

Becoming a linguist at Kingsway

Our aim is that children who leave our school in Year 6 will be able:

- To engage in a conversation about themselves.
- To identify similarities and differences between French and English vocabulary, linking to spelling, sounds and meaning.
- To explore the patterns of the French language through songs and rhymes.
- To understand some of the French phonemes and use them to decode new vocabulary.
- To read carefully, using known French vocabulary to make connections and gain meaning.
- To confidently use a French dictionary to develop their understanding of new words.
- To present their learning in a range of ways including written and oral outcomes.

How our children learn to be a linguist

In Key Stage 2, our children complete three units of work, on a range of subjects building their French language vocabulary. In each unit, our children are introduced to a key question, which built together allows the children to present themselves.

Year 3/4 - Comment tu t'appelles? (What is your name?)
 Quel animal es-tu? (Which animal are you?)
 Que désirez-vous du salon de thé? (What would you like from the tea room?)
 Quel âge as-tu et où habites-tu? (How old are you and where do you live?)
 Qu'est-ce que tu peux faire? (What are you able to do?)
 Quels sont les fruits que tu aimes? (Which fruits do you like?)

Year 5/6 - Quelle est la date aujourd'hui? (What is the date today?)
 Où est le supermarché? (Where is the supermarket?)
 Quelles matières étudiez-vous? (Which subjects are you studying?)
 Qu'est-ce que tu portes? (What are you wearing?)
 Qui est dans ta famille? (Who is in your family?)
 Qu'est-ce que tu fais le week-end? (What do you do on the weekend?)

Using these questions as a baseline, our children will learn how to express their opinions, and construct their own sentences.

Our children are provided with good quality resources, and phonetic teaching to enable them to hear and use accurate pronunciation. They will develop their reading and writing skills, to allow them to understand and construct their own written sentences. This is underpinned with an introduction to key concepts of grammar in the French language.

French Progression of Skills

| | <u>Year 3</u> | <u>Year 4</u> (Assuming at least 1 year of previous foreign language learning) | <u>Year 5</u> (Assuming at least 2 years of previous foreign language learning) | <u>Year 6</u> (Assuming at least 3 years of previous foreign language learning) |
|-----------|---|--|---|---|
| Listening | Listen to and enjoy songs. Recognise familiar words and short phrases covered in the units taught. | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| Speaking | Communicate with others using simple words and short phrases covered in the units. | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| Reading | Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in French | Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in French when it is based on familiar language. | Understand longer passages in French and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. | Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. |
| Writing | Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. |

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| Grammar | Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' | Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' | Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |
| | Phonics Lesson 1 - I am learning - Animals - Fruits - I am able | Phonics Lesson 2 - Presenting myself - At the tea room - My family (5/6) | Phonics Lesson 3 - The date - Clothes - My town | Phonics Lesson 4 - At school - The weekend |



Year 3/4

| Cycle A | | |
|--|--|--|
| Autumn | Spring | Summer |
| J'apprends le français (Comment tu t'appelles?) | Core Vocabulary Nombres 11-20/Jours/Mois/Les Animaux (Quel animal es-tu?) | Au salon de the (Que désirez-vous du salon de thé?) |
| Cycle B | | |
| Autumn | Spring | Summer |
| Je me presente (Quel âge as-tu et où habites-tu?) | Je peux (Qu'est-ce que tu peux faire?) | Les fruits (Quels sont les fruits que tu aimes?) |

Year 5/6

| Cycle A | | |
|--|--|---|
| Autumn | Spring | Summer |
| La date (Quelle est la date aujourd'hui?) | En Ville (Où est le supermarché?) | A l'école (Quelles matières étudiez-vous?) |
| Cycle B | | |
| Autumn | Spring | Summer |
| Les vêtements (Qu'est-ce que tu portes?) | Ma famille (Qui est dans ta famille?) | Le Week-end (Qu'est-ce que tu fais le week-end?) |

