



Whinstone Primary School Year 5 French



French Statement of Intent

Learning a foreign language is an essential skill in the globalised world we live in and at Whinstone we believe that the earlier a child is exposed to a foreign language, the faster the language acquisition becomes. We deliver high quality French education which inspires and enthuses children while broadening their curiosity and understanding of the target country, its culture and history. We aim at teaching purposeful language using authentic material and resources while teaching them the strategies to work out the meaning and the grammar of the target language.

We develop children's linguistic skills and knowledge of France, its language and culture by:

- Teaching them traditional songs, poems and rhymes that allow them to explore sounds and pattern of the target language.
- Planning lessons which provide the children to work on their four linguistic skills e.g. listening, speaking, reading and writing.
- Planning activities which give the children the opportunities to communicate in the target language (through pair-work, group work, games and singing activities) so that they can express ideas, feelings, facts and show understanding through a wide range of topics.
- Catering for all learning styles. It is our aim to support and challenge pupils of all abilities, using differentiated activities, resources and success criteria.
- Teaching a core of grammatical knowledge in French which the pupils can apply to the learning of French and other languages in KS3.
- Broadening their knowledge and understanding of Francophonie e.g. understanding that French is spoken in several countries such as Switzerland, Belgium, Luxembourg, overseas French territories and Quebec in Canada.





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 4 children will be given opportunities to reuse previous learning vocabulary and to apply it to new topics they study.

Year 5 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, speaking audibly with increasing fluency, experimenting with new language 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 with increasing independence and fluency in 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 and 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, retrieve and record information, identifying key words to use in writing and complete longer pieces of writing. • Continuing to develop an understanding of French grammar e.g. gender of nouns, articles, masculine and feminine of common adjective, the verb avoir and etre with the present tense and the pronouns je, tu, il and elle and beginning to use present with common verbs for instance je vais, je fais, j’aime, j’adore et je deteste

In Year 5 the Key Concepts of French are taught through the following sequence of topics:		
Autumn	Spring	Summer
All about me; Colour of hair; Colour of eyes Describing yourself (size, personality, hair and eye colours) Describing members of your family Verb avoir ‘j’ai’, ‘elle a’, ‘il a’ My house (rooms of the house); Describing your house (colours and size) Developing skills to use a bilingual dictionary (list rooms of the house, categorise according to their gender, use le/la/les)	Time; Revising numbers 1 to 60; Asking and answering the question: Quelle heure est-il? ; Daily Routine; Daily routine and time; Daily routine and rooms of the house	School subjects and opinions. Developing skills to use a bilingual dictionary (list school subjects, categorise them according to their gender, use le/la,l’/les) Learning about French schools/French education. Comparing and noticing difference between France and Great-Britain; Sports and opinions; Sports you play and you do Understanding difference between sports you play or sports you do



Year 5 French Implementation – Key Vocabulary		
<p>J'ai les cheveux blonds, bruns, châains clairs, noirs gris, blancs J'ai les yeux bleus, noirs, marron, noisette, verts Je suis beau/belle, grand/grande/ moche (recap from year 4 topics) Ma mère a les cheveux noirs et les yeux bleus Mon père a les cheveux châains et les yeux marron</p> <p>Ma maison : la chambre, la cuisine, la salle de bains la salle à manger, la cave, la salle de jeux, le grenier, le jardin, le salon, le bureau, le garage les toilettes, les escaliers la chambre est bleue la cuisine est grande/petite la salle de bains est moche le garage est vieux</p>	<p>Il est une heure/ deux heures/trois/quatre/cinq/six/sept/huit/neuf Dix/onze heures Il est midi/ minuit Numbers :1 to 60 il est une heure cinq 1.05 il est une heure dix 1.10 il est deux heures quinze et quart 2.15 il est trois heures vingt 3.20 il est quatre heures vingt-cinq 4.25 il est cinq heures trente/et demie 5.30 il est six heures heures trente-cinq 6.35 il est sept heures quarante 7.40 il est huit heures quarante-cinq 8.45 il est neuf heures cinquante 9.50 il est dix heures cinquante-cinq 10.55</p>	<p>Le sport, le français, le dessin/l'art plastique, l'anglais, l'histoire, la musique, la géographie, la religion, les maths, les sciences J'aime/j'adore/ je n'aime pas/ je déteste Le foot le basket-ball, le golf, le ping-pong le rugby, le roller, le skate, le snooker, le tennis le volley-ball, le VTT, le handball, le badminton le cyclisme, le handball, le hockey, le hockey sur glace, le judo, la natation, la gymnastique, l'équitation, l'athlétisme</p> <p>je joue au...(I play) je fais du, de la, de l' (I do)</p>



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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 (numbers 1 to 60) • Children use their knowledge of days, months and numbers to say the date in French at the beginning of each lesson. • Grammatical understanding of basic verbs at the first person (present tense) e.g j'ai/ je suis/ je me leve/je me douche, je m'habille, je me lave, je prends, je vais • Saying the gender of a noun using grammar terms such as masculine, feminine and plural. • Role play (colour of hair, eyes, daily routine, asking and answering 'quelle heure est-il? School subject and sports) • Using the first form at the present tense of the following verbs: Je suis, j'ai, j'aime, j'adore, je n'aime pas, je deteste, je fais ou je joue. 	<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 sentences presented in clear script in a familiar context. They may need visual cues. • Label the pictures with correct word/ phrase. • Match time, daily routine with their written forms • Put in order times, daily routine. • Looking for and recognising cognates when taught new language • Recognising rhyming pattern • 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 paragraphs) • Reading short paragraphs • Underline correct / incorrect • Answer true or false 	<ul style="list-style-type: none"> • Writing (recording words and showing meaning by drawing pictures) • Write a short conversation using greetings, titles, feelings • Create a poster on different hair and eye colour, our house, daily routine, favourite school subject or subjects we do at school, sports. • 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. • Write a short description of your house, your daily routine, school subjects, sports or famous sportsman and sportswoman • 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
Reading & Listening	I can understand the main points from a short passage made of familiar language.
Listening	I can listen and show understanding of more complex familiar phrases and sentences.
Speaking & Listening	I can ask and answer simple questions and talk about myself, my routine, my schools and my sports.
Reading	I can understand the main points from a short written text in clear printed script.
Speaking & Listening	I can demonstrate understanding through verbalisation linking new meanings to known vocabulary.
Writing	I can write familiar complex sentences from memory with understandable accuracy.