



St Anselm's French Knowledge and Skills Progression Map 2023-24



Intent

French is the modern foreign language taught at St Anselm's for Years 3-6. It is our aim to encourage children to enjoy and develop a curiosity about learning languages by exploring the French language and French-speaking culture. The four key skills of speaking, listening, reading and writing are practised equally and lessons have an emphasis on being entertaining and enjoyable to motivate our children and increase their self-confidence, creativity, and sense of achievement. Wherever possible, cross-curricular links are made to reinforce learning. French achievement certificates are presented weekly to pupils to celebrate their success.

Implementation

MFL is an important part of St Anselm's curriculum. All key stage two pupils have a weekly 45-minute French lesson with a specialist French teacher. Our curriculum is developed in accordance with the aims of the MFL Programme of Study in the National Curriculum. Different topics are completed in a logical order and include an appropriate balance of spoken and written language. Units are planned and sequenced to ensure that pupils revisit and build on new vocabulary and grammatical concepts. Lessons are structured to include the pillars of progression: phonics, vocabulary, and grammar. Our focus is for pupils to progress beyond producing individual words to forming sentences and paragraphs and to linking sentences and expressing opinions.

There is a KS2 French lunchtime club held once a week during the Winter and Spring terms, and a Year 2 French Club offered during the Summer term. Children enjoy food-tasting, singing French songs, doing craft activities, and playing French games. Our Year 4 students are also involved in a French pen-pal project with a primary school in Paris where we exchange postcards and Christmas cards.

During International Week the French curriculum is brought to life at St Anselm's with an annual 'French Singing Competition'. The project aims to combine French, music, and dance and for the children to have fun learning the language. The languages, cultures, and traditions of other countries around the world are explored across the whole school during International Week and children complete themed activities and are encouraged to share an aspect of their heritage.



St Anselm's French Knowledge and Skills Progression Map 2023-24



Year 3			
	Autumn	Spring	Summer
Topics	St Anselm's French Sing-off Competition Personal Information.	Personal Information Family Pets	Francophone Countries Hobbies Bastille Day
Skills	Greetings. Personal information. Alphabet. Classroom instructions. Christmas in France/ Francophone country.	Numbers 21 – 31 Phonics. Months, birthdays, days of the week. Family, Pets, colours, opinions Where I live, nationality. Grammar: possessives, feminine, masculine nouns, plurals, conjunctions, order of colour adjectives in a sentence in French.	French-speaking countries in the world, nationality, which languages are spoken in our class? Numbers 1-100. Hobbies. Opinions.
Intent	Learning a French song to perform in order to train and work children's memories to retain language, to work productively as a team, to perform and use creativity to enhance performance, to have fun learning languages, to feel connected to the wider school community. Greet someone and say goodbye. Children will learn how to present themselves in French.	To build on previous learning and help the children to introduce themselves in more detail. To be introduced to some French grammar such as possessives, feminine, masculine nouns, plurals, adjectival agreements according to gender, word order with colour adjectives in French, conjunctions, opinions. To develop the family topic by also describing your pet, it's colour and giving an opinion on animals. To learn the phonic sounds of the language covered in these topics. To start to recognise the sound of some phonemes in French such as ch, ou, on oi. To use high frequency verb such as 'je suis'(I am)	To teach children about France and other French- speaking countries in the World and where they are geographically. The relevance of learning another language in relation to the wider world; to be aware of diversity and which languages are spoken by class members. To build on existing knowledge of numbers, to begin to describe some hobbies, (revisiting opinions) with a view to developing this further at the start of year 4. To learn about French/ Francophone festivals.



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>Ask someone their name and say own name. To recite numbers 1-20 (adding and subtracting numbers also to link with Maths.) Ask someone their age and say own age. Ask someone how they feel and describe how they feel. To learn some basic phonic sounds and the alphabet to aid pronunciation. Learn basic classroom instructions. Relevant grammar to be taught based on topic studied.</p> <p>Phonics:</p> <p>Alphabet sounds in French. Identify individual sounds in words and pronounce accurately when modelled. Silent letters such as t, z, s ,x at the end of a word and 'i' sound.</p> <p>Be aware of é acute accent sound and the cedilla ç.</p> <p>Elision: Je m'appelle</p>	<p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p>	<p>To learn the phonic sounds of the language covered in these topics.</p>
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St Anselm's French Knowledge and Skills Progression Map 2023-24



<p>Vocabulary *Revisited Vocabulary</p>	<p>Bonjour, salut, au revoir. Comment t'appelles-tu? Je m'appelle 1 a 20 Quel age as-tu? J'aians Comment ça va? ça va bien, comme-ci comme ça, ça va mal</p> <p>Écoutez, écrivez, répétez,silence, ouvrez vos cahiers,fermez vos cahiers,pensez, lisez,demandez,levez la main Joyeux noel, bonne année.</p> <p>Accents: é, silent 'z' on the end of words.</p>	<p>Janvier à décembre C'est quand ton anniversaire? Mon anniversaire est le 1 à 20, 21 à 31. Janvier à décembre L'anniversaire de est Lundi à dimanche Où habites-tu? J'habite à En Angleterre Tu as des freres et des soeurs? J'ai..... Je n'ai pas de frères/ soeurs (Je suis fils unique,Je suis fille unique) mon, ma, mes, frère, soeur, mère,père, oncle, tante, grand-père,grand- mère, grand-parents, qui s'appelle (ent) et aussi Phonemes: eux, e, é, eau, gne, qu, c, an. Tu as un animal domestique? J'ai ...un chien, un chat, un lapin, un poisson rouge, un serpent, un oiseau, une souris, un hamster, une tortue, un cochon d'inde qui s'appelle Je n'ai pas d'animal Colours: blanc, noir, marron, orange, rouge, vert, bleu, jaune, gris J'aime, j'adore, je n'aime pas, je déteste et, aussi</p>	<p>Les pays Francophones: en Haiti, a Port-au-Prince, en France, a Paris, au Canada, a Ottawa, au Sénégal, a Dakar,et J'habite Il/ elle habite Je /on parle le français, l'anglais, le créole, le wolof</p> <p>Je danse, je lis,je joue au foot, je nage, je chante tres, assez bien, mal et, aussi J'aime ça, je n'aime pas ça</p>
<p>Prior Knowledge</p>	<p>None, as the children start to learn French in year 3 at St Anselms.</p>	<p>Numbers 1-20, verbs s'appeler and avoir used again in the 1st and 2nd person when describing family and pets. Negative form repeated three times in this unit.</p>	<p>Verb habiter, conjunctions: et, aussi, nationalities</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



<p>Knowledge</p>	<p>To memorise a French song and sing and perform it.</p> <p>To understand vocabulary related to the personal information topic.</p> <p>To identify where France is located on a world map.</p> <p>To name the capital of France.</p> <p>To learn some basic phonemes.</p> <p>To begin to develop skills in the four attainment targets in the target language.</p> <p>To be able to recognise and use the present tense with the first and second person with two verbs s'appeler and avoir.</p> <p>To understand about Christmas in France / Francophone country.</p> <p>Sing part of a Christmas carol for the Christmas carol service.</p>	<p>To understand vocabulary related to the topic studied.</p> <p>To continue to develop skills in the four attainment targets in the target language.</p> <p>To learn about grammar such as possessives, (mon, ma, mes).</p> <p>To be aware of the gender of nouns.</p> <p>To be able to recognise and use the present tense with the first and second person.</p> <p>To be able to use a couple of conjunctions.</p> <p>To be introduced to the negative form.</p> <p>Pupils taught how to express need for clarification (répétez s'il vous plait)</p> <p>To understand about l'Épiphanie and la Galette des Rois, (the cake eaten in France on Jan 6th to celebrate the end of the festive season (the Feast of the Epiphany).</p> <p>To understand about other French celebrations such as 'le Poisson d'avril' (April Fool's day)</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p> <p>To learn the phonic sounds of the language covered in these topics such as 'ille' in fille, famille and 'ique' in fils unique.</p> <p>To revise silent letter 's' on the end of a word such as : 'soeurs' and revise elision such as 'il s'appelle', 'elle s'appelle' j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.</p>	<p>To learn which countries in the world speak French as their official language.</p> <p>To recognise the locations of some Francophone countries on a World map.</p> <p>To understand how to say 'in' a country in French depending on the gender of the country.</p> <p>To understand how to say 'in' a town in French, 'à'.</p> <p>To use a French dictionary;</p> <p>To be able to recognise and use the present tense in the first to third person (parler)</p> <p>To understand vocabulary related to the topic studied.</p> <p>To continue to develop skills in the four attainment targets in the target language.</p> <p>To be able to recognise and use the present tense with the first and second person.</p> <p>To give opinions on hobbies.</p> <p>To revise conjunctions and learn a couple of intensifiers.</p> <p>To understand about the French festival on 14th July 'Bastille Day'.</p> <p>Grammar: Elision 'J'habite', nationalities in French start with a lowercase letter, cedilla for francais</p> <p>Phonic sounds such as 'qu' in cinquante, 'x' sound in soixante, soixante-dix, silent 't' for cent.</p>
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St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>Phonics: Identify individual sounds in words and pronounce accurately when modelled.</p> <p>'in'sound in cinq, huit, dix, Patrick, habite & Paris</p> <p>Silent letters. 's' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's', 't', 'z', 'x' is the final consonant in a word.</p> <ul style="list-style-type: none">• Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). <p>The 's' in 'suis' transforms and almost sounds like a 'z'.</p> <ul style="list-style-type: none">• Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is	<p>To start to recognise the sound of some phonemes in French such as 'ch' in 'chien', 'chat', 'ou' in 'souris', 'on' in 'cochon d'inde', 'poisson', 'oi' in 'oiseau, noir'.</p>	
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St Anselm's French Knowledge and Skills Progression Map 2023-24



	generally in order to facilitate pronunciation. It is not optional in French.. Acute é accent sound and the cedilla ç.		
Suggestions for implementation	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs. Grammar and phonics to be included when appropriate.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs. Grammar and phonics to be included when appropriate	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs. Grammar and phonics to be included when appropriate
Questions to measure impact	Can you sing me the French song you have been learning? Can you tell me your name, age and say how you are feeling in French? Can you ask someone their name, age and say how you are feeling? Can you recite the alphabet in French? What are some differences between the way the English and French celebrate Christmas?	Can you count from 1-31? Can you name the months of the year? Can you name the days of the week? Can you describe when your birthday is? Can you ask someone when their birthday is? Can you introduce members of your family? How do you say 'my mother', 'my father' and 'my grandparents' in French? Can you ask someone if they have brothers or sisters? Can you ask someone where they live? Can you tell someone where you live? Can you ask someone if they have a pet? Can you describe the colour of your pet? Can you give an opinion on animals? Why do you think it is useful to study another language?	What does 'Francophone' mean? Can you name some Francophone countries in the world? Where are they? Can you name some languages spoken around the world? Can you say where you live and which language(s) you speak? Can you describe a hobby you do? Can you say how well you do it? Can you give an opinion on your hobby? Why and when do the French celebrate 'Bastille Day?'



St Anselm's French Knowledge and Skills Progression Map 2023-24



<p>Suggestions for the development of greater depth</p> <p>(Activities to complete independently)</p>	<p>Sing a song from memory</p> <p>Give basic personal information manipulating vocabulary.</p> <p>Listen attentively and understand classroom instructions and short sentences in the target language.</p> <p>Write short sentences.</p> <p>Read and recognise familiar words and sentences based on the topic studied.</p>	<p>Give personal information describing family and pets using conjunctions.</p> <p>Listen attentively and show understanding by joining in and responding in the target language with little support.</p> <p>Engage in a short dialogue and ask and answer questions using familiar language.</p> <p>Write short sentences (including conjunctions and opinions).</p> <p>Read and understand familiar words and sentences based on the topic studied.</p>	<p>Describe where you live and the language spoken in a country using a conjunction.</p> <p>Describe a hobby, use the negative form and give a brief opinion.</p> <p>Listen attentively and show understanding by joining in and responding.</p> <p>Write short sentences (including conjunctions and opinions).</p> <p>Read and understand familiar words and sentences based on the topic studied.</p>
<p>Expectations by the end of the year</p>	<p>Speaking skills: Pupils can produce simple sentences (with support), using familiar vocabulary or use phrases they have learned by heart.</p> <p>Listening skills: Pupils can listen to and understand words and short phrases.</p> <p>Reading skills: Pupils can read and understand familiar words and a few short sentences.</p> <p>Writing skills: Pupils can write simple short sentences to a model based on a familiar topic.</p>		
<p>Enrichment/ curriculum links Diversity BTK</p>	<p>Literacy: Phonics, alphabet</p> <p>Music, Dance: Sing and dance to perform a French song</p>	<p>ICT: Design a birthday invitation on the computer.</p> <p>La Galette des Rois, (Feast of the Epiphany) (6th Jan)</p> <p>La Chandeleur (2nd Feb), Candlemas;</p> <p>Art: Draw, paint a picture/ portrait of a family member and label and describe in French.</p>	<p>Geography: French-speaking countries in the world.</p> <p>PE: Healthy Living week link 'Five-a-day Fitness' dance routine in French to promote exercise.</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>Maths: Adding and subtracting numbers. Learn about La Toussaint Festival and Christmas in France / Francophone countries.</p>	<p>Literacy: Pets, grammar: masculine & feminine & plural nouns Art: Draw, paint /make a clay sculpture of your pet and label and describe in French. Le Poisson d'avril (April Fool's day) in France, Paques, Easter in France/ Francophone country. Music: Invent a French Rap song about days of the week. To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>Research a French-speaking country as a project. History: To learn about Bastille Day and the French revolution. Culture: Learn about ' Le Tour de France'. Maths: Adding and subtracting larger numbers, counting in tens, PE: Playing pétanques outdoors (a typical French hobby).</p>
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St Anselm's French Knowledge and Skills Progression Map 2023-24



Year 4			
Skills	<p>S1 To memorise, sing and perform a French song.</p> <p>S2 To ask someone which sport they do.</p> <p>S3 To describe which sports I do.</p> <p>S4 To list the days of the week.</p> <p>S5 To give an opinion on a sport.</p> <p>S6 To list some parts of the face and body in French.</p> <p>S7 To learn the phonic sounds of the language covered in these topics.</p> <p>S8 To use a French dictionary.</p>	<p>S1 To describe a noun and a colour and remember the correct position of the adjective in French.</p> <p>S2 To describe a part of my body that hurts in French.</p> <p>S3 To name some medicines.</p> <p>S4 To perform a short dialogue at the Doctor's with some support.</p> <p>S5 To learn the phonic sounds of the language covered in these topics.</p> <p>S6 To use a French dictionary.</p> <p>S7 To understand and list different types of weather.</p> <p>S8 To list the compass points.</p> <p>S9: To be familiar with a map of France and identify where the capital is located and a few towns.</p>	<p>S1 To describe some healthy and unhealthy foods in a sentence in French.</p> <p>S2 To use the Present tense verbs 'manger' and 'boire' to form sentences about what is healthy and unhealthy to eat and drink.</p> <p>S3 To recognise the negative form and form a sentence using it.</p> <p>S4 To describe healthy and unhealthy activities in French.</p> <p>S5 To list some animals and habitats in French.</p> <p>S6 To describe animals in more detail with the use of adverbs, action verbs, adjectives and conjunctions.</p> <p>S7 To learn the phonic sounds of the language covered in these topics.</p> <p>S8 To use a French dictionary.</p>
	Autumn	Spring 2	Summer 2
Topics	<p>French Sing-off competition</p> <p>Sports</p> <p>Health</p>	<p>At the Doctor's</p> <p>Weather</p> <p>Compass Points</p>	<p>Healthy Eating</p> <p>Healthy life-style</p>
Intent	<p>Building on children's learning on the topic in year 3 to give a more detailed account of their hobbies.</p> <p>Learning a French song to perform in order to train and work children's memories to retain language,</p>	<p>Build on previous learning about the parts of the body. Describe ailments/ medicines to take at the Doctor's in order to perform a short role-play.</p> <p>To understand and produce a short weather forecast.</p> <p>To extend language by adding a compass point, season, conjunction</p>	<p>To revisit food and hobbies to describe in healthy lifestyle choices in more detail.</p> <p>To build on Year 3 work on pets to describe animals in more detail with the use of more language such as adverbs, action verbs, adjectives and conjunctions.</p> <p>To learn the phonic sounds of the language covered in these topics.</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>to work productively as a team, to perform and use creativity to enhance performance, to have fun learning languages, to feel connected to the wider school community.</p> <p>To learn the phonic sounds of the language covered in these topics.</p> <p>Relevant grammar to be taught based on topic studied.</p>	<p>and intensifier to describe the weather.</p> <p>To learn the phonic sounds of the language covered in these topics.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p> <p>Relevant grammar to be taught based on topic studied.</p>	<p>Relevant grammar to be taught based on topic studied such as the partitive article to say 'some', du, de l' de la, des.</p>
<p>Vocabulary</p> <p>*Revisited Vocabulary</p>	<p>Tu joues?</p> <p>Je joue au cricket au football au tennis au rugby</p> <p>Tu fais, je fais du cyclisme, du skate, de la danse, de la natation, je ne joue pas au football, je joue bien/mal, et, aussi, mais, le weekend, parfois, de temps en temps, tous les jours, lundi à dimanche</p> <p>J'aime, j'adore, je n'aime pas, je déteste ça, c'est amusant, super, génial, barbant, nul, fatigant</p> <p>Et, aussi, de plus</p> <p>la tête, les oreilles, le nez, la bouche, les yeux, les épaules, les</p>	<p>J'ai mal au, a la, a l', aux</p> <p>J'ai un rhume</p> <p>Je voudrais voir un docteur</p> <p>Je voudrais aller au cabinet médicale</p> <p>voici une ordonnance, une injection, prends des médicaments, des comprimés,</p> <p>reste au lit pendant....jours</p> <p>Quel temps fait-il?</p> <p>A Marseille il fait beau, il ne fait pas beau,</p> <p>Il pleut, il fait du soleil, il neige, il fait froid, il fait chaud, il fait beau, il fait mauvais, il fait du vent,</p> <p>Dans le nord, le sud, l'est, l'ouest, le centre de la France</p> <p>L'hiver, le printemps, l'été, l'automne</p> <p>Il y a un orage</p> <p>très, assez, un peu</p> <p>Demain il va faire..., il va pleuvoir, neiger</p>	<p>Je mange, tu manges, je bois, tu bois, negative: je ne mange pas de, je ne bois pas de pour ma santé, bon pour la santé, mauvais pour la santé</p> <p>du poisson, de la viande blanche, du fromage allégé, du lait écrémé, du pain complet, de l'eau, des céréales, des fruits, des légumes, des noisettes, de la viande rouge, du lait entier, des chips, des frites, du chocolat, du beurre, du pain blanc, des bonbons, des boissons sucrées, des biscuits</p> <p>Revisit healthy activities: Je fais de la natation, je fais du judo, du cyclisme, je fais des promenades, je joue au football, je joue au tennis, je joue aux jeux électroniques, je regarde la télé, je ne joue pas, je ne fais pas, je ne regarde pas</p> <p>Opinions: c'est amusant, super, génial, barbant, nul, fatigant</p> <p>Days of the week revisited, lundi à dimanche</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>genoux, les pieds, les bras, les mains, les jambes</p> <p>rouge jaune, marron, noir, violet, vert, orange, bleu</p>	<p>Au printemps, en hiver, en été, en automne</p>	
Prior Knowledge	<p>-er verb endings for 1st and 2nd person, Verb jouer, danser introduced in Year 3, opinions and days of the week revisited. Phonic sounds such as guttural 'r' in orange, noir, rouge.</p>	<p>To build on the topic about parts of the face and body in the previous term to describe what parts of the body hurt. To revisit conjunctions, intensifiers, a + town in French (as explained in Year 3) To revisit the geography of France (briefly looked at in Year 3.) To revisit phonic sounds.</p>	<p>To revisit days of the week, opinions, conjunctions and opinions from Year 3 work to describe healthy lifestyles in French. To remember that days of the week start with a lower case letter in French.</p>
Knowledge	<p>To understand vocabulary related to the topic studied. to continue to develop skills in the four attainment targets in the TL; give opinions and justify them; to be able to recognise and use the present tense with the first and second person, to memorise a French song and perform it to be aware of the colour going after the noun in French and how it agrees with the noun;</p>	<p>To be able to form adjectival agreements with colours and remember the order of nouns and adjectives in a sentence in French. To use the present tense and imperative in order to perform a role-play at the Doctor's. To ask what the weather is like. To produce a short weather forecast with support including conjunctions, compass points and intensifiers. To recognise the negative form.</p>	<p>To understand vocabulary related to the topic studied. To continue to develop skills in the four attainment targets in the target language. To recognise and use the Present tense in the third person (singular and plural.) To form a sentence using the negative form. Grammar : to learn about the partitive article to say 'some', du, de l' de la, des. To learn the phonic sounds of the language covered in these topics. To start to recognise the sound of some phonemes in French such as qu, in électroniques, 'en' in entier, 'an' blanc, viande, manger, 'oi' in poisson and to remember silent letters such as 's' and 't' on the end of words.</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>to be able to recognise and use the present tense with the first and second person with 2 high frequency verbs jouer and faire. Learn parts of the body and the colour adjectival agreement and the word order.</p> <p>Phonics Review: Identify individual sounds in words and pronounce accurately when modelled. Silent letters such as t, z, x, s at the end of a word.</p> <p>To revise the sound of some phonemes in French such as ch, ou, on, oi, i, in, ique, ille, é, 'ant' in barbant, fatigant, amusant.</p>	<p>To read and understand familiar phrases and begin to decode simple sentences and pick out key information in the target language.</p> <p>To use a simple glossary or dictionary to find out meaning of unfamiliar words.</p> <p>To produce some familiar complex sentences using a model and some from memory.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p> <p>To learn the phonic sounds of the language covered in these topics. To start to recognise the sound of some phonemes in French such as é, in été, è in il grèle, eau in beau, eu in pleut. Silent letters at the end of words such as 'd' nord, chaud, silent 'h' in hiver, 'oir' in pleuvoir, silent 's' in dans, silent 't' in fait, vent, elision l'est, l'ouest.</p>	<p>Dictionary skills. Children can look up healthy foods using a bi-lingual dictionary.</p>
Suggestions for implementation	Activities practising all four key skills: listening, reading, writing and speaking.	Activities practising all four key skills: listening, reading, writing and speaking.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.



St Anselm's French Knowledge and Skills Progression Map 2023-24



	Language games, songs.	Language games, songs.	
Questions to measure impact	Can you sing a French song? Can you list some sports? Can you say which sports you do? Can you give an opinion on a sport? Can you tell me a day of the week you do a sport? Can you ask a friend which sport they play?	Where does an adjective usually go in a sentence when it is used to describe a noun in French? Can you say a part of your body hurts in French? Can you list a medicine in French? Can you ask me what the weather is like in French? Can you describe the weather to me in French? Can you list the compass points in French? Can you name the seasons in French? Why do you think it is useful to study another language?	Can you describe using sentences some healthy foods and drinks that you eat to stay healthy? Can you describe some foods and drinks that you do not eat and drink to stay healthy? Can you describe a healthy activity you do? Can you describe an activity that you do not do? Can you ask someone what they eat? Can you ask someone what they drink?
Suggestions for the development of greater depth (Activities to complete independently)	Sing a song from memory. Use the negative form in order to describe sports I do not do. Use conjunctions and give opinions when producing sentences. Ask familiar questions and give answers confidently.	Give a weather forecast and use the negative form, conjunctions and intensifiers with little support. Use the Immediate Future tense to describe tomorrow's weather. Ask familiar questions and give answers confidently.	Describe healthy and unhealthy foods and activities in French using the negative form and conjunctions with little support. Ask familiar questions and give answers confidently.



St Anselm's French Knowledge and Skills Progression Map 2023-24



<p>Expectations by the end of the year</p>	<p>Speaking skills: Pupils can use simple familiar structures and words to create their own short utterances.</p> <p>Listening skills: Pupils can listen to and understand short phrases on familiar topics.</p> <p>Reading skills: Pupils can use simple reading strategies to help decode meaning of words and use a simple glossary or dictionary to find out meaning of unfamiliar words.</p> <p>Writing skills: Pupils can use familiar language to create short sentences with the appropriate scaffolding.</p>		
<p>Enrichment/ curriculum links Diversity BTK</p>	<p>Music, Dance: Sing and dance to perform a French song Noel, Christmas in France/Francophone countries. Look at traditional, popular sports in France such as la pétanque, football, cyclisme, le Tour de France.</p>	<p>Drama: Perform a role-play at the Doctor's surgery.</p> <p>Music: Learn and join in with songs about parts of the body and weather.</p> <p>Drama: Perform a short weather forecast in French.</p> <p>Geography: Explore the geography of France and its major towns. Revise the compass points and seasons.</p> <p>Le Poisson d'avril (April Fool's day) in France on 1st April; Pâques, Easter in France / Francophone countries.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p>	<p>Science: Healthy foods v unhealthy foods. Write a healthy week diary.</p> <p>PE: Healthy exercise habits, Healthy Living week link: 'Five-a-day fitness' dance routine in French to promote exercise</p> <p>Art: Draw and label a healthy and unhealthy plate of food in French.</p> <p>Learn about some healthy traditional French dishes such as ratatouille and cassoulet.</p> <p>Learn about the longer French lunch breaks and the importance of mealtimes in France.</p> <p>Culture: Learn about 'Le Tour de France'.</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	Year 5		
	Autumn 1	Spring 1	Summer 1
Skills	<p>S1 To memorise, sing and perform a French song.</p> <p>S2 To list foods and drinks and be able to order these at a café.</p> <p>S3 To list the planets in French and describe their size and colour.</p> <p>S4 To describe whether a planet is far or near to the Sun.</p> <p>S5 To use a French dictionary.</p> <p>S6 To learn the phonic sounds of the language covered in these topics.</p>	<p>S1 To describe my appearance and someone else's, including hair and eye colour in French.</p> <p>S2 To describe my personality and someone else's using conjunctions and intensifiers and the correct adjectival agreement.</p> <p>S3 To learn how to conjugate the irregular high frequency verbs 'avoir' and 'être'.</p> <p>S4 To list clothes and colours in French and use correct adjectival agreement and word order.</p> <p>S5 To describe what I wear and the colour for different seasons, weather conditions and for school.</p> <p>S6 To give an opinion</p> <p>S7 To conjugate the regular -er verb 'porter'.</p> <p>S8 To use a French dictionary.</p> <p>S9 To learn the phonic sounds of the language covered in these topics.</p>	<p>S1 To describe my daily routine using some high frequency present tense verbs and some reflexive verbs.</p> <p>S2 To give opinions on my routine activities.</p> <p>S3 To learn to tell the time with a focus on the hour, quarter past and half past.</p> <p>S4 To describe my routine with a time, a conjunction and an opinion.</p> <p>S5 To use a French dictionary.</p> <p>S6 To learn the phonic sounds of the language covered in these topics.</p>
Topics	<p>St Anselm's French Singing Competition</p> <p>At the café</p>	<p>Physical descriptions,</p> <p>Personality</p> <p>Clothes & Colours</p>	<p>Daily routine & weekend activities</p> <p>Time</p>
Intent	<p>To train and work children's memories to retain language.</p> <p>To work productively as a team and perform and use creativity to enhance performance.</p>	<p>To describe self and other people in more detail.</p> <p>Revise parts of the body (covered in year 4), adjectives, colours (covered in year 3 & 4), conjunctions, opinions and high frequency irregular verbs 'avoir' & 'être' for all the pronouns. Previously only 1st, 2nd and 3rd person covered.</p>	<p>To describe routine and weekend activities and revisit hobbies topic (Year 4), days of the week and conjunctions (year 3).</p> <p>To revisit recent topic on clothes by describing clothes worn at the weekend</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>To have fun learning languages and feel connected to the wider school community.</p> <p>To build on Year 4 learning when children were introduced to healthy eating and to communicate in a café using transactional language.</p>	<p>To conjugate the regular -er verb 'porter' for all the pronouns.</p> <p>To describe school uniform and clothes for different situations.</p> <p>Revise different types of weather/seasons, colours and adjectival agreements, conjunctions.</p> <p>To learn the phonic sounds of the language covered in these topics.</p> <p>Relevant grammar to be taught based on topic studied.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>To describe routine in more detail and build on the previous topic by describing an activity and adding a time, conjunction and an opinion also.</p> <p>To learn the phonic sounds of the language covered in these topics.</p> <p>Relevant grammar to be taught based on this topic such as reflexive verbs in the present tense and revision and consolidation of a variety of first person singular high frequency verbs such as 'je vais' and 'je joue.'</p>
<p>Vocabulary</p> <p>*Revisited Vocabulary</p>	<p>au petit déjeuner, je prends, je mange, je bois, tu prends, un croissant, un pain au chocolat, et, aussi, Un coca-cola, un jus d'orange, un chocolat chaud, un café (au lait), un thé, une limonade, une grenadine un hamburger, un hot-dog, des frites, un sandwich au fromage, au jambon, au fromage, un croque-monsieur, un croissant, un pain au chocolat, une part de gâteau au chocolat, une tartelette, une part de quiche, une brioche, une</p>	<p>J'ai, tu as, il a, nous avons, vous avez, ils/elles ont, les cheveux châtains, bruns, noirs, roux, blonds, raides, frisés, courts, mi-longs, longs, les yeux bleus, marron, verts, je porte, il/elle porte des lunettes, une barbe, une moustache, je suis petit, elle est, il est grand, de taille moyenne, et, aussi, mais, intéressant, élégant, drôle, sérieux, intelligent, gentil, loufoque, prévenant, énergique, paresseux.</p> <p>Je suis, tu es, il est, elle est and negative form très, assez, un peu</p> <p>Les vêtements</p> <p>je porte, tu portes, il/elle porte, nous portons, vous portez, ils/elles portent</p> <p>une écharpe, des gants, des bottes, des chaussures, des chaussettes, des collants, des sandales, un manteau, un imperméable, un tee-shirt, une veste, un chapeau de soleil, des lunettes de soleil, un maillot de bain, une cravate, un pullover, une jupe, une robe, un jean, un</p>	<p>Le week-end, je me lève, je me brosse les dents, les cheveux, je m'habille, je prends mon petit déjeuner, je bois, je mange des céréales, du pain, du pain grillé, du beurre, de la confiture, des fruits, du thé, du café, du jus d'orange, du chocolat chaud</p> <p>je regarde la télé, je lis des bandes dessinées, j'écoute de la musique, Je joue à l'ordinateur, je joue au foot, Je vais à la piscine, Je vais au cinéma, je me couche.</p> <p>et, après, aussi, plus tard, finalement.</p> <p>C'est barbant, c'est fatigant, c'est nul, c'est amusant, c'est génial, c'est super</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>crêpe, une salade, un omelette, Vous désirez? Je voudrais, l'addition, voila, bon appétit, s'il vous plaît, merci, voila, c'est ...euros, c'est combien?</p>	<p>pantalon, un short, un chemisier, une cravate, une casquette, une veste.</p> <p>Couleurs bleu, blanc, rouge, jaune, vert, noir, gris, violet, marron, et, aussi</p> <p>J'aime, j'adore, je n'aime pas, je déteste ca</p> <p>J</p> <p>À l'école je porte, le weekend je porte, quand il fait beau je porte, quand il fait froid, quand il neige je porte, En hiver, en automne, en été, au printemps</p>	<p>Numbers 1 a 12 Numbers 1 a 60 Quelle heure est-il? Il est une heure et quart, et demie, moins le quart, midi, minuit, A quelle heure tu te leves? Je me leve a six heures</p>
Prior Knowledge	<p>Building on knowledge of healthy foods covered in Year 4 to learn more foods and drinks and to be able to order in a café. To revisit high frequency verbs such as 'je mange' I eat, 'je bois' I eat, 'c'est,' it is.</p>	<p>High frequency avoir and etre verbs, colours, adjectives, conjunctions, opinions, seasons, weather and phonic sounds are being revisited again. Adjectival agreements according to the gender of the person such as paresseux (for male) meaning lazy, paresseuse (for female). This was studied in Year 3 when learning about nationalities such as anglais (for male) meaning English, and anglaise (for female) English.</p>	<p>Revision and consolidation of a variety of first person singular high frequency verbs such as 'je vais' and' je joue.'" Je mange', ' je bois', 'je prends'.</p> <p>Revision of opinions, conjunctions, numbers, some foods and drinks, leisure activities and phonic sounds.</p>
Knowledge	<p>To memorise a French song and perform it. To understand vocabulary related to the topic on Café food. To continue to develop skills in the four attainment targets in the target language. To understand transactional language at a café.</p>	<p>To understand vocabulary related to the topic Physical Descriptions. To continue to develop skills in the four attainment targets in the target language. To understand and recognise how to describe someone's appearance and personality in some detail. To use the present tense of 'avoir' and 'etre' from first person singular to third person plural (all pronouns). To recognise the negative form; to be aware of adjectival agreements; to use intensifiers, adjectives, conjunctions to extend sentences and make them flow more naturally. To be aware of the Epiphany celebration in France, la Galette des rois, the cake eaten in France on Jan 6th to</p>	<p>To listen attentively to and understand a short, spoken passage made up of several sentences containing familiar language. To describe my daily routine including the time, conjunctions and opinions to form more complex sentences. To read and understand more complex sentences and pick out key information from short passages or texts in the target language. To use a French dictionary to add new language to my work. To learn the phonic sounds of the language covered in these topics.</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>To recognise and use present tense verbs in the first and second person (formal vous) and be aware of how to address someone in the formal way with 'vous' such as a waiter/waitress.</p> <p>To learn the phonic sounds of the language covered in these topics. Phonics review To revise the sound of phonemes in French such as é in café, eau in de l'eau, 'oi' in bois, guttural 'r' in frites, orange, jus d'orange, voudrais, désirez. 'in' sound in cinquante. 'i' sound in sandwich, limonade, grenadine & brioche. Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait</p>	<p>celebrate the end of the festive season (the Feast of the Epiphany, to know about how April Fool's day is celebrated in France.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd. To decode language and look for cognates for clues. To learn the phonic sounds of the language covered in these topics. To revise the sound of phonemes in French such as 'qu' in loufoque, énergique, 'en' in intelligent, 'an' in prévenant, 'eux' in yeux, cheveux, sérieux, paresseux, silent letters at the end of words such as x, t, s, 'é' in écharpe, 'e' in chemise, chemisier, 'eau' in manteaux, guttural 'r' in orange, rouge, robe, écharpe, porter, silent 's' in gants, sandales, vacances, 'ent' is not pronounced in third person plural conjugation of the verb 'porter'. This is the same for all third person plural endings in the present tense.</p>	<p>'qu' sound in quelle, informatique & musique 'an' sound in bandes, amusant, intéressant & fatigant 'en' sound in prends & finalement Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words. Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. Question form, rising intonation. Read aloud more complex sentences using knowledge of letter strings, liaison and silent letter rules.</p>
<p>Suggestions for implementation</p>	<p>Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.</p>	<p>Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.</p>	<p>Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



Questions to measure impact	Can you order a drink and some food in a café? Can you list some café foods and drinks? Can you ask someone what they would like to order in French? Can you ask the price of something and give the price?	Can you describe your hair and eye colour in French? Can you describe someone else's? Can you describe your own and someone else's personality? Does the adjective change according to your gender? How does the adjective change? Can you describe what clothes and colours you are wearing? Can you describe what someone else is wearing? Can you describe what you wear to school, for different seasons and according to the weather in French? Can you give an opinion on what you are wearing? Why do you think it is useful to study another language?	Can you describe your daily routine? Can you give an opinion on an activity? Can you tell the time on the hour and using quarter past and half past?
Suggestions for the development of greater depth (Activities to complete independently)	Sing a song from memory. Perform a café role-play. Engage in a short conversation without support. Understand the gist of a simple unfamiliar text; maybe using a dictionary.	Conjugate the verbs avoir, etre and porter using all pronouns. Invent sentences using these verbs. Describe own physical appearance and personality and that of others. Use of the negative form to describe self and others. Describe clothing and add a correct colour adjective. Give an opinion about clothes. Describe school uniform and clothes worn according to weather and season.	Describe daily routine using conjunctions and adding a time. Give opinions on different activities. Count to 60. Accurately tell the time. Explain what a reflexive verb is and give some examples.
Expectations at the end of the year	Speaking skills: Pupils can speak in sentences, using familiar vocabulary, phrases and basic language structures. Listening skills: Pupils can listen to and understand longer sentences (sometimes containing new words). Reading skills: Pupils can read and understand more complex sentences and pick out key information from short passages in French.		



St Anselm's French Knowledge and Skills Progression Map 2023-24



	Writing skills: Pupils can produce longer sentences using familiar and unfamiliar language with support (eg. adapting language, using resources).		
Enrichment/ curriculum links Diversity BTK	Music: Singing a French song Dance: Dance as part of the performance Drama: At the café/restaurant role-play, Art /ICT: Design a French menu	Art: Create a self-portrait/ portrait of a family member or friend and describe in French. Music: Perform a French Rap in groups and conjugate high frequency verbs 'avoir', 'etre' and 'porter'. Drama: Perform a catwalk fashion show revising clothes, colours and opinions. Grammar: Clothes & colours and grammar, regular -er verb endings, adjectival agreements with nouns, word order with adjectives. To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22 nd .	PE: Healthy Living week link: 'Five-a-day Fitness' dance routine in French to promote exercise. Art: Design a poster / comic strip describing own routine/celebrity's imaginary routine. Culture: Learn about 'Le Tour de France'. Maths: Practise telling the time. Art: Split a page into 8 boxes and design a comic strip about your daily routine with times added Geography: Learn about a French/ Francophone festival



St Anselm's French Knowledge and Skills Progression Map 2023-24



Year 6			
Skills	<p>S1 To memorise, sing and perform a French song.</p> <p>S2 To describe where I live.</p> <p>S3 To describe which facilities there are in my area.</p> <p>S4 To describe what my area is like using adjectives.</p> <p>S5 To use the negative form to describe what my area lacks and what my area is not like.</p> <p>S6 To give an opinion on my area.</p> <p>S7 To use a French dictionary.</p> <p>S7 To learn the phonic sounds of the language covered in these topics.</p>	<p>S1 To list the countries involved in WW2 and the languages spoken there.</p> <p>S2 To learn vocabulary about WW2 and decode some complex language by looking for cognates as clues.</p> <p>S3 To form some sentences comparing country and city life during that period.</p> <p>S4 To use the past tense to describe what you saw in French.</p> <p>S5 To write a letter as an evacuee in French.</p> <p>S6 To use a French dictionary.</p> <p>S7 To describe what type of home I live in.</p> <p>S8 To describe the rooms in my home and if I have a garden.</p> <p>S9 To use the negative form to say what I do not have in my home.</p> <p>S10 To give an opinion on my home.</p> <p>S11 To use a French dictionary.</p> <p>S12 To learn the phonic sounds of the language covered in these topics.</p>	<p>S1 To say which school you go to and list the subjects studied.</p> <p>S2 To give opinions on subjects.</p> <p>S3 To describe how you get to school.</p> <p>S4 To list items in a pencil case.</p> <p>S5 To list some jobs.</p> <p>S6 To say which job you would like to do in the future using the Future tense.</p> <p>S7 To use a French dictionary.</p> <p>S8 To learn the phonic sounds of the language covered in these topics.</p>
	Autumn 1	Spring 1	Summer 1
Topics	<p>St Anselm's French Sing-Off Competition</p> <p>My Area</p>	<p>My Home</p> <p>World War 2</p>	<p>School</p> <p>Time</p> <p>Transport</p> <p>Future plans</p>
Intent	<p>To participate in the French Sing-off competition and memorise a French song.</p>	<p>To build on the topic of describing my area to describe my home in more detail.</p> <p>To link with the History curriculum by learning about WW2 in French.</p>	<p>For children to learn to describe which school they attend, how they get to school, which subjects they study and revise giving opinions. This topic will be useful to learn as it is in the French GCSE KS4 curriculum.</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



	<p>to train and work children's memories to retain language, to work productively as a team, to perform and use creativity to enhance performance, to have fun learning languages, to feel connected to the wider school community. My Area is a useful topic to learn as it is in the French GCSE KS4 curriculum.</p> <p>To learn the phonic sounds of the language covered in these topics. Relevant grammar to be taught based on topic studied.</p>	<p>To decode more complex, longer passages of written language and identify cognates. To compare life in the countryside to that of a town during WW2. To produce a letter from a child evacuee in French.</p> <p>To learn the phonic sounds of the language covered in these topics. Relevant grammar to be taught based on topic studied.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>To describe future plans and learn how to form the Immediate Future and Conditional tenses with a couple of key verbs This topic will be useful as it is in the KS4 . To learn the phonic sounds of the language covered in these topics. Relevant grammar to be taught based on topic studied.</p>
<p>Vocabulary</p> <p>*Revisited vocabulary</p>	<p>Où habites-tu?C'est comment? J'habite dans une maison, un appartement, au bord de la mer, dans un village, en ville, a la montagne, a la campagne,</p> <p>Il y a, il n'y a pas, Extension: J'y habite depuis ...ans)</p>	<p>La Seconde Guerre Mondiale, Countries and languages La France, on parle, le français, L'Angleterre, l'anglais, l'Italie, l'italien, l'Allemagne, la Pologne, le polonais, la Tchecoslovaquie, Le tchecoslovaque, la Tchecoslovaquie, les Etats-Unis, Chers parents, maman, papa, ça va? Moi, ça va bien, moi, ça va mal, Places Je suis à la campagne, je suis en ville, C'est enfumé, sombre, triste, dangereux, difficile, amusant, calme, sain, sans danger mais, parce que, et, aussi Signing off a letter: Grosses bises, a bientôt</p>	<p>Mon école s'appelle Il y a élèves, C'est une grande/ petite école A l'école j'étudie.... Quelle est ta matière préférée? Ma matière préférée est... Matières, le français, l'anglais, les maths, les sciences, l'histoire, la géographie, l'éducation physique, le dessin, l'informatique J'adore, j'aime, je n'aime pas, je déteste, car, parce que, c'est, cependant</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



<p>(il y a beaucoup de choses a faire, il n'y a pas grand chose a faire et, aussi, cependant, de plus,mais, ni</p> <p>le supermarché, le marché, la mairie, la bibliotheque, le centre commercial, la poste, la boite postale, l'église, le cinéma, l'arrêt de bus, le musée, le parc, c'est calme, pollué, pittoresque, beau, grand, petit, bruyant, moche, animé, charmant</p> <p>c'est, ce n'est pas</p> <p>tres, assez, un peu</p> <p>j'aime chez moi, je n'aime pas, j'adore, je déteste, c'est confortable, c'est super, c'est génial, c'est nul</p>	<p>Past tense j'ai vu Des avions, des bombes, des animaux Imperfect Tense: C'était au rez- de -chaussée, au premier étage, au deuxieme étage, au sous-sol, un garage, un jardin un lit, un oreiller, une couverture, une armoire, un bureau, une bibliotheque, un ordinateur, une television, un coffre a jouets</p> <p>et, aussi, de plus, mais. J'habite, tu habites, Dans une maison, un appartement, en ville, a la campagne, a la montagne, au bord de la mer,dans un village Rooms: une cuisine,une salle à manger, une salle de bains,une chambre, une buanderie, un bureau, un salon, un jardin chez moi il y a, chez moi il n'y a pas de</p> <p>Opinions: J'aime, je n'aime pas, j'adore, je déteste chez moi</p> <p>C'est grand, petit, confortable, nul</p>	<p>barbant, nul, fatigant, ennuyeux, difficile, inutile, génial, super, amusant, intéressant, facile. Opinions on the teacher J'aime le professeur, je n'aime pas le professeur</p> <p>Ext: Je suis fort/e en... Je suis faible en</p> <p>Intensifiers: tres, trop, un peu, assez</p> <p>Je vais a l'école a pied, en voiture, a vélo, en train, en autobus, en autocar, en taxi</p> <p>Je voudrais etre mécanicien/nne, médecin, coiffeur/euse, macon, chef, gérant/e,</p> <p>Je voudrais faire le tour du monde, je voudrais etre riche/ fameux/euse (J'aime travailler a l'extérieur, a domicile, avec les enfants, avec les animaux, les ordinateurs,)</p> <p>C'est bien payé, mal payé, ça serait... créatif, répétitif, amusant, intéressant, ennuyeux, facile, difficile Il/elle travaille dans un bureau, une école, un magasin, un hôpital, un chantier, un garage, un restaurant</p>
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St Anselm's French Knowledge and Skills Progression Map 2023-24



<p>Prior Knowledge</p>	<p>In year 3 pupils were taught how to say where they live and to give opinions. Some adjectives are being revisited.</p>	<p>Children will be familiar with the Present tense verbs c'est, il y a and the negative form ce n'est pas, il n'y a pas de as we covered this in Year 6 Winter term. Opinions, adjectives and conjunctions will also be revisited. Phonics phonemes revisited. Elision such as j'habite.</p>	<p>Languages were used in the Year 6 WW2 topic. Opinions, a high frequency present tense verb 'j'ai', the negative form, a couple of modes of transport and conjunctions will be revisited also. Phonics phonemes revisited. Elision in j'étudie.</p>
<p>Knowledge</p>	<p>To be able to describe an area and facilities using adjectives and the negative form. To give an opinion on an area with a reason. To use the high frequency Present tense c'est, il y a. To give and understand some French directions. Phonics review of phonemes covered in Years 3 & 4. Ch,ou, on, oi,l,in,iq ue,ille,é, e, è,eau,eux, qu,gne, ç, en,an. Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words,</p>	<p>To understand and recognise how to describe a home and bedroom; to use the negative form, adjectives, conjunctions; the present tense. To give an opinion on my home.</p> <p>To listen carefully to and understand several sentences containing familiar language. To give an oral presentation more independently using more complex sentences including the past tense, the negative form, adjectives, conjunctions and opinions. To compare life in the city and the country during WW2. To say which languages are spoken in WW2 countries. To read and understand key information through learned vocabulary and phrases, reading strategies and independent research such as using a French dictionary. To produce complex sentences using familiar language and unfamiliar language. To adapt language more and use a French dictionary. To produce a letter from a child evacuee in French To be able to compare a typical French home with a British one.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>To be aware of the differences between the French and British school systems. To list the school subjects and give opinions with reasons using conjunctions. To describe transport to school. To be able to describe which job would be of interest and which would not (negative form) and give opinions and reasons why; to be able to list some places of work; to be able to recognise and understand how to use the immediate future tense and conditional tense with a few verbs in the 1st person relating to the topic. Phonics review of phonemes covered in KS2 such as 'que' in informatique, musique,ç in français,'an' in anglais, français,amusant, intéressant, 'en' in sciences, silent letters such as 's' in tu aimes. Elision: J'étudie Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings,liaison and silent letter rules. Adapt intonation, for example to mark questions and exclamations.</p>



St Anselm's French Knowledge and Skills Progression Map 2023-24



		<p>Phonics review of phonemes covered in previous units such as 'an' in Angleterre, 'qu' in Tchecoslovaque, Tchecoslovaquie, ç in français, 'gne' in Allemagne, Pologne, 'en' in parents 'e' in appartement, 'eau' in bureau, silent letters at the end of words like 's' in 'dans'. 'z' in chez. Consonants are often silent at the end of words.</p> <p>Elision: j'habite</p> <p>Question form, rising intonation.</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words,</p>	
Suggestions for implementation	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.
Questions to measure impact	Can you sing a song in French? Can you say where you live? Can you list some places in your area? Can you describe what there is and is not in your area? Can you list some adjectives? Can you say what your area is like and not like? Can you give an opinion on your area?	Can you list the rooms in your home? Can you list the homes you do not have in your home? Can you tell me if you have a garden or not? Can you decode language and work out the gist of a passage of language about WW2? What is a cognate? Can you list some countries involved in WW2? Can you identify where those countries are located on a world map? Can you list some WW2 vocabulary? Can you compare life in the countryside and in a town during WW2? Can you write a letter as a WW2 child evacuee? Why do you think it is useful to study another language?	Can you say which school you attend? Can you list your subjects and give an opinion with a reason about them? Can you say which subjects you are good at and not so good at? What are some differences between French and British schools? Can you list some modes of transport? Can you say how you get to school? Can you list some jobs? Can you say which job you would like to do in the future?



St Anselm's French Knowledge and Skills Progression Map 2023-24



<p>Suggestions for the development of greater depth Activities to complete independently</p>	<p>Sing a song from memory. Describe your area using conjunctions, the negative form and giving an opinion.</p>	<p>Compare city and country life during WW2</p> <p>Use of the perfect and imperfect tense to describe life during WW2.</p> <p>Write a letter as a WW2 child evacuee independently including conjunctions, the negative form and give an opinion.</p>	<p>Describe your favourite subject and give reasons why. Explain which job you would like to do and give reasons. Explain which job you would not like to do and explain why.</p>
<p>Expectations by the end of the year</p>	<p>Speaking skills: Pupils can produce some sentences independently using familiar vocabulary and understand how to form a sentence in the language.</p> <p>Listening skills: Pupils can listen to and understand short passages of a few sentences on a familiar theme, (sometimes containing new words).</p> <p>Reading skills: Pupils can read and understand a wider range of more complex text with some unfamiliar language. They can decode longer texts by applying their knowledge of vocabulary and grammar, reading strategies and independent learning skills such as dictionary work).</p> <p>Writing skills: Pupils can produce more complex sentences using familiar and unfamiliar language with support (eg. adapting language, using resources).</p>		
<p>Enrichment/ curriculum links Diversity BTK</p>	<p>Music, Dance: Sing and perform a French song to an audience. How do English homes differ from French ones? Music: Sing a song about where you live.</p>	<p>History: The study of WW2 and life for some child evacuees.</p> <p>Geography: Where are the countries involved in WW2 located on a world map?</p> <p>Music: Sing a song about the home Art: Design and label your ideal home. To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>Art: Create a poster about school in French Art: Design your ideal school uniform in French and label. ICT: Design your ideal school timetable in French. Learn about the differences between the English and French school systems. Music: Sing a French song about school subjects. Culture: Learn about ' Le Tour de France'.</p>



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