

# Subject: MFL - French

## Cycle B Y5/6

### KAPOW Meet My French Family

#### NATIONAL CURRICULUM

##### PURPOSE OF STUDY

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

##### PROGRAMME OF STUDY

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 Languages – key stage 2 3
- 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. The starred (\*) content above will not be applicable to ancient languages

##### AIMS

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

##### ATTAINMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

##### KEY VOCABULARY (see KAPOW for full list)

j'ai - I have, un frère - a brother, une sœur - a sister, je n'ai pas - I do not have  
je n'ai pas de frère - I do not have a brother, ou – or, je suis fils unique - I am an only child (boy), je suis fille unique - I am an only child (girl), mon/ma/mes - my (masc/fem/plural), mon père - my dad, ma mère - my mum, mes grand-parents - my grandparents, son anniversaire, c'est le... - his/her birthday is on the...  
il/elle a... ans - he/she is ... years old, j'aime - I like, je n'aime pas - I do not like  
j'adore - I love, beaucoup - a lot

##### KEY QUESTIONS

- How would you say 'I have a brother and sister'?
- How would you say 'I have a brother but no sister'?
- How would you say 'the son of my grandfather is my father'?
- How would you say 'my mother loves apples but doesn't like bananas'?
- Look at these sentences, which two make sense?
- Which sentence says, 'My cousin's birthday is the 12<sup>th</sup> of July, she is 38 years old'?
- Which sentence says, 'My cousin Andre is an only child'?

##### KEY ASSESSMENT OPPORTUNITY

Please ask the children to complete this quiz – <https://www.kapowprimary.com/subjects/french/mixed-age-year-5-6/y5-6-cycle-a/y5-6-meet-my-french-family-cycle-a/assessment-french-y5-6-meet-my-french-family/>

Also use the 'Knowledge Catcher' on this page.

YEAR 5 ONGOING ASSESSMENT	Children's initials and any comments
<p><b>Working below:</b></p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> <li>1. Recognising and using phrases to say if they have a sibling. Matching phrases or sentences to pictures. Recognising how some words change in a sentence.</li> <li>2. Knowing the names of family members. Knowing the different words for 'my'. Adapting a sentence to change it's meaning.</li> <li>3. Using appropriate verb endings for the person they are talking about. Building sentences with the correct verb form.</li> <li>4. Understanding that some verbs do not follow regular patterns. Conjugating the verbs 'to have' and 'to be'. Devising ways to practice new vocabulary with a partner.</li> <li>5. Adapting a model to build and deliver a short presentation including choosing and using a rang of action verbs.</li> </ol>	
<p><b>Expected:</b></p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> <li>1. Correctly completing the gaps to match the pictures.</li> <li>2. Recognising words that are similar to English, adapting a sentence to change the meaning and applying some understanding of French pronunciation.</li> <li>3. Being able to recognise key information within a longer text. Confident with sentence building using word cards.</li> <li>4. Responding to spoken opinions by showing the correct gesture and using different opinions in sentences and changing other elements of a sentence whilst retaining the meaning.</li> <li>5. Organising the text and making simple adaptations which did not affect the overall sense of the paragraph.</li> </ol>	
<p><b>Greater Depth:</b></p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> <li>1. Quickly noticing patterns in word order to help with understanding and independently building original phrases and using 'detective' skills for additional new language.</li> <li>2. Using new vocabulary to attempt to build a range of different sentences, selecting the correct form of 'my' as well as considering other vocabulary that could be used in this context.</li> <li>3. Quickly able to establish which information is most useful for understanding. Building and adapting sentences with ease to convey their own information.</li> <li>4. Planning their speaking task methodically and showing an understanding of word class and dictionary use to extend vocabulary within the sentence structure. Speaking fluently and confidently with a partner.</li> <li>5. Making ambitious word selections, including new vocabulary sourced from a dictionary, presenting whole paragraphs with fluency and accuracy.</li> </ol>	
YEAR 6 ONGOING ASSESSMENT	Children's initials and any comments
<p><b>Working below:</b></p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> <li>1. Recognising and using phrases to say if they have a sibling. Matching phrases or sentences to pictures. Recognising how some words change in a sentence.</li> <li>2. Knowing the names of family members. Knowing the different words for 'my'. Adapting a sentence to change it's meaning.</li> <li>3. Using appropriate verb endings for the person they are talking about. Building sentences with the correct verb form.</li> <li>4. Understanding that some verbs do not follow regular patterns. Conjugating the verbs 'to have' and 'to be'. Devising ways to practice new vocabulary with a partner.</li> <li>5. Adapting a model to build and deliver a short presentation including choosing and using a rang of action verbs.</li> </ol>	
<p><b>Expected:</b></p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> <li>1. Correctly completing the gaps to match the pictures.</li> <li>2. Recognising words that are similar to English, adapting a sentence to change the meaning and applying some understanding of French pronunciation.</li> <li>3. Being able to recognise key information within a longer text. Confident with sentence building using word cards.</li> <li>4. Responding to spoken opinions by showing the correct gesture and using different opinions in sentences and changing other elements of a sentence whilst retaining the meaning.</li> <li>5. Organising the text and making simple adaptations which did not affect the overall sense of the paragraph.</li> </ol>	

**Greater Depth:****Lessons**

1. Quickly noticing patterns in word order to help with understanding and independently building original phrases and using 'detective' skills for additional new language.
2. Using new vocabulary to attempt to build a range of different sentences, selecting the correct form of 'my' as well as considering other vocabulary that could be used in this context.
3. Quickly able to establish which information is most useful for understanding. Building and adapting sentences with ease to convey their own information.
4. Planning their speaking task methodically and showing an understanding of word class and dictionary use to extend vocabulary within the sentence structure. Speaking fluently and confidently with a partner.
5. Making ambitious word selections, including new vocabulary sourced from a dictionary, presenting whole paragraphs with fluency and accuracy.

Year 5	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20%</b> <b>(no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			

Year 6	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20%</b> <b>(no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			