



# Waterville Primary School Progression of Skills and Vocabulary in French

**Year  
3**

## **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 1

### Beginning to be language detectives and explore language learning skills

Listening	Speaking	Reading	Writing	Grammar
Can listen, understand and respond to some familiar spoken words and phrases	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.  <i>*Example on website*</i>	Recognise and read out a few familiar written words and phrases. Show awareness of sound-spelling links  Begin to explore use of bi-lingual dictionaries.	Can write or copy a few simple words or symbols as an emergent writer in French.	Start to understand the concept of <u>gender</u> (masculine and feminine) and <u>how this is shown in French</u>
Topic AUTUMN 1	Vocabulary	Phonics	Grammar	Culture
<p>A new start Greetings.</p> <p>Ask and answer how someone is feeling.</p> <p>Asking a name and saying own name.</p> <p>Numbers 0-10</p> <p>Colours.</p>	<p>Bonjour – good morning/hello Bonne après-midi – good afternoon À bientôt – see you soon Au revoir- good bye Çomment ça va?- how are you? Ça va bien – I am feeling good Ça va très bien – I am feeling really good Ça va comme çi, comme ça- I am feeling okay Ça va mal- I am not feeling good Ça va très mal- I am feeling really bad Comment t’appelles –tu?- What are you called? Je m’appelle.... I am called.....</p> <p>zéro – 0, un – 1, deux- 2, trois – 3, quatre- 4, cinq – 5, six – 6, sept – 7, huit- 8, neuf – 9, dix- 10</p> <p>bleu- blue, blanc-white, rouge-red noir-black, jaune-yellow, vert -green</p>	<p>Silent letters: “s”, “t”, “p”</p> <p>Pronunciation of letters: “ç”, “é”, “h”</p> <p>Sound- spelling: “oi” /ix/ qu/ eu/ou</p> <p>“é” “eu” “in” “hui”</p>	<p><b>GRAMMAR</b> Ask a question intonation.</p> <p>Recognise the COGNATE Six</p> <p>Adjectives in French change to agree with the object. Masc / Fem.</p>	<p>Explore where France is in the world.</p> <p><b>TRICOLORE</b> French flag, 3 colours.</p>

Topic AUTUMN 2	Vocabulary	Phonics	Grammar	Culture
<p><b>The calendar and Celebrations</b> <b>Days of the week.</b></p> <p><b>Months of the year.</b></p> <p><b>Christmas</b></p> <p><b>REVISIT</b> Continue to practise greetings, feelings and name</p>	<p>lundi – Monday, mardi- Tuesday, mercredi – Wednesday, jeudi- Thursday, vendredi- Friday, samedi – Saturday, dimanche- Sunday</p> <p>C'est quel jour aujourd'hui?- What day is it today?</p> <p>janvier- January, février- February, mars- March, avril- April, mai- May, juin- June, juillet- July, août- August, septembre – September, octobre – October, novembre – November, décembre - December</p> <p>C'est quand ton anniversaire?- When is your birthday?</p> <p>Écoutez! – listen, Répétez! – repeat, Regardez! – look, Levez-vous! – stand up, Asseyez vous! – sit down, Montrez moi! – show me.</p> <p>Joyeux Noel, - Happy Christmas, un calendrier de l'Avent – Advent calendar, un sapin de Noel – Christmas tree, des sables de Noel – Christmas biscuits, un marche de Noel – Christmas market, un dinde de Noel – Christmas turkey, une buche de Noel – Christmas log, le pere Noel – Father Christmas, des cadeaux – presents, le Reveillon de Noel – Christmas Eve, le jour de Noel – Christmas Day.</p>	<p>Sound Spelling “en” “un” “anche” “di”</p> <p>“é” “em” “ai</p> <p>Silent letters: “e”,</p> <p>Pronunciation of letters: “i”</p> <p>Sound- spelling: “ou” /di/ eux/ ez</p>	<p>No capital letters for days of the week.</p> <p>Use intonation to make a sentence into a question.</p> <p>No capital letters for months of the year.</p> <p>COGNATES = the same word in two languages. SEMI-COGNATES = when the words look very similar.</p>	<p>Some days of the week are named after planets. mardi (mars)</p> <p>Learn about Christmas traditions in France.</p>

Topic SPRING 1	Vocabulary	Phonics	Grammar	Culture
<p><b>Animals</b></p> <p><b>Expressing likes using “my favourite animal is”</b></p> <p><b>Animal habitats.</b></p>	<p>Un chat – a cat, Un chien- a dog, Un poisson – a fish, Un cheval- a horse, Un lapin- a rabbit, Un mouton – a sheep, Un serpent- a snake, Un oiseau – a bird, Une vache- a cow, Une souris- a mouse</p> <p>Qu’est ce que c’est? – What is it? C’est un/une... - it is a ...</p> <p>J’aime .. - I like Mon animal préféré est .... My favourite animal is.... Quel est ton animal préféré? – What is your favourite animal?</p> <p>Quels animaux peux tu voir? – What animals can you see?</p> <p>Le ciel – the sky, le jardin – the garden, un aquarium – aquarium, le champ – the field, la maison – the house. Dans – in.</p>	<p>“ch” “oi”</p> <p>Silent letters: t/s</p> <p>Pronunciation of letters: “é”</p> <p>Sound- spelling: in/ou/oi/eau/est qui/ch</p>	<p>There are 2 words for “a” in French. Un/une</p> <p>In French when we use “the” with a plural noun, we use the word “les”.</p> <p>VOIR – to see Je vois – I see Tu vois – you see.</p> <p>Identifying French nouns.</p> <p>Recognise and use nouns for animals with indefinite articles.</p> <p>Explore plural nouns.</p> <p>Begin to explore bilingual dictionaries as word reference tools and find new animal nouns.</p>	

Topic SPRING 2	Vocabulary	Phonics	Grammar	Culture
<p><b>Carnival</b></p> <p><b>Extend numbers 11-15.</b></p> <p><b>Ask and answer how old are you?</b></p> <p><b>Days and Planets</b></p> <p><b>Colours of rainbow.</b></p> <p><b>Easter</b> Easter egg hunt with colours and numbers.</p> <p><b>Revisit and practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information.</b> Revisit and extend numbers/colours.</p>	<p>Mardi gras – Pancake Day, des bonbons – sweets, des chocolats – chocolates, des gauffres – waffles, des beignets – doughnuts, des crepes</p> <p>onze- 11, douze- 12, treize- 13, quatorze- 14, quinze- 15, premier – first. <i>(Up to 20: seize- 16, dix-sept -17, dix-huit- 18, dix-neuf- 19, vingt- 20)</i></p> <p>Quel âge as-tu?- How old are you? J’ai .....ans – I am .... years old</p> <p>La lune – the moon, Mars – Mars, Mecure – Mercury, Jupiter – Jupiter, Venus – Venus, Saturne – Saturn, Dieu – God. C’est quelle planete? – which planet is it? Qu’elle jour de la semaine? – Which day of the week is it?</p> <p>Le panier – basket, les fleurs – flowers, les oeufs – eggs, cherche – find.</p>	<p>Sound Spelling “qua” “quin” “seize”</p> <p>Sound Spelling Exploration Silent letters: t /s</p> <p>Sound- spelling: in/oi/ch/qu</p>	<p>COGNATES AND SEMI COGNATES planets link to French days of the week.</p>	<p>Mardi Gras Pancake Day</p> <p>Carnaval de Nice</p> <p>In French we ask what age HAVE you? Instead of are you.</p> <p>Forming the date in French</p>

Topic SUMMER 1	Vocabulary	Phonics	Grammar	Culture
<p><b>Fruit and Vegetables</b> Explore fruit and veg.</p> <p><b>Use numbers and colours in descriptive contexts.</b></p> <p><b>Practise polite requests.</b></p> <p><b>The Hungry Giant Story</b> – listen, read and join in. Participate in Hungry Giant performance</p> <p><b>Revisit and extend understanding of how to identify a noun in French. Apply likes and dislikes and preferences to fruit and vegetables. Recognise and use numbers and colours in new contexts. Practise polite requests.</b></p>	<p>Les fruits et les legumes – fruit and vegetables.  <b>Une pomme</b> –an apple,  <b>Une banane</b>- a banana,  <b>Une pêche</b>- a peach,  <b>Une grappe de raisin</b>- a bunch of grapes, <b>Une tomate</b>- a tomato,  <b>Une carotte</b>- a carrot,  <b>Une orange</b>- an orange,  <b>Une poire</b>- a pear, <b>Un melon</b>- a melon,  <b>Un concombre</b>- a cucumber,  <b>tranche de pastèque</b> – slice of watermelon,  <b>un kiwi</b> – kiwi,  <b>une cerise</b> – cherry</p> <p><b>Je voudrais</b>- I would like...  <b>s’il vous plaît</b> – please  <b>merci</b> – thank you</p> <p><b>petit dejeuner</b> – breakfast  <b>J’ai faim</b> – I’m hungry</p>	<p><b>Sound Spelling</b>  “omme”  “oi”  “on”  “ais”  “aît</p> <p><b>Sound Spelling Exploration</b>  <b>Silent letters:</b>  t /s</p> <p><b>Sound- spelling:</b>  ane/eux/ou/</p>	<p>We often add “s” at the end of the word in French to make the noun a plural word e.g. <b>une pomme/ deux pommes</b></p> <p><b>Un/une</b>  <b>Masc/Fem</b></p> <p><b>Polite requests.</b>  <b>Singular and plural nouns</b></p> <p><b>Look for cognates and semi cognates.</b></p> <p><b>VERB – VOULOIR – to want</b>  <b>Je veux – I want.</b></p>	

Topic SUMMER 2	Vocabulary	Phonics	Grammar	Culture
<p><b>Going on a picnic</b></p> <p><b>Aliens in France</b></p> <p><b>Revisit</b> polite requests for items, numbers, fruits, vegetables, practise and extend nouns for food and drink picnic items. Practise personal information.</p> <p><b>Use language detective skills to learn some SPANISH</b></p>	<p>Le pique-nique- the picnic Des chips – some crisps, de l’eau – some water, un jus d’orange – an orange juice, une salade -a salad, un sandwich – a sandwich, des fruits – some fruit. Qu’est ce qu’il y a dans le panier? – What is in the basket? Le pré - the field, La rivière – the river, La colline – the hill, Le sable – the sand, La plage – the beach, le foret – the forest, la montagne – the mountain, le volcan – the volcano A travers – through, en passant par – passing by, en haut – up, en bas – down, sur – on, pres de – near Multicolore – multi-coloured.</p> <p>Les extra terrestres – aliens Questions Comment t’appelles-tu?- What are you called? Où habites-tu? – Where do you live? Comment ça va?- How are you? Quel âge as-tu? – How old are you? Et toi? – And what about you?</p> <p>Answers Je m’appelle .....- I am called..... J’habite à- I live in ..... Ça va bien- I feel good/fine Ça va mal- I don’t feel good/well J’ai <u>sept</u> ans- I am <u>seven</u> years old</p>	<p>Sound Spelling Exploration Silent letters: e/s/t/h</p> <p>Sound- spelling: ch/ais/ite/ou/j’h</p> <p>Sound Spelling “ça” ”ment” “quel” “oi”</p> <p>que” ”age” “eau” “chips</p>	<p>Polite requests. Singular and plural nouns Asking a question.</p> <p>Colours change spelling when with a masc/fem noun.</p> <p>VERB HABITER – TO LIVE J’habite – I live</p> <p>In French the phrase “il y a ....” means both “there is ...” and “there are...”</p>	<p>Looking at different cities in France on a map.</p>