



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 Key Stage 1 to Key Stage 2, children will be given opportunities to reuse previous learning vocabulary and to apply it to new topics they study.

Year 3 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 traditional 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. • developing writing skills e.g. copying and labelling pictures, extending answers by using longer sentences and identifying key words to use in writing. • Starting to develop an understanding of French grammar e.g. masculine, feminine and plural nouns and the articles le, la, les. Imperative form of common instructions e.g Ecoutez ! Regardez !

In Year 3 the Key Concepts of French are taught through the following sequence of topics:		
Autumn	Spring	Summer
Weather Days of the week Months of the year Traditional French celebrations e.g. Noel, Paques, 14 juillet, 11 novembre, 8 mai	Body parts (understanding that in French nouns are either masculine, feminine or plural) developing strategies to recognise the three different genders by looking at the ending of the noun (femimine nouns tend to end with an 'e', masculine nouns tend to end with a consonant and plural use a 's' or an 'x') or looking at the articles (le/un, la/une, les/ des) and using Easter in France (how we celebrate Easter in France)	J'ai mal ...(aches, pains, feelings) Songs (bonjour monsieur comment ca va ?, Jean Petit qui danse, J'ai mal à la tete, 5 a day, alouette, savez-vous planter les choux?) Couleurs Classroom instructions (imperative form of basic common verbs)



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Year 3 French Implementation – Key Vocabulary

Weather : Il pleut, il neige, il fait chaud, il fait froid, il y a de l'orage, il y a du vent, il fait beau, il fait mauvais, il y a du brouillard.

Days of the week : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.

Months of the year : Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Fête de l'année : la galette des rois, la saint Valentin, la chandeleur, Pâques, le 8 mai, le 6 juin, le 14 juillet, le 11 novembre, Noël, la Saint Sylvestre.

Numbers 20 to 50.

Vingt 20	Trente 30	quarante 40
Vingt et un 21	cinquante 50	
Vingt-deux 22	Vingt trois 23	
Vingt quatre 24	Vingt cinq 25	
Vingt-six 26	Vingt-sept 27	
Vingt-huit 28	Vingt-neuf 29	

Christmas traditions in France (meals, presents, songs).

Le père Noël	l'étoile	les lutins
le bonhomme de neige	la boule	les rennes
le traineau		les cadeaux

Body parts: le nez la bouche les lèvres

cou	tête	oreilles
dos		sourcils
ventre		dents
		cheveux
		yeux
		épaules
		bras
		coudes
		doigts
		genoux
		jambes
		pieds

Easter: Paques

Joyeux Pâques, le careme, le carnaval, mardi gras, vendredi saint, le dimanche de Pâques, la chasse aux œufs, les cloches, les chocolats
 Le chocolat
 Le lapin
 La poule
 Les poussins
 Les œufs
 L'agneau
 Le nid

Aches :

Comment ca va ? ca va mal.

J'ai mal au bras	à la jambe
au dos	à la tête
au pied	à la gorge
au ventre	
au cou	
aux dents	

j'ai de la fièvre

je tousse

j'ai chaud

j'ai froid

les couleurs :

bleu	marron/ brun
blanc	noir
rouge	gris
vert	rose
jaune	violet
orange	

Classroom instructions:

Ecoutez !

Regardez !

Levez-vous!

Asseyez-vous !

Taisez-vous!

Silence

Rangez



Whinstone Primary School Year 3 French



<p>le sapin Short sentences describing Christmas using colours and verb 'être' le Père Noel est rouge et blanc. Les rennes sont marron. L'étoile est jaune. Le bonhomme de neige est blanc. Le sapin est vert. Counting the Christmas vocabulary using numbers 1 to 20. dix sapins vingt cadeaux</p>		<p>Poussez la chaise ! Mettez votre manteau !</p>
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Whinstone Primary School Year 3 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 'Quel temps fait-il?', 'Les mois de l'annee', 'C'est la chanson des jours de la semaine' • Children use their knowledge of days, months and numbers to say the date in French at the beginning of each lesson. They also answer the question 'Quel temps fait-il?' and describe the day's weather. • Saying the gender of a noun using grammar terms such as masculine, feminine and plural. • Point at body part and say it • Role play at the doctor's. 	<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) <ul style="list-style-type: none"> • Listening (Teacher uses target language as much as possible) • Listening to songs • Listening to partner doing pair work activities 	<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 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. • Categorising nouns according to their gender. 	<ul style="list-style-type: none"> • Writing (recording words and showing meaning by drawing pictures) • Create a week diary to using days and weather. • Create a calendar using months and weather • Understanding that French does not use capital for days and months of the year (date: jeudi 25 mars) • Create a poster about Christmas • Writing short sentences to say the date and what the weather is like • Mr and Mrs Men poster on aches e.g. Mr Bump 'J'ai mal à la tête'



Whinstone Primary School Year 3 French



<ul style="list-style-type: none">• Role play (be a teacher and give instructions to your peers)			
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Whinstone Primary School Year 3 French



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 understand and say a range of familiar spoken phrases.
Speaking & Listening	I can understand and read out familiar written phrases.
Speaking & Listening	I can recognise a familiar question and respond with a simple rehearsed response.
Speaking & Listening	I can name objects and actions and link words with a connective in a simple rehearsed statement.
Speaking & Listening	I can answer simple questions and give basic information. E.g. Quelle est la date aujourd'hui? Mardi 11 janvier. Quel temps fait-il ? il fait beau.
Reading & Writing	I can write one or two short sentences to a model and fill in the words on a simple form.
Speaking, Reading & Writing	I can use the correct form of the definite article in the singular according to the gender of the noun and in the plural