



French Year 3 Describing Me and Others Unit Overview

French Overview

What knowledge must the children acquire by the end of Year 6?

Phonics ~ Sound (L) to Print (W):

- Listen and write short phrases including unfamiliar words with increasing accuracy, when focussing on transcription.
- Enjoy listening to, and joining in with, songs and short poems.

Phonics ~ Print (R) to Sound (S):

- Know how to read familiar words and short sentences aloud with clear and comprehensible pronunciation.
- Know how to read aloud single unknown words.

Vocabulary ~ Aural (L) to Written (R):

- Know around 400 words when listening and reading them as single items, and in short and compound sentences which describe people, places, things and actions.
- Know how to use known words in a sentence to be able to work out likely meanings of single unknown words.
- Know how to use a French-English dictionary.

Vocabulary: Oral (S) ~ Written (W):

- Know how to use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Know how to and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.

Grammar ~ Aural (L) to Written (R):

- Distinguish and understand (in listening and writing), singular plural articles (indefinite and definite).
- Distinguish and understand (in listening and writing), singular and plural forms of *être*, *avoir* (il y a), regular *-er* verbs and singular *aller* and *faire* (including weather expressions).
- Distinguish and understand (in listening and writing), 2-verb structures with singular *aimer*, *detester*, *devoir*, *vouloir*, *pouvoir* + infinitive.
- Distinguish and understand (in listening and writing), singular and plural adjectives *-(e)s*, *eux / euses*.

- Distinguish and understand (in listening and writing), intonation questions (including with *quoi, où, combien, comment, quand, qui, Est-ce que* questions (with *wh-words*), and negation (*ne...pas*).

Year 3 ~ Autumn Term

End of Unit Outcomes:

This unit is a half-termly unit, 'Describing Me and Others', and consists of a sequence of seven lessons. The end-of-unit outcomes are separated into the three strands, Phonics, Vocabulary and Grammar.

- Phonics: Know how to read, and to pronounce, the phonetic sounds taught in this sequence of lessons (outlined in the 'Phonics' column of the 'New Knowledge' in the weekly lesson overview below).
- Vocabulary: Know how to read, and to pronounce the words covered in this sequence of lessons (outlined in the 'Vocabulary' column of the 'New Knowledge' in the weekly lesson overview below), and to know the English translation of these words.
- Grammar: Know the grammatical aspects taught in this sequence of lessons (outlined in the 'Grammar' column of the 'New Knowledge' in the weekly lesson overview below).

Opportunities for writing and oracy:

Oracy is the principal focus of each lesson - from sound-level (phonetic input during the 'Phonics' element of each lesson), to word-level, and, ultimately, to sentence-level, oracy is the foundation of language teaching, and language learning. As, for the vast majority of children, this will be their first experience of French teaching, and French language learning, the written element of lessons within this unit of work, is cloze procedural - pupils will scribe English translations of French words and phrases heard and read. As the pupils progress through the Scheme of Work, pupils will begin to write in French, and, over time, will begin to write in French in increasing length. As these pupils are our youngest second language learners within our taught curriculum, and are embarking on their French learning journey, emphasis, at this point, is given to the three other language learning skills (Listening, Reading and Speaking).

Considerations:

- Children for whom French is a mother tongue.
- Children for whom English is not a mother tongue.
- Children with SEN needs.

Resources:

- Sound Card(s) for the current lesson (for use during the 'Phonics' element of the lesson), and from the previous lesson(s) (for use during the 'Recap' element of the lesson).
- 'Word Banks' for the unit - A3 laminated 'Word Banks' to be provided, one between two. A 'Word Bank' provides prompts for phonetic pronunciation, lists key vocabulary for the unit, and provides a brief

explanation of, and example(s) of, important grammatical features taught within the unit.

What knowledge must the children acquire in order to achieve the end of unit outcome?

The knowledge that the children must acquire in order to achieve the end-of-unit outcome is the knowledge that is highlighted in the weekly lesson overviews below.

N.B. 'I do' and 'we do' are embedded within, and are integral to, the teaching of 'New Knowledge'. In the teaching of both the Phonics and Vocabulary strands, the teacher and children engage in a continuously flowing exchange between the teacher reciting sounds (during the Phonics element of the lesson), and words (during the Phonics and Vocabulary elements of the lesson), and the children echoing these in response. Formative assessment will continuously inform and guide the teacher, as the teacher determines the time given to the teaching of, and the practising of, new sounds and words.

The concept of 'I do' and 'we do' is also fundamental to the teaching of French grammar. Within the Grammar element of lessons, the teacher teaches the grammatical feature, modelling this in practical examples ('I do'). The grammatical feature is then practised (recognised in writing and rehearsed orally for pronunciation), together with the children ('We do'). The children then proceed onto the independent task ('You do'), as highlighted in the final column of the weekly lesson overview, scaffolded with 'Word Banks' (one between two).

	Recap	New Knowledge: WHAT	You Do
1		<p>Phonics:</p> <ul style="list-style-type: none"> Know how to read and to pronounce the vowels [a], [e], [i], [o] and [u]. 	<p>Vocabulary:</p> <p>Know how to read and to pronounce the following words, and know the English translation of these words:</p> <ul style="list-style-type: none"> écouter parler lire écrire banane cheval midi moto univers
			<p>Writing (Vowel Sounds):</p> <p>Children to draw a picture of the 'Source Word' for each vowel sound, and to write each 'Source Word' to accompany each vowel.</p>

2	<p>Writing:</p> <ul style="list-style-type: none"> Children to draw a picture of the 'Source Word' for each vowel, and to write each 'Source Word' to accompany each vowel. Children to use their Word Banks to fill in the two infinitives ('parler' & 'écouter') to complete the two sentences. 	<p>Phonics:</p> <ul style="list-style-type: none"> Know the Silent Final Consonant 't' (<i>'petit'</i>), and know how to pronounce words ending in 't'. 	<p>Vocabulary:</p> <p>Know how to read and to pronounce the following words, and know the English translation of these words:</p> <ul style="list-style-type: none"> je il elle être suis est monsieur madame présent absent ici là Bonjour! Salut! 	<p>Grammar:</p> <ul style="list-style-type: none"> Know the <i>'I am'</i> and <i>'he / she is'</i> forms of the verb être (to be). 	<p>Listening:</p> <ol style="list-style-type: none"> Children to listen to the register being called and to work out whether the register is being answered by the pupil themselves or by somebody else, using their knowledge of the forms of the verb être (to be). Children to write down the form of the verb être (to be) heard for each pupil, and to translate the verb form for each pupil into English. <p>Reading:</p> <p>Children to read the responses to the register being called, and for each response, to circle whether the register was answered by the girl or the boy, using their knowledge of adjectival agreement.</p>
3	<p>Listening:</p> <p>Children to listen to each word / phrase that is spoken, and to circle the word / phrase that they hear (the children will hear the word / phrase in French, and it is the English translation of the word / phrase that the children need to identify, and to circle).</p>	<p>Phonics:</p> <ul style="list-style-type: none"> Know the Silent Final Consonant 's' (<i>'mais'</i>), and know how to pronounce words ending in 's'. 	<p>Vocabulary:</p> <p>Know how to read and to pronounce the following words, and know the English translation of these words:</p> <ul style="list-style-type: none"> Ça va? bien mal 	<p>Grammar:</p> <ul style="list-style-type: none"> Know how to change a statement into a question by raising one's voice at the end (<i>'Ça va'?</i> & <i>'Ça va' & 'Je suis...?'</i>) 	<p>Listening:</p> <ol style="list-style-type: none"> Children to listen to the register being called, and to add either a full stop or a question mark to each sentence, using their knowledge of raised intonation at the end of questions. Children to translate the first three sentences into English.

			<ul style="list-style-type: none"> • oui • non • Au revoir 	<p>& 'Je suis + name').</p>	<p>Reading: Children to read each sentence, and to tick the correct English translation for each sentence.</p>
4		<p>Phonics:</p> <ul style="list-style-type: none"> • Know how to read and to pronounce the [en] sound ~ 'enfant'. • Know the Silent Final Consonant 'd' ('grand'), and know how to pronounce words ending in 'd'. 	<p>Vocabulary:</p> <p>Know how to read and to pronounce the following words, and know the English translation of these words:</p> <ul style="list-style-type: none"> • petit • grand • anglais • français • content • triste • tu • es 	<p>Grammar:</p> <ul style="list-style-type: none"> • Know the 'you are' form of the verb être (to be). 	<p>Reading: Children to figure out in which sentences Pierre is talking about himself, and in which sentences Pierre is talking are about his friend, Yves, through recognition of the form of the verb 'to be'.</p> <p>Listening:</p> <ol style="list-style-type: none"> 1. Children to determine in which sentences Pierre is talking about himself, and in which sentences Pierre is talking about his friend, Yves, through recognition of form of the verb 'to be'. 2. Children to translate the adjective used in each sentence.
5		<p>Phonics:</p> <ul style="list-style-type: none"> • Know how to read and to pronounce the [an] sound ('maman'). 	<p>Vocabulary:</p> <p>Know how to read and to pronounce the following words, and know the English translation of these words:</p> <ul style="list-style-type: none"> • malade • calme • intelligent • amusant 	<p>Grammar:</p> <ul style="list-style-type: none"> • Know that 'il / elle est...?' can be used in reference to male / female people or animals/ • Know the adjectival 	<p>Listening:</p> <ol style="list-style-type: none"> 1. Children to listen to each phrase, and to decide whether the person that is being described is male or female. 2. Children to translate the adjective used in each sentence. <p>Reading:</p> <ol style="list-style-type: none"> 1. Children to read each sentence and to determine whether each

			<ul style="list-style-type: none"> méchant 	<p>agreement (<i>feminine nouns + -e</i>).</p> <ul style="list-style-type: none"> Know two adjectives that end in -e, and don't change for masc. singular (<i>'malade'</i> and <i>'calme'</i>). 	<p>sentence is about Léa (feminine), or Yves (masculine), or could be about either, using their knowledge of adjectival agreement.</p> <p>2. Children to translate each adjective used into English.</p>
6		<p>Phonics:</p> <ul style="list-style-type: none"> Know how to read and to pronounce the [eu] sound ~ <i>'deux', 'un peu'</i> & <i>'jeu'</i>. Know the Silent Final Consonant 'x' (<i>'deux'</i>), and know how to pronounce words ending in 'x'. 	<p>Vocabulary:</p> <p>Know how to read and to pronounce the following words, and know the English translation of these words:</p> <ul style="list-style-type: none"> lundi mardi mercredi jeudi vendredi samedi dimanche aujourd'hui ce (c') 	<p>Grammar:</p> <ul style="list-style-type: none"> Know that questions end in raised intonation. 	<p>Listening:</p> <p>Children to listen to the message between Pierre and Jean-Michel, and to fill in the gaps in the English translation.</p>
7		<p>Phonics:</p>	<p>Vocabulary:</p> <p>Know how to read and to pronounce the following</p>	<p>Grammar:</p>	<p>Reading:</p> <p>Children to determine which of her friends Adèle is describing in each sentence, Léa</p>

		<ul style="list-style-type: none"> Know how to read and to pronounce the closed <i>[eu]</i> sound ~ 'deux', 'un peu' & 'jeu'. 	<p>words, and know the English translation of these words:</p> <ul style="list-style-type: none"> sérieux heureux curieux courageux semaine <p>* Also revisit the days of the week.</p>	<ul style="list-style-type: none"> Know that <i>adjectives end in -eux</i> when describing <i>a masculine noun</i>, and that adjective end in <i>-euse</i> when describing <i>a feminine noun</i>. 	<p>(female), Yves (male) or either friend, using their knowledge of adjectival agreement.</p>
8	<p><i>End-of-Unit Assessment</i></p>				