

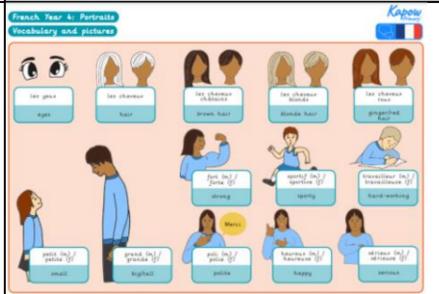
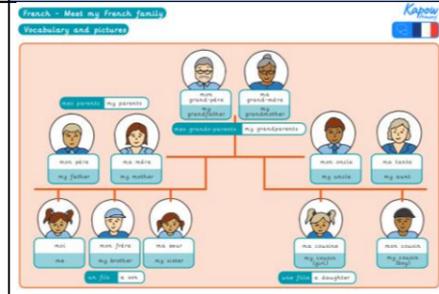
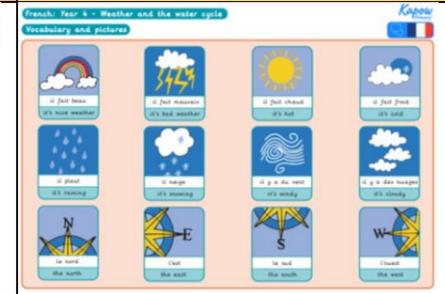
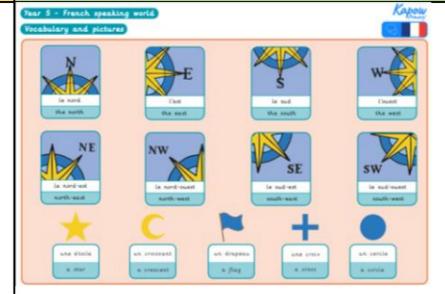
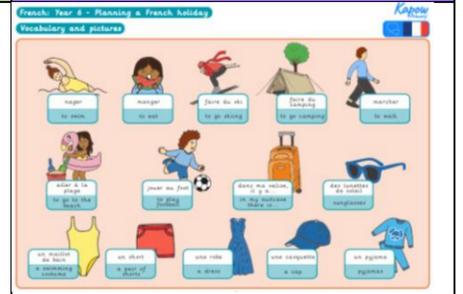


Singleton Church of England Primary School



Progression of Skills and Knowledge

French - Y5/6

CYCLE B Year 5/6	Portraits – Describing in French	Meet My French Family	Clothes – Getting Dressed in France	French Weather	Exploring the French Speaking World	Planning a French Holiday
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>	les yeux – eyes les cheveux – hair les cheveux châains - brown hair les cheveux blonds – blonde hair les cheveux roux – ginger/red hair fort (m) / forte (f) – strong sportif (m) / sportive (f) – sporty travailleur (m) / travailleuse (f) – hard-working petit (m) / petite (f) – small grand (m) / grande (f) – big/tall poli (m) / polie (f) – polite heureux (m) / heureuse (f) – happy sérieux (m) / sérieuse (f) – serious il a les cheveux châains – He has brown hair il a les yeux bleus – He has blue eyes Il s'appelle Henri et il a les yeux bleus et les cheveux châains - He is called Henry and he has blue eyes and brown hair il s'appelle – he is called elle s'appelle – she is called il est poli – he is polite elle est polie – she is polite il est sérieux – he is serious elle est sérieuse – she is serious	mes grand-parents - my grandparents mon grand-père – my grandfather ma grand-mère – my grandmother mes parents – my parents mon père - my dad ma mère - my mum mon oncle – my uncle ma tante – my aunt moi – me mon frère – my brother ma sœur - my sister un fils – a son ma cousine – my cousin (girl) mon cousin – my cousin (boy) une fille – a daughter	un - a (masc) une - a (fem) des - plural of un/une mon - my (masc) ma - my (fem) mes - my (plural) dans ma valise - in my suitcase il y a - there is/are grand(e)(s) - big petit(e)(s) - small il/elle porte - he/she wears j'aime - I like je n'aime pas - I don't like c'est de quelle couleur ? - Which colour is it?	Quel temps fait-il ? - What is the weather like? Il fait beau - it is good weather il neige - it is snowing il pleut - it is raining il y a du soleil - it is sunny il y a du vent - it is windy dans - in le nord - the north l'est - the east le sud - the south l'ouest - the west degrés - degrees Il fait trente degrés - it is thirty degrees trente - thirty quarante - forty cinquante - fifty soixante - sixty soixante-dix - seventy quatre-vingts - eighty quatre-vingt-dix - ninety cent - one hundred	le nord - north l'est - east le sud - south l'ouest - west dans - in quel temps fait-il ? - what is the weather like? il fait beau - it is good weather il fait mauvais - it is bad weather il fait chaud - it is hot il fait froid - it is cold il pleut - it is raining il neige - it is snowing il y a du soleil - it is sunny il y a du vent - it is windy il y a des nuages - it is cloudy dix - ten vingt - twenty trente - thirty quarante - forty cinquante - fifty soixante - sixty soixante-dix - seventy quatre-vingts - eighty quatre-vingt-dix = ninety cent - one hundred	aller - to go je vais - I go tu vas - you go (informal) il/elle va - he/she goes nous allons - we go vous allez - you go (formal/group) ils/elles vont - they (masc/fem) go je vais aller - I am going to go rester - to stay faire - to do/make au/en/aux - to (masc/fem/plural) quand - when où - where pourquoi - why en vacances - on holiday en été ou en hiver ? - in summer or in winter? quel temps va-t-il faire ? - what will the weather be like? que vas-tu faire ? - what are you going to do? qu'est-ce qu'il y a dans ta valise ? - what is in your suitcase?
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 the choice of indefinite article will depend on whether the noun is masculine or feminine, and in the singular or plural form. -To know that when talking about something we do not have, the indefinite article is replaced with 'de' in a negative structure. -To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence. -To know that the possessive adjective 'my' depends on the noun to which it refers and that it must agree with the gender and number of that noun. -To know that when a singular feminine noun begins with a vowel, the masculine form of the possessive adjective is used to harmonise pronunciation. -To know that there is no possessive apostrophe in French and that this changes the word order in the sentence.	-To understand adjectival position in a sentence. -To know what adjectival agreement means. -To know that some adjectives are invariable and do not change in the feminine and plural forms. -To know that some adjectives are irregular and do not follow a pattern for adjectival agreement. -To know when to use an indefinite article or a possessive adjective. -To know that the last consonant in a word in French is pronounced if it followed by an 'e'. -To know how to use a bilingual dictionary to cross check the correct meaning of a word.	-To know that Celsius is used to measure temperature in Europe. -To know the punctuation spaces required when using two or more-part punctuation marks and symbols in French. -To know how to use the partitive article 'de' with specific weather structures. -To know how the preposition à changes when used with the definite article of a noun, and that this depends on the gender and number of the noun. -To name several conjunctions that can be used to extend and link sentences.	-To know how to contract the preposition 'à' when it is used with the definite article of a noun. -To know how to contract 'de' when it is used with the definite article of a noun. -To know which specific verbs must be used with the three categories of weather expressions. -To locate French-speaking countries on a map. -To name some features of countries in the French-speaking world. -To show understanding of national identity and begin to consider stereotypes.	-To know when to use an indefinite article or a possessive adjective. -To know that the near future tense in French is created by using the verb 'aller' in the present tense and a second verb in the infinitive form. -To know that the choice of preposition before a country name depends on the gender of the country name. -To understand the rules for adjectival agreement and placement. -To know that the verb 'aller' is irregular. Explain how to create the near future tense in French. -To know how to change indefinite articles to possessive adjectives. -To explain the rules for adjectival agreement and determine where different types of adjectives are placed in a sentence.
MAKING CONNECTIONS	See previous unit - Shopping for French Food (Year 3/4)	See previous unit – Portraits – Describing in French	See previous unit – Meet my French Family	See previous unit – Clothes – Getting dressed in France	See previous unit – French Weather	See previous unit – Exploring the French Speaking World

<p>Key Skills</p>	<p>Year 5</p> <ul style="list-style-type: none"> -Listening to and repeating key phonemes with a degree of accuracy. -Showing understanding by joining in and responding. -Practising speaking with a partner using familiar language. -Recognising some familiar language used in a new context. -Creating short phrases or sentences using word cards and a knowledge organiser. -Describing the physical features and personality of a third person. -Asking and answering questions using high frequency verbs. -Decoding new language using language detective strategies. -Creating accurate spoken and written descriptive sentences from a model. <p>Year 6</p> <ul style="list-style-type: none"> -Recognising key phonemes in new language and applying pronunciation rules. -Speaking with increasing confidence and fluency. -Using contextual clues and cues to 'gist' and make predictions about meanings. -Creating phrases and sentences from memory. -Choosing appropriate adjectives from a wider range of adjectives. -Generating the correct form of an adjective so that it agrees with the singular or plural noun it is describing. -Selecting the correct form of irregular adjectives. -Using grammatical understanding to apply word order accurately. -Selecting the appropriate subject pronoun to describe other people. -Speaking in full sentences using known and some new vocabulary. -Using a bilingual dictionary to select alternative vocabulary for independent sentence building. -Applying strategies for checking the accuracy of written work. 	<p>Year 5</p> <ul style="list-style-type: none"> -Recognise words in English that have been borrowed from the French language. -Show understanding of simple writing. -Decode the gender of a noun from the indefinite article. -Speak in sentences using familiar vocabulary. -Use familiar high frequency verbs to present information about someone else. -Express likes and dislikes. -Organise words correctly to build phrases and sentences. <p>Year 6</p> <ul style="list-style-type: none"> -Apply knowledge of grammatical rules when building sentences. -Use conjunctions to extend sentences. Express personal preferences. -Make ambitious word selections using appropriate resources such as a bilingual dictionary and knowledge organiser. -Speak with fluency and spontaneity. 	<p>Year 5</p> <ul style="list-style-type: none"> -Asking and answering questions. -Applying correct word order. -Constructing sentences using a model. -Writing some words and phrases from memory. -Applying simple adjectival agreement. Using the correct indefinite article depending on the gender and number of the noun. -Using the correct possessive adjective for a given noun by determining its gender and number. -Recalling colour adjectives from previous learning and using these in a new context. -Expressing opinion using a range of verbs. <p>Year 6</p> <ul style="list-style-type: none"> -Using questions to seek information from others. -Expressing a range of opinions, including use of the negative. -Explaining how regular adjectives change in the feminine and plural forms. -Adapting the suffix of colour adjectives in accordance with the gender and number of the noun. -Using appropriate determiners. -Applying a grammatical rule to convert an indefinite article to the correct form of the possessive adjective. -Applying phoneme-grapheme knowledge to write words with increasing accuracy. 	<p>Year 5</p> <ul style="list-style-type: none"> -Linking the sound and spelling of new words. -Repeating memorised language with increasing accuracy. -Using learned phrases to convey information. -Using two prepositions to indicate location. -Expressing ideas clearly by speaking with increasing fluency. -Using conjunctions to extend sentences. <p>Year 6</p> <ul style="list-style-type: none"> -Linking the sound, spelling and meaning of new words. -Performing confidently using memorised language. -Applying the correct grammatical structure for the type of weather being described. -Incorporating relevant previously learned language into a new context to extend detail. -Using prepositions and the partitive article appropriately. -Presenting a detailed report using a range of key structures, including contrasting information about two different locations. 	<p>Year 5</p> <ul style="list-style-type: none"> -Recognising and responding to directional language. -Recalling number vocabulary and using this to describe distance. -Asking and answering questions with accurate pronunciation and intonation. Using gist to develop understanding of spoken French. -Reading fiction and non-fiction texts to extract key points. -Writing sentences using familiar language. -Present information orally using weather-related vocabulary. <p>Year 6</p> <ul style="list-style-type: none"> -Using directional vocabulary accurately, -Asking and answering questions using full sentences. -Creating detailed sentences justifying opinions. -Reading authentic texts containing some new language, using detective skills to work out meaning. -Presenting detailed information clearly to an audience. -Use conjunctions to give contrasting information. 	<p>Year 5</p> <ul style="list-style-type: none"> -Recognising familiar words and cognates. -Recognising high frequency verbs in the present and near future tenses. -Understanding the gist of a text. -Adapting a model to create more complex sentences. -Using rehearsed questions to seek information. -Noticing and matching adjectival agreements. <p>Year 6</p> <ul style="list-style-type: none"> -Predicting the meaning of unknown words. -Applying grammatical knowledge to form the near future tense in French. -Using a range of question words to seek information. -Developing independency in writing by using relevant resources. -Building sentences using both present and future tenses.
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