

Year 3		
Phonics	Vocabulary	Grammar
<p>Phonics lesson 1 from Core Language CH OU ON OI</p> <p>OI sound in trois & noir ON sound in marron OU sound in rouge</p> <p>Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words.</p> <p>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front.</p> <p>Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'.</p>	<p>Listen to and enjoy short stories, nursery rhymes & songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p> <p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'</p>	<p>Understand that there are two genders in French. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>
Year 4		
Phonics	Vocabulary	Grammar
<p>Phonics lesson 2 from Core Language I IN IQUE ILLE</p> <p>IN sound in cinq I sound in huit, dix, Patrick, habite, Paris & suis Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word.</p> <p>Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my house I have...' or 'In my house I do not have...'</p>

<p>seen in je suis anglaise/anglaise pronunciation will change when an 'e' is added to the end of anglais.</p> <p>Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.</p>	<p>Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	
Year 5		
Phonics	Vocabulary	Grammar
<p>Phonics lesson 3 from Core Language</p> <p>É E È EAU EUX</p> <p>É sound in Cécile</p> <p>E sound in je & de</p> <p>EAU sound in oiseau</p> <p>Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et, chat. 'S' & 'T' are often silent at the end of French words.</p> <p>'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.</p> <p>Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>

Year 6		
Phonics	Vocabulary	Grammar
<p>Phonics lesson 3 from Core Language QU Ç GNE EN AN</p> <p>QU sound in informatique & musique Ç sound in français AN sound in anglaise, français, amusant & intéressant EN sound in sciences</p> <p>Silent letters. The children will hear and see that the final 's' is not pronounced in aime the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French.</p> <p>Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p>	<p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries. Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>