



French ~ 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).

Years 4, 5 & 6

End of Unit Outcome:

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, oracy and mathematics:

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 last academic year was a return to the teaching of French in our setting, and, for the vast majority of children, their first experience of French teaching, and French language learning, time and emphasis was placed on the Listening, Reading and Speaking language learning skills to seek to start to familiarise children with the language in a gradual manner. As the children are now embarking on their second year of French language learning, and their confidence is growing, greater time and emphasis will be placed on the Writing element of language learning to support the children as they progress from cloze procedural writing tasks to writing full sentences in French, with resources, such as 'Word Banks', to scaffold.

Considerations:

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

Resources:

- To be produced ~ 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).
- To be produced ~ '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.

	Recap	New Knowledge: WHAT			You Do
1		<u>Phonics:</u> <ul style="list-style-type: none"> Know how to read and to pronounce the vowels [a], [e], [i], [o] and [u]. 	<u>Vocabulary:</u> <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 	<u>Writing (Vowel Sounds):</u> <p>Children to draw a picture of the 'Source Word' for each vowel sound, and to write each 'Source Word' to accompany their pictures.</p>	
2	<u>Listening:</u> Children to listen to the four words pronounced, and for	<u>Phonics:</u>	<u>Vocabulary:</u>	<u>Grammar:</u>	<u>Listening:</u> <ol style="list-style-type: none"> Children to listen to the register being called and to work out

	<p>each word, to write down the vowel sound(s) that they hear.</p> <p>Writing: Children to use their Word Banks to fill in the two infinitives ('parler' & 'écouter') to complete the two sentences.</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>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! 	<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>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).</p> <ol style="list-style-type: none"> 2. 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: 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>Speaking: Children presented with a French sentence, and, from a series of English words, to select the correct French words, in the correct order, before the time elapses.</p> <p>Writing: Children to read the conversation between a teacher, and pupils, in a</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 • oui • non 	<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?'</i> & <i>'Je suis...?'</i> & <i>'Je suis + name'</i>). 	<p>Listening:</p> <ol style="list-style-type: none"> 1. 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. 2. Children to translate the first three sentences into English. <p>Reading:</p>

	classroom, and to write down the correct French word(s) for the English prompts to complete the five phrases.		<ul style="list-style-type: none"> • Au revoir 		Children to read each sentence, and to tick the correct English translation for each sentence.
4	<i>Assessment & feedback from the previous week's lesson to inform the 'Recap' task(s).</i>	<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"> • indépendant • différent • important • prudent • seul • tu • es 	<p>Grammar:</p> <ul style="list-style-type: none"> • Know the 'you are' form of the verb être (to be). 	<p>Reading:</p> <p>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. <p>Written Comprehension of Vocabulary:</p> <p>Children to fill in the English translation of as many French words from Weeks 1, 3 and 4 as they can.</p>
5	<i>Assessment & feedback from the previous week's lesson to inform the 'Recap' task(s).</i>	<p>Phonics:</p> <ul style="list-style-type: none"> • Know how to read and to pronounce the [an] sound 	<p>Vocabulary:</p> <p>Know how to read and to pronounce the following words, and know the</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Know that 'il / elle est...?' can be used in reference to male / female 	<p>Reading:</p> <ol style="list-style-type: none"> 1. Children to read each sentence and to determine whether the person being described in each sentence is male, female, or could be either male or female, using their

		(<i>'maman'</i>).	<p>English translation of these words:</p> <ul style="list-style-type: none"> jeune joli drôle difficile 	<p>people or animals/</p> <ul style="list-style-type: none"> Know the adjectival agreement (<i>feminine nouns + -e</i>). Know two adjectives that end in -e, and don't change for masc. singular (<i>'malade'</i> and <i>'calme'</i>). 	<p>knowledge of adjectival agreement.</p> <ol style="list-style-type: none"> Children to translate each adjective used into English. <p>Listening:</p> <ol style="list-style-type: none"> Children to listen to each phrase, and to decide whether the person that is being described is male, female, or could be either male or female, using their knowledge of adjectival agreement. Children to translate the adjective used in each sentence. <p>Written Comprehension of Vocabulary:</p> <p>Children to fill in the English translation of as many French words from Weeks 1, 4 and 5 as they can.</p>
6	<i>Assessment & feedback from the previous week's lesson to inform the 'Recap' task(s).</i>	<p>Phonics:</p> <ul style="list-style-type: none"> Know how to read and to pronounce the [eu] sound ~ <i>'deux', 'un peu' & 'jeu'</i>. Know the Silent Final Consonant 'x' (<i>'deux'</i>), and know how to 	<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 	<p>Grammar:</p> <ul style="list-style-type: none"> Know that questions end in raised intonation. 	<p>Listening:</p> <p>Children to listen to a series of sentences, expressing which day of the week it is in French, and, for each sentence, to circle the correct English translation.</p>

		pronounce words ending in 'x'.	<ul style="list-style-type: none"> • samedi • dimanche • aujourd'hui • ce (c') 		
7	<i>Assessment & feedback from the previous week's lesson to inform the 'Recap' task(s).</i>	<p>Phonics:</p> <ul style="list-style-type: none"> • Know how to read and to pronounce the closed [eu] sound ~ 'deux', 'un peu' & 'jeu'. 	<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"> • sérieux • heureux • curieux • courageux <p>* Also revisit the days of the week.</p>	<p>Grammar:</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>Listening:</p> <ol style="list-style-type: none"> 1. Children to listen to each phrase, and, for each phrase, to write down the two adjectives (in French), used to describe the family member, paying close attention to adjectival agreement (male and female adjectival endings). 2. Children to then summarise their knowledge of the two family members in English.
8	<i>End-of-Unit Assessment</i>				