



# 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 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 4

### Revisiting and enhancing language learning skills as “language detectives.”

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



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

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

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

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

