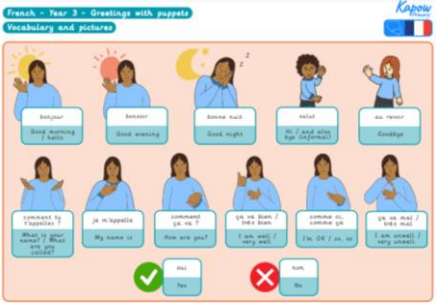
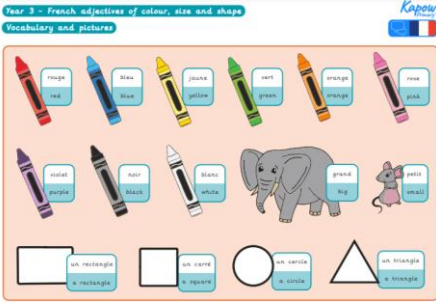
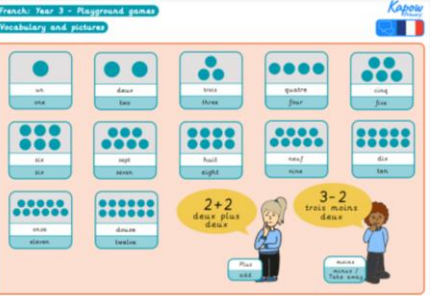
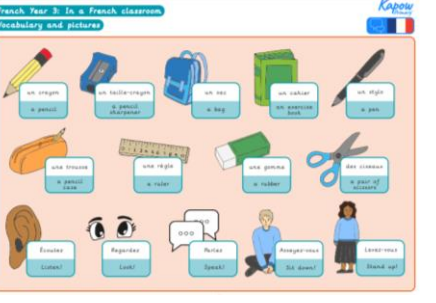
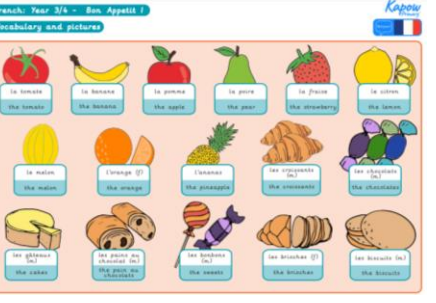





Singleton Church of England Primary School

Progression of Skills and Knowledge

French - Y3/4

CYCLE B Year 3/4	French Greetings with puppets	French adjectives of colour, size and shape	French Playground Games – numbers and age	In a French Classroom	Bon Appetit	Shopping for French Food
KNOWLEDGE ORGANISERS						
KEY VOCAB <i>These lists are taken from the KAPOW knowledge organiser for each unit. For the full, extensive list of vocab see each individual unit.</i>	bonjour - hello/good morning (formal) salut - hi (informal) je m'appelle... - my name is... comment tu t'appelles? - what's your name au revoir - goodbye bonsoir - good evening bonne nuit - good night ça va ? /comment ça va ? - how are you? ça va bien - I'm well, I'm fine ça va très bien - I'm very well, I'm really good ça va très mal - I'm really not well, I'm really not fine, it's going badly (not ill) comme ci comme ça - so so/ok oui - yes non - no	rouge - red bleu - blue jaune - yellow vert - green blanc - white noir - black orange - orange rose - pink violet - violet un cercle - a circle un triangle - a triangle un rectangle - a rectangle un carré - a square petit - small grand - big	un - one deux - two trois - three quatre - four cinq - five six - six plus (or you can use 'et') - plus moins - minus	écoutez - listen regardez - look parlez - speak asseyez-vous - sit down levez-vous - stand up un crayon - a pencil un taille-crayon - a pencil sharpener un stylo - a pen un cahier - an exercise book un sac - a bag une règle - a ruler une gomme - a rubber une trousse - a pencil case des ciseaux - some scissors	la tomate - the tomato la banane - the banana la pomme - the apple la poire - the pear la fraise - the strawberry le citron - the lemon le melon - the melon l'orange - the orange l'ananas - the pineapple les chocolats (m) - the chocolates les gâteaux (m) - the cakes les croissants (m) - the croissants les pains au chocolat (m) - the pain au chocolats les bonbons (m) - the sweets les brioches (f) - the brioches les biscuits (m) - the biscuits	vingt - twenty vingt-et-un - twenty-one vingt-deux - twenty-two vingt-trois - twenty-three trente - thirty quarante - forty cinquante - fifty soixante - sixty le marché - the market le supermarché - the supermarket le café - the café la boulangerie - the bakery la chocolaterie - the chocolate shop la pâtisserie - the cake shop l'épicerie - the greengrocer la crêperie - the crêpe shop
KEY KNOWLEDGE	-To know that in French there are formal and informal greetings and when it is appropriate to use each one -To know that different greetings are used at different times of the day -To know that tone of voice can indicate a question -To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound -To know that French words are pronounced differently to the way they are spelt	-To know that a cognate is a word that is the same in both French and English e.g. un triangle -To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle -To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle -To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu	-To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French -To know that sentences are often structured differently in French and English -To know the sounds the common phonemes eu, oi, ou and ui make in French -To know the names of some Parisian landmarks -To know some French playground games	-To know that, in French, a space is needed before and after? and ! -To understand some of the similarities and differences between school in France and schools in the UK -To understand that every French noun is either masculine or feminine -To know that the gender affects the form of the word un or une (the indefinite article) -To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de	-To know how to pronounce the phonemes 'oi', 'x', 'z' and 'c'. -To be able to correctly identify and pronounce plural nouns -To know where to place the negative construction in a phrase, such as when expressing an opinion e.g. je n'aime pas -To know that the gender of the noun determines which definite article should be used -To know how cognates provide clues to work out the meaning of new words.	-To know how to identify a noun in a short phrase -To understand how a sentence changes according to noun gender -To know that certain letters make sounds that are different from English: the letters ch make the sound 'sh', e with an acute accent é makes the sound 'ay', and i makes the sound 'ee'. -To understand how the preposition à changes with masculine nouns e.g. je vais au marché -To know how to source alternative vocabulary to adapt a model, such as using a bilingual dictionary
MAKING CONNECTIONS	This is the first unit in the Kapow Primary Mixed-age French scheme.	See previous unit - French Greetings with puppets	See previous unit – French adjectives of colour, size and shape.	See previous unit – French Playground Games – numbers and age	See previous unit – In a French Classroom	See previous unit – Bon Appetit
KEY SKILLS	Year 3 -Asking and/or answering simple questions. -Practising speaking with a partner. -Using short phrases to give information. -Beginning to adapt phrases from a rhyme/song. -Repeating short phrases accurately, including liaison of final consonant before vowel. -Introducing self to a partner with simple phrases. -Listening and responding to single words and short phrases. -Following verbal instructions in French.	Year 3 -Asking and/or answering simple questions. -Practising speaking with a partner. -Using short phrases to give information. -Listening and repeating key phonemes with care. -Repeating short phrases accurately, including liaison of final consonant before vowel. -Recognising and using adjectives of colour and size and placement relative to the noun. -Listening and responding to single words and short phrases. -Following verbal instructions in French.	Year 3 -Asking and/or answering simple questions. -Using short phrases to give information. -Listening and repeating key phonemes with care. -Repeating short phrases accurately, including liaison of final consonant before vowel. -Introducing self to a partner with simple phrases. -Listening and responding to single words and short phrases. -Following verbal instructions in French. -Responding to objects or images with a phrase or other verbal response.	Year 3 -Asking and/or answering simple questions. -Forming simple statements with information including the negative. -Practising speaking with a partner. Using short phrases to give information. -Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. -Repeating short phrases accurately, including liaison of final consonant before vowel. -Introducing self to a partner with simple phrases.	Coming Soon	Coming Soon

	<p>-Responding to objects or images with a phrase or other verbal response.</p> <p>-Listening and identifying key words in rhymes and songs and joining in.</p> <p>-Listening and noticing rhyming words.</p> <p>-Experimenting with simple writing, copying with accuracy.</p> <p>-Recognising that different languages are spoken in the community/world.</p> <p>-Showing awareness of the capital and identifying some key cultural landmarks.</p> <p>-Recognising cultural similarities and differences between customs and traditions in France and England.</p> <p>Year 4</p> <p>-Recognising and answering simple questions which involve giving personal information.</p> <p>-Beginning to use conversational phrases for purposeful dialogue.</p> <p>-Using a model to form a spoken sentence.</p> <p>-Speaking in full sentences using known vocabulary.</p> <p>-Rehearsing and performing a short presentation.</p> <p>-Using language detective skills to decode vocabulary.</p> <p>-Following a short text or rhyme, listening and reading at the same time.</p> <p>-Selecting and writing short words and phrases.</p>	<p>-Responding to objects or images with a phrase or other verbal response.</p> <p>-Beginning to identify vowel sounds and combinations as well as cognates and near cognates.</p> <p>-Recognising some familiar words in written form and beginning to use dictionaries.</p> <p>-Experimenting with simple writing, copying with accuracy.</p> <p>-Showing awareness of the capital and identifying some key cultural landmarks.</p> <p>-Recognising cultural similarities and differences between customs and traditions in France and England.</p> <p>Year 4</p> <p>-Recognising and answering simple questions which involve giving personal information.</p> <p>-Beginning to use conversational phrases for purposeful dialogue.</p> <p>-Using a model to form a spoken sentence.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>-Comparing sounds and spelling patterns with English.</p> <p>-Listening and repeating further key phonemes with care.</p> <p>-Rehearsing and performing a short presentation.</p> <p>-Choosing appropriate adjectives from a wider range of adjectives. Identifying items by colour and other adjectives.</p> <p>-Noticing and beginning to predict key word patterns and spellings.</p> <p>-Noticing and discussing cognates and beginning to use language detective strategies.</p> <p>-Using cognates and near cognates along with other detective skills to gist information.</p> <p>-Making short phrases or sentences using word cards.</p> <p>-Using adapted phrases to describe an object or person.</p> <p>-Using the indefinite article in the plural form.</p> <p>-Recognising and beginning to apply rules for placement and agreement of adjectives.</p> <p>-Making comparisons of word order in French and English.</p>	<p>-Listening and identifying key words in rhymes and songs and joining in.</p> <p>-Beginning to identify vowel sounds and combinations.</p> <p>-Listening and noticing rhyming words.</p> <p>-Recognising some familiar words in written form.</p> <p>-Reading aloud some words from simple songs, stories and rhymes.</p> <p>-Identifying cognates and near cognates.</p> <p>-Recalling and writing simple words from memory.</p> <p>Identifying plurals of nouns.</p> <p>-Showing awareness of the capital and identifying some key cultural landmarks.</p> <p>-Recognising cultural similarities and differences between customs and traditions in France and England.</p> <p>Year 4</p> <p>-Recognising and answering simple questions which involve giving personal information.</p> <p>-Beginning to use conversational phrases for purposeful dialogue.</p> <p>-Using a model to form a spoken sentence. -</p> <p>Speaking in full sentences using known vocabulary.</p> <p>-Comparing sounds and spelling patterns with English.</p> <p>-Listening and repeating further key phonemes with care.</p> <p>-Rehearsing and performing a short presentation.</p> <p>-Listening and selecting information.</p> <p>-Using language detective skills to decode vocabulary.</p> <p>-Listening to songs, joining in with songs and noticing sound patterns.</p> <p>-Noticing and beginning to predict key word patterns and spellings.</p> <p>-Noticing and discussing cognates and beginning to identify language detective strategies.</p> <p>-Following a short text or rhyme, listening and reading at the same time.</p> <p>-Using cognates and near cognates along with other detective skills to gist information.</p> <p>-Selecting and writing short words and phrases.</p> <p>-Making short phrases or sentences using word cards.</p> <p>-Comparing schools and celebrations in France and the UK.</p>	<p>-Recognising and using adjectives. -Listening and responding to single words and short phrases.</p> <p>-Following verbal instructions in French.</p> <p>-Responding to objects or images with a phrase or other verbal response.</p> <p>-Listening and identifying key words in rhymes and songs and joining in.</p> <p>-Beginning to identify vowel sounds and combinations.</p> <p>-Recognising some familiar words in written form.</p> <p>-Recalling and writing simple words from memory.</p> <p>-Experimenting with simple writing, copying with accuracy.</p> <p>-Recognising and using adjectives of colour and size.</p> <p>-Beginning to recognise gender of nouns, definite and indefinite articles. Identifying plurals of nouns.</p> <p>-Recognising adjectives and placement relative to the noun.</p> <p>-Beginning to understand that verbs have patterns.</p> <p>-Noticing the negative form.</p> <p>-Recognising cultural similarities and differences between customs and traditions in France and England.</p> <p>Year 4</p> <p>-Recognising and answering simple questions which involve giving personal information.</p> <p>-Beginning to use conversational phrases for purposeful dialogue.</p> <p>-Using a model to form a spoken sentence.</p> <p>-Speaking in full sentences using known vocabulary.</p> <p>-Listening and repeating further key phonemes with care.</p> <p>-Rehearsing and performing a short presentation.</p> <p>-Identifying items by colour and other adjectives.</p> <p>-Listening and selecting information.</p> <p>-Using language detective skills to decode vocabulary.</p> <p>-Listening to songs, joining in with songs and noticing sound patterns.</p> <p>-Noticing and beginning to predict key word patterns and spellings.</p> <p>-Noticing and discussing cognates and beginning to identify language detective strategies.</p> <p>-Following a short text or rhyme, listening and reading at the same time.</p> <p>-Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>-Selecting and writing short words and phrases.</p> <p>-Using adapted phrases to describe an object or person.</p> <p>-Using the indefinite article in the plural form.</p> <p>-Recognising and using the negative form.</p> <p>-Using prepositions.</p> <p>-Making comparisons of word order in French and English.</p>		
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