



Languages KS2 National Curriculum

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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.



French Implementation

French is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events. Through a variety of activities and authentic resources, we teach the children to understand and respond to spoken and written language, to speak with confidence expressing ideas, facts and feelings and to write at varying length using grammatical knowledge. To ensure progression from Year 3 children will be given opportunities to reuse previous learning vocabulary and to apply it to new topics they study.

Year 4 French Implementation – Key Concepts
<p>The key concepts of French at Whinstone are:</p> <ul style="list-style-type: none"> • developing speaking skills e.g. understanding of French phonics, developing accurate pronunciation and intonation and using language in drama, role play or in pair or group work tasks. • developing listening skills e.g. showing understanding by joining in and answering questions in class, group or pair work activities and singing along topics related songs. • developing reading skills e.g. naming and labelling objects in the target language, linking the words to the sound or pictures making lists and memorise information, answering true or false and retrieving simple key information and filling a table. • developing writing skills e.g. copying and labelling pictures, extending answers by using longer sentences and identifying key words to use in writing. • Continuing to develop an understanding of French grammar e.g. gender of nouns, articles, masculine and feminine of common adjectives and begin to understand simple grammatical features e.g. the verb avoir and etre with the present tense and the pronouns je, tu, il and elle.

In Year 4 the Key Concepts of French are taught through the following sequence of topics:		
Autumn	Spring	Summer
Basic greetings; All about me ; Introducing myself; Revision numbers 1 to 20; Age; Family Christmas vocabulary and traditions Understanding that the pronoun ‘my’ has three forms depending if the noun is masculine, feminine and plural	All about me; Pets; Pets and their colours Using verb ‘être’ and adjectives to describe ourselves Using two common verbs ‘j’ai’ and ‘je suis’ Understanding that the colour adjective goes after the noun e.g. un chien noir et blanc Understanding that adjectives in French have different and recognising the feminine and masculine forms	All about me: Adjectives to describe ourselves and members of our family and pets using the first form of être ‘je suis’ and the third forms ‘ il est’ and ‘elle est’



Year4 French Implementation – Key Vocabulary		
<p>Bonjour, salut, au revoir, a bientôt, bonsoir, bonne nuit. Monsieur, madame, mademoiselle Comment tu t’appelles ? Je m’appelle Quel âge as-tu ? numbers 1 to 20 :</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>J’ai ...ans mon père ma mère frère sœur grand-père grand-mere cousin cousine oncle tante mes parents</p>	<p>As-tu un animal ? J’ai un chien une tortue chat souris poisson araignée hamster lapin oiseau cochon d’Inde cheval serpent</p> <p>Couleurs: rouge violet noir marron rose blanc bleu gris orange jaune un chien noir un chat blanc</p> <p>Comment es-tu ? je suis petit/ petite, grand/grande, moche, gros/grosse beau/belle, mince, jeune vieux/vieille</p>	<p>Comment es-tu? Je suis bavard/ bavarde timide paresseux/ paresseuse sportif/ sportive vilain/ vilaine</p> <p>third form of the verb etre at the present tense : il est elle est</p>



Whinstone Primary School Year 4 French



These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of French at Whinstone.

Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> • Children learn to develop accurate pronunciation and intonation so that others understand when they speak familiar vocabulary and basic classroom language. • respond briefly with single words or short phrases. Their pronunciation may be approximate and they may need considerable support from a spoken model and from visual cues. • Conversational games (pair-work such as guess my partner’s word, mime and guess, mouthe and guess, write on partner’s back and guess). • Repetition games (teacher vs class) • Songs ‘bonjour monsieur, bonjour madame’, ‘ Bonjour comment tu t’appelles ?’ ‘Quel age as-tu ?’ ‘tu as un animal ? ‘C’est un chien avec un gros nez’ • Children use their knowledge of days, months and numbers to say the date in French at the beginning of each lesson. • Grammatical understanding of three ways to say ‘my’, ‘mon’, ‘ma’, ‘mes’ e.g. mon père, ma mère, mes parents • Saying the gender of a noun using grammar terms such as masculine, feminine and plural. • Role play (greetings, asking people their name and introducing ourselves, asking people their age and saing how old we are_ • Role play (as-tu un animal? Oui j’ai un chien/ une souris) 	<ul style="list-style-type: none"> • Listening: Children show that they understand simple classroom commands, short statements and questions. They understand speech spoken clearly face to face or from a good quality recording. They may need a lot of help such as repetition and gesture. • appreciate stories, songs, poems and rhymes in the target language • Pair work: listen to partner and guess (mouthe and guess) • Listening (Teacher uses target language as much as possible) • Listening to songs 	<ul style="list-style-type: none"> • Reading (linking the words to the sound) Ch shows that they understand single words or short senteces presented in clear script in a familiar context. They may need visual cues. • Label the pictures with correct word/ phrase. • Match weather pictures, months pictures, Christmas vocabulary, body parts and colours with their written forms • Match the French months and days to the English ones • Put in order the months and the days • Looking for and recognising cognates when taught new language • Recognising rhyming pattern (di at the end of days, the sound that ‘ier’ makes at the end of janvier and fevrier. • read carefully and show understanding of some words and short sentences • Recognising and understanding gender masculine, feminine and plural with pronouns) • Categorising nouns according to their gender. • Translation French to English/ English to French (familiar sentences, sentences related to the topics, short paraphraps) • Reading short paragraphs 	<ul style="list-style-type: none"> • Writing (recording words and showing meaning by drawing pictures) • Write a short conversation using greetings, titles, feelings • Write a short presentation about yourself (name, age, birthday, family, pets) • Create a poster on pets and their colours • Write a short description about you and your family and describe what they look like and how they are e.g. ma mere est sportive. Mon frere est beau. • Translation French to English/ English to French



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French Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within Key Concepts.

Key Concept	Meeting expectations
Speaking & Listening	I can listen beyond a level at which I can speak independently.
Listening	I can listen and show understanding of short phrases through physical response.
Speaking & Listening& Writing	I can understand and use simple grammatical features e.g. masculine, feminine and plural, agreement of adjectives.
Speaking & Listening	I can ask and answer several simple and familiar questions with a rehearsed response.
Speaking & Listening	I can use language in drama and role play.
Speaking & Listening	I can listen and respond to my partner and to the teacher
Reading	I can read and show understanding of simple familiar phrases and short sentences.
Reading	I can use a bi-lingual dictionary to find the meaning of a word, its translation and its gender. I can understand dictionary abbreviation e.g. (masc, fem, pl) or that a word may have several meaning.
Writing	I can write simple familiar short phrases from memory with understandable accuracy.