

# Brookside Academy Skills, Knowledge and Vocabulary document

## Foreign Language Year 3

### 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.

### KS2

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

- 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.*

## **French Intention Statement**

Learning French at Brookside gives pupils an opportunity to explore a world beyond their doorstep. Our children's horizons are broadened, as they learn French songs and rhymes and delve into the French culture through festivals and traditions. This helps the Brookside child appreciate their place in the wider world and begin to understand the vast global society of which they play a part.

Being able to say something in a foreign language, enables them to feel a great sense of accomplishment- it's like learning to crack a code! In our school, learning a language provides frequent opportunities to perform before an audience – whether it be a partner, a whole class or whole school – which in turn nurtures pupils' self-esteem and self-confidence.

French at Brookside, is not taught by a specialist language teacher, but by your child's class teacher using a fully, comprehensive scheme compiled by Rising Stars.

Rising Stars French intuitively blends songs with stories, rhymes, vocabulary, grammar, phonics, animation and even fun and challenging quizzes to assess their learning.

Your child's teacher may not be an expert, but the beauty of that, is that it helps reinforce the hidden message that "everyone can do it".

Currently, your child begins their journey to France in Year 3 and along the way, they will make many acquaintances and tackle lots of colourful language : "Les quatre amis" (The Four Friends); discover "On fait la fete" (Celebrations); climb aboard transport "On y va" (All Aboard); appreciate "Le Carnaval des Animaux (The Carnival of the Animals); admire Edgar Degas' painting, "Scene de plage"(Beach Scene) and by Year 6 they will be able to discuss "Quoi de neuf" (What's in the News) and "Monter un café" (Set up a café) as well as much, much more.

By the end of their key stage 2 journey at Brookside, the children will have a balanced understanding of spoken and written French language and positive foundations are laid, for further foreign language teaching at key stage 3.

Did you know...

... that learning a foreign language increases the density of 'grey matter' in the brain and the number of synapses, that interconnect parts of the brain!

**Year 3**

**Skills and Knowledge**

**Vocabulary**

Listening and Responding

- Repeated words modelled by teacher, show understanding with an action (Play Jacques a dit or Simon Says)
- Children show understanding by responding to a few familiar spoken words and short phrases.
- Listen attentively to days of the week, classroom instructions, colours, numbers 1-20 and a few words in a song.

Speaking

- Learn specific vocabulary developing in accuracy in the pronunciation by listening and repeating
- Recognise a familiar question and respond with a simple rehearsed response.
- Repeat and say familiar words and short simple phrases using understandable pronunciation.
- Join in with simple rhymes and songs.
- Use simple greetings, ask and answer a simple questions and express simple likes and dislikes.

Reading and Responding

- Begin to recognise written vocabulary, single words and short phrases.
- Read and understand familiar nouns, simple adjectives and a few high frequency verbs (parts of the body, animals, size, colour, I like, I don't like, I play).
- Read aloud, as a class or a group, key vocabulary from a song, story and rhyme.

Writing

- Copy simple vocabulary.
- Write single words from memory with plausible spelling.
- With support, children can substitute one element to change the meaning of the phrase.
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**Moi**  
 Bonjour!  
 Salut!  
 Ca va?  
 Ca va bien/mal  
 Et toi?  
 Au revoir!  
 Oui/non  
 Un, deux, trois, quatre,  
 cinq, six, sept, huit,  
 neuf, dix  
 J'ai  
 Quel age as-tu?  
 J'ai sept/huit ans

**On Fait la fete**  
 (tres) bien  
 Je joue bien au  
 football.  
 Je nage bien  
 Je nage  
 Je danse  
 Je chante  
 Bravo  
 Super  
 Fantastique  
 Joyeux anniversaire!  
 Les mois: janvier,  
 fevrier, mars, avril,  
 mai, juin, juillet, aout,  
 septembre, octobre,  
 novembre, decembre  
 Je peux.../ Je peux...

**Portraits**  
 Les coulers

**All about me**  
 Hello  
 Hi  
 How are you?  
 I'm fine/ not very well  
 And you?  
 Goodbye!  
 Yes/No  
 1-10  
  
 I have  
 How old are you?  
 I'm seven/ eight years old

**Celebrations**  
 (very) well/good  
 Im good at playing  
 football  
 I'm a good swimmer  
 I swim/ I'm swimming  
 I dance/ I'm dancing  
 I sing/ I'm singing  
 Well done!  
 Super!  
 Fantastic!  
 Happy Birthday  
 Months of the year

I can... Can I...?

**Portraits**  
 The colours  
 Red  
 Pink

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|  |  | <p>Rouge<br/>Rose<br/>Jaune<br/>Bleu(e)<br/>Vert(e)<br/>Noir(e)<br/>Blanc(he)<br/>Violet(te)<br/>Marron<br/>Orange<br/>Un nez<br/>Une bouche<br/>Des yeux<br/>Un bras<br/>Une jambe<br/>Il/ Elle a ...<br/>... le nez bleu<br/>... la bouche bleu<br/>Les yeux /cheveux bleus<br/>Il/elle est grand(e)/petit(e)</p> <p><b><u>Les quatre amis</u></b><br/>Le chevel<br/>Le mouton<br/>Le lapin<br/>La souris<br/>Il galope<br/>Elle court<br/>Il/ Elle est Gris(e)<br/>Non, le lapin ne galope pas</p> <p><b><u>Ca pousse!</u></b><br/>Tu aimes...?<br/>J'aime ...</p> | <p>Yellow<br/>Blue<br/>Green<br/>Black<br/>White<br/>Purple<br/>Brown<br/>Orange<br/>A nose<br/>A mouth<br/>The eyes<br/>An arm<br/>A leg<br/>He/She has ...<br/>... a blue nose<br/>... a blue mouth<br/>...blue eyes/ hair<br/>He/She is big/small</p> <p><b><u>The four friends</u></b><br/>The horse<br/>The sheep<br/>The rabbit<br/>The mouse<br/>He/ It gallops<br/>She/ It runs<br/>He/ She/ It is ...<br/>Grey<br/>No, the rabbit doesn't gallop</p> <p><b><u>Growing things</u></b><br/>Do you like...?<br/>I like ...<br/>I don't like ...<br/>A lot<br/>I would like ...<br/>Please</p> |
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|  |  | <p>Je n'aime pas...<br/>Beaucoup<br/>Je voudrais<br/>S'il vous plait<br/>Vous desirez?<br/>Voila<br/>Merci<br/>Dans mon panier<br/>Il y a</p> | <p>What would you like?<br/>There you are<br/>Thank you<br/>In my basket<br/>There ie/ there are</p> |
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