

Primary languages Programme of Study: French

Key Stage 1 and 2

Key Stage1

Teaching a language is not a requirement at KS1. However, there are many benefits to be gained by starting early. The focus of lessons in KS1 will be on listening and speaking the language to develop pupils communicative, creative, physical and social skills. They will learn to listen attentively and respond appropriately. Pupils will develop awareness of how language works through songs, rhymes and simple stories. They will respond to simple greetings and classroom instructions and join in counting activities. They will gradually gain confidence in hearing and using the language in familiar routines.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

understand and respond to spoken and written language from a variety of authentic sources.

speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2: Foreign language - Subject content

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**.

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: feminine and masculine 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.

Progression of Study: French

	KS1	Year 3	Year 4	Year 5	Year 6
Listening	To listen attentively, follow along and repeat key words from a song, rhyme, or poem. To recognise familiar words or phrases and give a physical response. To understand and respond to a simple classroom instruction to begin to identify some key sounds in words and see patterns (deux, bleu)	To listen and show understanding a few familiar spoken words and phrases	To listen and show understanding of a range of familiar spoken phrases	To listen and show understanding of main point(s) from a short-spoken passage	To listen and show understanding of the main points and some of the detail from a short-spoken passage
Speaking	To answer simple pre-learned questions from memory with a single word or short phrase. To repeat and say familiar words and short simple phrases	To say/repeat a few words and short simple phrases <i>e.g., Talk about animals they have and don't have.</i>	To answer simple questions and give basic information and opinions <i>E.g., Talk about likes and dislikes</i>	To ask and answer simple questions and talk about interests <i>E.g., Learn and perform a poem or rap.</i>	To take part in a simple conversation and express opinions Present to an audience <i>E.g Recite a poem, describe people, café roleplays</i>
Reading	To recognise some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text.	To recognise and read out a few familiar words and phrases Use word lists	To understand familiar written phrases Begin to use a bilingual dictionary	To understand the main point(s) from a short-written text in clear printed script to use a bilingual dictionary	To understand the main points and some of the detail from a short-written text to use a bilingual dictionary more confidently
Writing	To copy write some single words correctly. To label items.	To write or copy simple words or symbols	To write one or two short sentences to a model and write familiar words from memory with a degree of accuracy	To write a few short sentences with support using expressions which I have already learned Write short phrases from memory.	To write a short text on a familiar topic, adapting language which I have already learned. Write some sentences from memory. <i>Adapt a poem using a framework 'Dans Liverpool</i>

<p>Recognise Je / j' means I</p> <p>Learn verb phrases</p> <p>Je m'appelle... I am called</p> <p>J'ai, I have</p>	<p>Recognise that nouns in French are either masculine or feminine.</p> <p>Recognise Je / j' means I</p> <p>Recognise il / elle means he/she</p> <p>To use <u>verb phrases</u></p> <p>J'ai I have</p> <p>il est It is (he is)</p> <p>to recognise negative</p> <p>Je n'ai pas de... I don't have...</p> <p>To ask a question.</p> <p>As-tu un animal? Do you have a pet?</p>	<p>To apply masculine and feminine articles to nouns.</p> <p>The plural of indefinite article un/une (a) is des (some)</p> <p>To use the verb avoir in first person</p> <p>j'ai (I have)</p> <p>Use the negative form ne.... pas e.g., Je n'ai pas de crayon. (<i>I do not have a crayon</i>)</p> <p>To use simple conjunctions e.g., et/mais (and/but)</p> <p>Ask and answer questions e.g., Tu aimes les sciences? (e.g., je n'aime pas)</p> <p>Understand that there is a plural version of the definite article (les)</p> <p>To understand words that are the same or very similar in two languages are called cognates</p>	<p>Use the structure il y a (there is/ there are)</p> <p>Use conjunctions such as aussi and car (also / because)</p> <p>to use 'il fait' + an adjective to describe the weather e.g., 'il fait chaud (<i>It is hot</i>)</p> <p>to use il y for weather phrases Il y a du soleil (<i>there is some sun / It is sunny</i>)</p> <p>To know that most <u>adjectives</u> follow the noun e.g., la robe rouge (<i>the dress red</i>).</p> <p>To understand adjectives can have a masculine, feminine and plural form to agree with the noun e.g., des bottes noires (some boots black).</p> <p>To conjugate regular er <u>verbs</u> e.g., porter (<i>to wear</i>).</p>	<p>Apply understanding of gender to demonstrative adjectives ce, cet, cette (this) (<i>When learning/adapting French poem Dans Paris</i>)</p> <p>To apply knowledge that most <u>adjectives</u> go after the noun. and that an adjective must agree with the noun e.g., if the noun is plural, we add an s to the adjective. J'ai les yeux bleus (I have eyes blue)</p> <p>To learn to conjugate the verb avoir (to have) verb etre (to be)</p>
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Phonology	<p>To explore key sounds and rhymes in songs and action rhymes</p>	<p>Recognise key sound and spelling links: ch in oi beau an</p> <p>Recognise some final silent consonants grand / petit</p>	<p>To make sound spelling links to pronounce familiar words accurately</p> <p>to recognise that many words end with a silent final consonant le sport, c'est intéressant</p> <p>eu on oi ou in i er em, an, i, é, et, ais,</p>	<p>Start to predict the pronunciation of unfamiliar words using phonic knowledge liaison and silent letters rules</p> <p>au/eau eu ch en ei oi</p>	<p>To predict the pronunciation of unfamiliar words using phonic knowledge liaison and silent letters rules with increasing accuracy.</p> <p>et on in i an oi en</p>
Intercultural Understanding	<p>To be inquisitive about language learning and other cultures</p> <p>Start to understand cultural similarities and differences and how festivals are celebrated</p> <p>Understand the differences in social conventions when people greet each other</p> <p>To learn a Christmas song</p>	<p>To know Paris is the capital city of France. France is a country in Europe. French is also spoken in many other countries around the world.</p> <p>To learn about Christmas and New year traditions</p>	<p>To compare everyday life at school here and In France</p> <p>To learn about Easter traditions</p>	<p>To learn about Tours in France (pen pal project)</p> <p>To identify some other countries where French is spoken</p>	<p>To learn about Paris café culture and famous Landmarks e.g. Le Louvre in Paris and the painting' La Joconde' (the Mona Lisa) and other famous portraits.</p> <p>To learn about Bastille Day</p>

Key Vocabulary: French

	Y1	Y2	Y3	Y4	Y5	Y6
Term 1	<p>Greetings and Numbers to 10</p> <p>Bonjour - Hello! Salut - Hi / Bye Au revoir - Goodbye Bonsoir - Good evening Je m'appelle I am called Ça va bien – I am doing well. Comme ça - I am ok. Ça va mal – I feel bad.</p> <p>un deux trois quatre cinq six sept huit neuf dix</p>	<p>Greetings and Numbers to 10</p> <p>Bonjour - Hello! Salut - Hi / Bye Au revoir - Goodbye Bonsoir - Good evening Je m'appelle I am called Ça va bien – I am doing well. Comme ça - I am ok. Ça va mal – I feel bad.</p> <p>un deux trois quatre cinq six sept huit neuf dix</p>	<p>Moi et ma famille Me and my family ma mère my mother mon père my father ma sœur my sister mon frère my brother ma grand-mère my grandmother mon grand-père my grandfather Voici Here is/ Here are il s'appelle He is called Elle s'appelle She is called Quel âge as-tu? What age have you? J'ai sept ans I have 7 years (I am 7 years old) J'ai huit ans I have 8 years (I am 8 years old)</p>	<p>La date Writing the date in French</p> <p>premier (first) vingt-et-un (21) vingt-deux (22) vingt-trois (23) vingt-quatre (24) vingt-cinq (25) vingt-six (26) vingt-sept (27) vingt-huit (28) vingt-neuf (29) trente (30) trente-et-un (31) 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>Qu'est-ce qu'il y a dans ta ville? What is there in your town?</p> <p>il y a there is/are une gare a station une rivière a river une église a church une tour a tower un port a port un supermarché a supermarket des some des cinémas cinemas des théâtres theatres beaucoup de magasins lots of shops deux cathédrales 2 cathedrals des musées museums des écoles schools</p>	<p>Dans Paris in Paris une rue a street une maison a house un escalier staircase une chambre bedroom une table table un tapis rug une cage a cage un nid a nest un œuf an egg un oiseau a bird ce, cet, cette this il y a there is/are</p>

	<p><u>Frère Jacques</u></p> <p>Dormez-vous ? Sonnez les matines ! Ding, dang, dong !</p> <p><u>Deux petits oiseaux</u> Assis sur une branche</p> <p>rouge red vert green orange orange bleu blue noir black marron brown rose pink violet purple jaune yellow blanc white</p>	<p><u>Frère Jacques</u></p> <p>Dormez-vous ? Sonnez les matines ! Ding, dang, dong !</p> <p><u>Deux petits oiseaux</u> Assis sur une branche</p> <p>rouge red vert green orange orange bleu blue noir black marron brown rose pink violet purple jaune yellow blanc white</p>	<p><u>Tu as un animal? Do</u> <u>You have an animal?</u></p> <p>un animal <i>an animal</i> un lézard <i>a lizard</i> un cheval <i>a horse</i> un hamster <i>a hamster</i> un oiseau <i>a bird</i> un poisson <i>a fish</i> un chien <i>a dog</i> un chat <i>a cat</i> un lapin <i>a rabbit</i> un serpent <i>a snake</i> grand <i>big</i> petit <i>small</i> mignon <i>cute</i> gentil <i>friendly</i> méchant <i>naughty</i></p>	<p><u>Dans ma trousse</u> <u>In my pencil case</u></p> <p><u>Dans mon sac.</u> <u>In my bag,</u> <u>Dans ma trousse, In my</u> <u>pencil case</u></p> <p><u>un crayon</u> <i>a pencil</i> <u>un stylo</u> <i>a pen</i> <u>un livre</u> <i>a book</i> <u>un taille-crayon</u> <i>a pencil</i> <u>sharpener</u> <u>une gomme</u> <i>an eraser</i> <u>une règle</u> <i>a ruler</i> <u>une calculatrice</u> <i>a</i> <u>calculator</u> <u>des ciseaux</u> <i>some</i> <u>scissors</u> <u>des crayons de couleurs</u> <u>some coloured pencils</u> <u>de la colle</u> <i>some glue</i></p>	<p><u>Quel temps fait-il?</u> <u>What's the weather</u> <u>like?</u></p> <p>Il fait beau <i>It's lovely</i> Il fait mauvais <i>It's bad</i> Il fait chaud <i>It's hot</i> Il fait froid <i>It's cold</i> Il neige <i>It's snowing /</i> <i>it snows</i> Il pleut <i>It's raining / it</i> <i>rains</i> Il y a du soleil <i>There is</i> <i>sunshine / its sunny</i> Il y a du vent <i>There is</i> <i>wind / it's windy</i> Il y a du brouillard <i>There is fog / its's foggy</i> Il y a de l'orage <i>There</i> <i>is a storm</i> Il y a des nuages <i>There are clouds /it is</i> <i>cloudy</i></p>	<p><u>Décrire les gens-</u> <u>Describing people</u> <u>like?</u></p> <p>les yeux <i>the eyes</i> marron brown bleus blue verts green gris grey</p> <p>les cheveux <i>the hair</i> bruns brown blonds blond roux red noirs black gris grey blancs white</p> <p>avoir <i>to have</i> être <i>to be</i></p>
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Toutes les couleurs

la tête the head les
épaules the shoulders
les genoux the knees
les pieds the feet
les yeux the eyes
les oreilles the ears
la bouche the mouth
le nez the nose
les mains the hands

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La chenille qui fait des trous

lundi Monday
mardi Tuesday
mercredi Wednesday
jeudi Thursday
vendredi Friday
samedi Saturday
dimanche Sunday

Qu'est-ce que tu aimes faire à l'école?

What do you like to do at school?

Ma matière préférée est
 My favourite subject is

aimer to like

l'anglais English
le français French
le dessin Art
l'histoire History
la géographie
 Geography
les maths
la musique Music
les sciences Science
l'informatique IT
la technologie DT
le sport PE
l'éducation religieuse
 RE
c'est amusant It is fun
c'est intéressant
 It is interesting
c'est facile It is easy
c'est fantastique It is
 fantastic
c'est difficile It is difficult

et and
mais but

Qu'est-ce que tu portes?

What are you wearing?

porter
 to wear

un pantalon trousers
un jean jeans
un pull jumper
un sweat sweatshirt
un tee-shirt teeshirt
un short shorts
un manteau coat
un chapeau hat
des baskets training
 shoes
des tennis training shoes
une robe dress
une jupe skirt
une chemise shirt
une cravatte tie
une casquette cap
des chaussettes socks
des chaussures shoes
des bottes boots