quand te lèves- tu? - What time do you get up? Je me lève à I get up at Quand t'habilles-tu? - What time do you get dressed? Je m'habille à I get dressed at Quand manges-tu ton petit déjeuner?- What time do you have breakfast? Je mange mon petit déjeuner à I eat my breakfast at Quand te brosses-tu les dents ?- What time do you brush your teeth? Je me brosse les dents à I brush my teeth at Quand vas- tu à l'école? - What time do you go to school? Je vais à l'école à I go to school at Quand te douches -tu ? - What time do you have a shower? Je me douche à I have a shower at	Sound Spelling Exploration Silent letters: "e" "t" "s" Pronunciation of letters: "x" "q" "o" "e" Sound-spelling: "ingt" "ille/illes" "" "eize" "ce" "ze"" qu" Sound spelling "ente" "ante" "xante" "qu" "fuures "in" "ais" "an" "ge" "qu" "tu"	Focus on verbs I am and I have. ETRE AND AVOIR Time phrases- o'clock Present tense 1 st /2 nd person singular questions and answers with some daily routine verbs. Numbers are joined up by hyphens i.e. <i>vingt-deux</i> (22), trente-quatre (34) <u>There is one difference:</u> for 21, 31, 41, and 51, the word et (and) is required between the tens word and <i>un</i> , without hyphens. 21 = vingt et un 31= trente et un	France is one hour ahead of England, so when it is 8 o'clock in England it is 9 o'clock in France.

Topic AUTUMN 2	Vocabulary	Phonics	Grammar	Culture
AUTUMN 2 Homes and houses recall, revist and use familiar language in new contexts to describe orally and writing a house and furniture. Listen, understand and enjoy a spooky house story. Practise nouns and adjectives with items of furniture. Elf on the shelf Ask and answer the questions, where is? With prepositions of place.	Noun Bank: Rooms in the house La maison- the house La chambre- the bedroom La cuisine – the kitchen La salle de bains- the bathroom La salle à manger- the dining room Le salon- the lounge Le garage- the garage Le jardin- the garden Noun Bank: Objects in the house une table – a table une chaise – a chair, un fauteuil – armchair une porte – a door une fenêtre – a window un lit – a bed un tapis – a rug araignee – spider un chateau – a castle, un canon – a cannon, un fantome – a ghost, une herse – portcullis, un chevalier – a knight, une epee – a sword. Serpents et echelles – snakes and ladders Le lutin de Noel – Christmas elf Sur – on, devant – in front of, sous – under, dans – in,	Sound Spelling Exploration Silent final consonants: t/x/s/d Sound- spelling: ch/on/eau/able/ile "ui" "oi" "ains" "ger"	Changing definite articles to indefinite articles with masculine and feminine singular nouns. Le, la, les Un, une, des. We use "il y a" in French to mean both "There is" and There are" Identifying masculine ,feminine or plural nouns. Adjectives and agreement with nouns. Adjectives (masculine/feminine) vieux/vieille - old beau/belle - beautiful petit/petite - small grand/grande - big confortable - comfortable utile - useful moderne - modern	Piet Mondrian - Dutch artist lived in Paris - looking at his work. Explore famous French castles along the River Loire.

Topic	Vocabulary	Phonics	Grammar	Culture
SPRING 1				
Investigating sports	Noun Bank	Sound Spelling	Explore and practise the	Cultural
Recall and revisit	Le cricket- cricket	Exploration	use of the verb JOUER, to	exploration of
how to say and write	Le tennis- tennis	Silent final consonants:	play in present tense.	French specific
an extended sentence	Le foot - football	t//s/h		sports.
about a like/dislike	Le basket – basketball		jouer- to play	-
or preference with a	La danse - dance	Sound- spelling:	Je joue-I play	
conjunction and a	La gymnastique- gymnastics	Ans/oo/all/ou/er/isme	Tu joues you play	
reason and a sport	Le rugby - rugby		Il joue- he plays	
noun.	La natation- swimming	Sound spelling	Elle joue- he plays.	
	Le cyclisme – cycling	nis	Nous jouons-we play	
Reading	Le handball – handball	foot	Vous jouez- you all play	
comprehension about	Opinions Adjectives and Phrases Bank	tion	Ils jouent- they play	
sports and	rapide- fast génial - great	anse	Elles jouent- they play	
preferences.	ennuyeux- boring un challenge -			
	challenging		Bilingual dictionary use.	
Revisit, recall and	amusant – fun nul - rubbish			
extend nouns for	difficile – difficult cool - cool		Identifying cognates and	
clothes and use of	calme – calm/gentle, fatiguant – tiring		non-cognates.	
adjectives to create a	Question and Answer Bank			
school sports kit.	Tu aimes?- do you like?		Use of "car" (because" to	
	J'aimecar c'est		extend a sentence.	
	=I like because it's			
	Je n'aime pascar c'est		Personal pronouns.	
	= I don't like, because it's		Je, tu, il/elle, nous, vous,	
	J'adore car c'est		ils/elles.	
	= I love because it's			
	Je détestecar c'est			
	= I hatebecause it's			
	Je joue a ca – I play this (sport with a ball)			
	Je fais ca – I do this (sport without a ball)			
	Avec – with, mes mains – my hands, mes pieds – my			
	feet,			
	Un batte et une balle – a bat and ball, un raquette – a			
	racket, un velo – a bike, un filet – a net			
LESSON 6	Sur un cour – on a court, sur un terrain – on a pitch,			
ASSESSMENT	a la piscine – at the pool, avec un partenaire -with a			
LESSON.	partner, avec une equipe – with a team.			

Торіс	Vocabulary	Phonics	Grammar	Culture
SPRING 2				
At the funfair Practise expressing likes and dislikes with funfair rides. Use language detective skills to	Nouns and Phrases Bank Les montagnes russes – the rollercoaster Les bûches – the log flume Les tasses – the teacups La maison hantée – the haunted house Le toboggan spirale – the helter-skelter La grande roue – the ferris wheel	Sound Spelling Exploration Silent final consonants: t//s/h Sound- spelling: ôme/ûche/gne/ use /aut	Identifying cognates and non-cognates. Using adjectives with nouns 3 rd person singular nouns	Le Poisson D'avril April Fool's Day in France
understand funfair nouns and make links across languages and culture. My favourite things Revisit and compile prior learning across four stages to generate a spoken and/or written personal descriptive piece about hobbies, sports, school, family, likes, dislikes. Explore a French tradition – Le poisson d'avril.	Le bâteau pirate - the pirate boat Le train fantôme - the ghost train Le manège - the carousel Une crêpe - a crepe Le popcorn - popcorn La barbe à papa - candy floss Les bonbons - sweets Les frites - fries La glaçe - icrecream J'aime - I like Je n'aime pasI don't like Mon animal préféré est My favourite animal is Mon livre préféré - my favourite book Mon sport préféré - my favourite sport Mon fruit préféré - my favourite film Mon légume préféré - my favourite vegetable Ma couleur préférée - my favourite colour Mon équipe préféree - my favourite team Adjectives : C'est lent - it is slow, ca mouille - it's wet C'est haut - it is high Ça fait peur - it is scary Ça tourne en rond - it goes round and round C'est rapide - it is fast	Sound spelling On eau an é u	Expressing a like/dislike Conjunctions to build extended sentences To say or write "my" in French, you replace the word for the with one of these three pronouns: mon-le ma= la mes - les	

Topic SUMMER 1	Vocabulary	Phonics	Grammar	Culture
Café culture and restaurants Revisit dialogues to buy items and apply dialogues in a café or restaurant. Extend to unfamiliar and useful language when in a café or restaurant in France or French speaking country.	Le petit déjeuner - the breakfast Un croissant - a croissant Un pain au chocolat - a pain au chocolat Du pain - some bread (baguette) Un jus d'orange - an orange juice Un café - a café Un chocolat chaud - a hot chocolate Des fruits - some fruits, Du lait - some milk Des céréales - some cereals, bacon - bacon, tomates - tomatoes, oeufs - eggs, pain grille - toast, haricots - beans, saucisses - sausages, du fromage - cheese, du jambon - ham Mon petit déjeuner préféré est my favourite breakfast is Les boissons- drinks, Un café- a black coffee un café crème/au lait - a coffee with milk Un thé- a tea, Un coca- a coke De l'eau minérale - mineral water Les plats - meals, Une omelette - an omelette Un sandwich (au fromage/ au jambon) - a (cheese/ham) sandwich Une portion de frites- a portion of chips Un croque monsieur - a ham and cheese toastie (with an egg on top) Une glace - an ice cream Une salade verte - a green salad Un steak-frites - steak and chips Un serveur - a waiter , une serveuse - a waitress Vous désirez?- What would you like? Voilà ! - Here it is ! Je voudraisI would like Merci- thank you, S'il vous plait- please, J'adore - I love, J'aime - I like, Je n'aime pas - I don't like, Je deteste - I hate.	Sound Spelling Exploration Sound- spelling: ait/ou/ai "an" "au" "oissons" "th" "ites" "prends" "eau"	Expressing a like/dislike Understanding how to use verbs that express likes and dislikes. Polite requests Je suis – I am tu es – You are J'ai – I have tu as – You have	Explore the café culture of France Find out more about authentic dishes and foods – a traditional French breakfast. Make comparisons with own country or prior experience.

Topic SUMMER 2	Vocabulary	Phonics	Grammar	Culture
Transtion Resource Write about themselves – to go to secondary school as evidence Read and understand a humourous sketch Write and perform a café sketch. Remember fruit and vegetable nouns. Make a fruit mocktail	Le coucher de soleil - sunset. Utilisez - use Mesurez - measure Versez - pour Faites - make Melangez - mix Ajoutez - add Recette - recipe Mes passe temps - my hobbies Mes choses preferees - my favourite things Je voudrais apprendre - I would like to learn L'espagnol - Spanish L'italien - Italien L'allemand - German Le mandarin - Chinese Un brindille - twig Feuilles - leaves Un Caillou - pebble Un arbre - tree Brins d'herbe - blades of grass		Conjunctions for extended sentences car mais aussi et	
Outdoor scavenger hunt				
Apply language detective skills to learn sports in Spanish				