

## 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 6			
	Skills and Knowledge	Vocabulary	
Listening and Responding	<ul style="list-style-type: none"> <li>I can understand a short passage made up of familiar words and basic phrases.</li> <li>I can listen and show some understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</li> <li>I can recognise letters of the alphabet when I hear them and start to spell accurately.</li> <li>I can understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms and make the right choices in my own speech.</li> </ul>	<b><u>Autumn: Notre Ecole:</u></b> (Our School)  la salle de classe - the classroom l'entrée principale (f.) - the main entrance la cour - the playground	<b><u>Summer: Monter un Café: (Setting up a Café)</u></b>  une limonade - a lemonade une eau - water un jus d'orange - an orange juice un verre de coca - a glass of cola

		<p>le terrain de sport - the sports field</p> <p>Ici - here</p> <p>Voici - here it is / Voilà</p> <p>- there it is</p> <p>il est deux heures et quart /moins</p> <p>le déjeuner - lunch(time)</p> <p>Il/Elle a ... He/She has</p> <p>la grande salle - the hall</p> <p>la bibliothèque - the library</p> <p>la cuisine- the kitchen</p> <p>le parking - the car park</p> <p>la salle des profs -the staffroom</p> <p>la maternelle - the infant school</p> <p><b><u>Spring: Ici et la: (Out and About)</u></b></p> <p>Numbers to 100.</p>	<p>un chocolat chaud - a hot chocolate</p> <p>un café - a (black) coffee</p> <p>une tasse de thé - a cup of tea</p> <p>une portion de frites - a portion of chips</p> <p>une glace - ice cream</p> <p>Vous désirez ? - What would you like?</p> <p>C'est combien ? - How much is it?</p> <p>Bon appétit! - Enjoy your meal/ food!</p>
Speaking	<ul style="list-style-type: none"> <li>I can hold a simple conversation with at least 3-4 exchanges</li> <li>I can use my knowledge of grammar to adapt and substitute single words and phrases</li> <li>I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>I can present ideas and information orally.</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; 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.</li> </ul>		
Reading and Responding	<ul style="list-style-type: none"> <li>I am beginning use a bilingual dictionary or word list to add new vocabulary to my writing.</li> <li>I can read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</li> <li>I can read aloud with fluency.</li> <li>I can practise reading longer texts aloud containing taught phrases and vocabulary.</li> </ul>		

	<ul style="list-style-type: none"> <li>• I can decode unfamiliar text using language skills, context and/or a bilingual dictionary.</li> <li>• I can read aloud familiar and unfamiliar words with good accurate pronunciation and intonation and answer questions in verbal or written form.</li> </ul>	<p>un homme - a man  une femme - a woman  Qu'est-ce que tu aimes/ What do you like/hate? détestes ?  Tu veux jouer...?  Oui, je veux jouer. -  Yes, I want to play.</p>	
Writing	<ul style="list-style-type: none"> <li>• I can adapt and substitute individual words and set phrases</li> <li>• I can use a dictionary or glossary to broaden vocabulary and check words learnt</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; 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.</li> <li>• I can write a short, simple paragraph from memory using sentences from one familiar topic.</li> <li>• I am beginning to write complex sentences that present personal ideas, facts and feelings, with and without support.</li> </ul>	<p>Non, je ne veux pas jouer. - No, I don't want to play.  le grand huit - the rollercoaster  le carrousel - the merry-go-round  le train fantôme - the ghost train  la grande roue -the big wheel</p>	