

Brookside Academy Skills, Knowledge and Vocabulary document

Foreign Language

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.*

Foreign Languages 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 4

	Skills and Knowledge	Vocabulary
Listening and Responding	<ul style="list-style-type: none"> I can listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) I can respond to clearly modelled familiar spoken words and short phrases. I can appreciate stories, songs, poems and rhymes and explore the patterns in the language. 	<p>On y va! (all aboard)</p> <p>Je vais à l'école. <i>I go/I'm going to school.</i></p> <p>à pied <i>on foot</i></p> <p>en voiture <i>by car</i></p> <p>en vélo <i>by bike</i></p> <p>en bus <i>by bus</i></p>
Speaking	<ul style="list-style-type: none"> I can develop accurate pronunciation and intonation so that others understand I can engage in conversations, ask and answer questions. I am beginning to speak in sentences, using familiar vocabulary, phrases and basic language structures. 	<p>en train <i>by train</i></p> <p>Où vas-tu? <i>Where are you going?</i></p> <p>Je vais ... <i>I'm going ...</i></p> <p>Il fait chaud. <i>It's hot.</i></p>
Reading and Responding	<ul style="list-style-type: none"> I can explore patterns and sounds of language, and link the spelling, sound and meaning of words. I can read carefully and show understanding of words, phrases and simple writing. 	<p>Il fait froid. <i>It's cold.</i></p> <p>Il fait beau. <i>It's fine weather.</i></p> <p>Il fait mauvais. <i>It's bad weather.</i></p> <p>Il fait du soleil. <i>It's sunny.</i></p>

<p>Writing</p>	<ul style="list-style-type: none"> • Describe people, places, things and actions in writing using words or phrases. • Understand basic grammar appropriate to the language being studied including where relevant masculine and feminine. 	<p>Il fait du vent. <i>It's windy.</i></p> <p>Il pleut. <i>It's raining.</i></p> <p>L'argent de poche (pocket money)</p> <p>J'adore ... <i>I love ...</i></p> <p>Je déteste ... <i>I hate ...</i></p> <p>ça <i>that</i></p> <p>vingt et un, 21–30:</p> <p>C'est combien? <i>How much is it?</i></p> <p>un euro <i>one euro</i></p> <p>C'est super/magnifique/ <i>It's great/magnificent/</i> fantastique. <i>fantastic.</i></p> <p>J'ai <i>I have</i></p> <p>Je n'ai pas de ... <i>I don't have ...</i></p> <p>Miam! <i>Yum!</i></p> <p>Berk! <i>Yuck!</i></p> <p>un CD <i>a CD</i></p> <p>un ballon <i>a ball (large ball, e.g. football)</i></p> <p>une console <i>a games console</i></p> <p>une peluche <i>a cuddly toy</i></p> <p>une poupée <i>a doll</i></p> <p>Viv le sport! (our sporting lives)</p> <p>Qu'est-ce que tu fais? <i>What are you doing/do you do</i> <i>(on Monday)?</i></p> <p>Je joue au tennis/basket. <i>I play tennis/basketball.</i></p>
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Je joue au cricket. *I play cricket.*

Je fais du vélo. *I ride my bike/go cycling.*

Je fais du skate. *I go skateboarding.*

Je fais de la danse/natation. *I dance/swim.*

zéro *zero*

boire *to drink*

manger *to eat*

le jus d'orange *orange juice*

le yaourt *yogurt*

le poisson *fish*

une pomme *an apple*

les pommes frites (f. pl.) *chips*

les bonbons (m. pl.) *sweets*

Oui, c'est bon pour la santé. *Yes, it's good for your health.*

Non, c'est mauvais pour la santé *No, it's bad for your health.*

Le Carnaval des Animaux (carnival of animals)

Où habites-tu? *Where do you live?*

J'habite dans ... *I live in ...*

je suis *I am*

petit(e) *small* grand(e) *big* lent(e) *slow* rapide *fast* fort(e)

strong faible *weak* féroce *fierce* timide *shy*

Quelle heure est-il? *What time is it?*

		une heure, deux heures, <i>one o'clock, two o'clock,</i> Il est midi. <i>It's midday.</i> Il est minuit. <i>It's midnight</i>
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