

Year 5 Knowledge and Skills

National Curriculum	Knowledge statements	
Phonics		
	<p>To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p>	
Grammar		
Terminology	<p>Adverb</p> <p>Compound nouns</p> <p>Compound sentences</p>	
Feminine and masculine forms: Nouns	<p>To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.</p>	
Feminine and masculine forms: Adjectives	<p>To know that adjectives must agree with the gender and number of the noun being described.</p>	
Verbs (including conjugation and negation)	<p>To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. J'ai dix ans - I am ten years old. Il a faim - He is hungry.</p> <p>To know that some verbs are irregular.</p> <p>To know that compound sentences join two simple sentences together using connectives such as et and mais.</p> <p>To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p>	
Key features and patterns of the language.	<p>To know that there is no possessive apostrophe in French.</p> <p>To say 'my father' s sister in French would be the sister of my father: la sœur de mon père.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>	
Vocabulary		
Unit 1 – Monster pets	<p>de</p> <p>court(e) +s</p> <p>pointu(e) +s</p> <p>long (masc) +s (plural)</p> <p>longue (fem) +s (plural)</p> <p>il/elle habite</p> <p>il/elle mange</p>	<p>of</p> <p>short</p> <p>pointy</p> <p>long</p> <p>long</p> <p>he/she lives</p> <p>he/she eats</p>

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	<p>Qu'est-ce que c'est ?</p> <p>la tête</p> <p>les épaules</p> <p>les genoux</p> <p>les pieds</p> <p>un oeil</p> <p>les oreilles</p> <p>la bouche</p> <p>les bras</p> <p>les dents</p> <p>le nez</p> <p>les jambes (fem.)</p>	<p>What is it?</p> <p>head</p> <p>shoulders</p> <p>knees</p> <p>feet</p> <p>an eye</p> <p>ears</p> <p>mouth</p> <p>arms</p> <p>teeth</p> <p>nose</p> <p>leg</p>
Unit 2 – Shopping	<p>du / de la / de l' / des</p> <p>bon appétit !</p> <p>c'est délicieux</p> <p>laisser cuire</p> <p>laver</p> <p>couper</p> <p>ajouter</p> <p>émincer</p> <p>Je vais au marché et j'achète...</p> <p>C'est combien ?</p> <p>il a faim</p> <p>il n'a pas faim</p> <p>il a tout mangé</p> <p>il reste au lit</p>	<p>some</p> <p>enjoy your food!</p> <p>It is delicious</p> <p>leave to cook</p> <p>wash</p> <p>cut</p> <p>add</p> <p>slice</p> <p>I go to the market and I buy...</p> <p>How much is it?</p> <p>He is hungry</p> <p>He is not hungry</p> <p>He ate everything</p> <p>He stays in bed</p>
Unit 3 – Verbs	<p>nous</p> <p>vous</p> <p>ils/elles</p> <p>avoir</p> <p>être</p> <p>chanter</p> <p>courir</p> <p>danser</p> <p>dormir</p>	<p>we</p> <p>you (formal/group)</p> <p>they (masculine/feminine)</p> <p>to have</p> <p>to be</p> <p>to sing</p> <p>to run</p> <p>to dance</p> <p>to sleep</p>

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	lire nager sauter habiter regarder écrire jouer	to read to swim to jump to live to look/watch to write to play
Unit 4 – French family	j'ai un frère j'ai une sœur je n'ai pas de je suis fils(masc)/fille (fem) unique son anniversaire c'est le ... j'adore	I have a brother I have a sister I do not have I am an only child his/her birthday is on the ... I love

Listening and reading	
National Curriculum Statements	Skill demonstration
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and selecting information from short audio passages to give an appropriate response.
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns.
Appreciate stories, songs, poems and rhymes in the language.	Reading and responding to a range of authentic texts.
Read carefully and show understanding of words, phrases and simple writing.	Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.

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Speaking and writing	
National Curriculum Statements	Skill demonstration
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency.
Present ideas and information orally to a range of audiences.	Creating and presenting a dialogue or role-play.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Adapting model sentences to express different ideas.
Use familiar vocabulary in phrases and simple writing.	Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.
Describe people, places and things and actions orally and in writing.	Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object, person or place.

Cultural awareness	
Skill	Knowledge