

Year 6 Knowledge and Skills

National Curriculum	Knowledge statements	
Phonics		
	<p>To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quell genre de musique aimes-tu ?</p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p>	
Grammar		
Terminology	<p>Infinitive Conjugation Future tense Irregular verbs Partitive articles</p>	
Feminine and masculine forms: Nouns	<p>To know whether to use the pronouns il 'he' or elle 'she' when describing someone.</p>	
Feminine and masculine forms: Adjectives	<p>To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects.</p>	
Verbs (including conjugation and negation)	<p>To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn).</p>	
Key features and patterns of the language.	<p>To know that parce que (because) can be used to extend a sentence and give a justification.</p>	
Vocabulary		
Unit 1 – French sport	<p>faire marcher adorer détester aller à droite à gauche tout droit</p>	<p>to do to walk to love to detest to go (the whole verb paradigm) right left straight ahead</p>

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	<p>vite lentement C'est quel sport ? Tu aimes le sport ?</p>	<p>quick slowly Which sport is it? Do you like sport?</p>
<p>Unit 2 – In my French house</p>	<p>J'habite dans... un appartement une grande/petite maison une maison jumelée la salle à manger la cuisine la chambre le salon il y a il n'y a pas de au rez-de-chaussée au premier étage en bas en haut sous devant derrière à côté du /de la / de l' / des Où est... ? Qu'est-ce que c'est ? c'est la salle à manger</p>	<p>I live in a flat a big/small house a terraced house the dining room the kitchen the bedroom the living room there is there is not on the ground floor on the first floor downstairs upstairs under in front of behind next to the... Where is...? What is it? it is the dining room</p>
<p>Unit 3 – Planning a French holiday</p>	<p>la plage les montagnes il/elle va nous allons vous allez ils/elles vont Je vais aller au/en/aux rester Faire Quand/où/pourquoi</p>	<p>the beach the mountains he/she goes we go you go (formal/group) they go (masc or mixed group/fem) I am going to go to (masc/fem/plural) to stay to do/make</p>

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	<p>vas-tu en vacances ? En été ou en hiver ? Quel temps va-t-il faire? Que vas-tu faire ? Qu'est-ce qu'il y a dans ta valise ?</p>	<p>When/where/where are you going on holiday? In summer or in winter? What will the weather be? What are you going to do? What is in your suitcase?</p>
<p>Unit 4 – Visiting a town in France</p>	<p>un billet un carnet entre près/loin de chez moi voici tourne à gauche / à droite la deuxième à gauche / à droite un billet pour Paris s'il vous plaît où est ... ? tu vas aller au/à la/à l'... ? non, je ne vais pas aller au/à la/à l'...</p>	<p>a ticket a book of tickets between near to/far from at my house/home here is/are turn left/right second on the left/right a ticket for Paris please Where is...? Are you going to...? Non, I am not going to...</p>

Listening and reading	
National Curriculum Statements	Skill demonstration
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and inferring information from an extended audio passage using language detective skills.
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 short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including sentence structure.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical 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.	Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Planning and giving a short oral presentation. Modifying, expressing and comparing opinions.
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.	Giving a presentation drawing upon learning from a number of previous topics.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Using existing knowledge of vocabulary and phrases to create new sentences.
Use familiar vocabulary in phrases and simple writing.	Constructing a short text on a familiar topic.
Describe people, places and things and actions orally and in writing.	Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. Using a wide range of descriptive phrases.

Cultural awareness	
Skill	Knowledge
Playing the traditional French game of la pétanque. Researching information about the French cycle race la Tour de France. Comparing sporting activities in France and the UK.	To know the rules for playing French bowls. To know how the maillot jaune is awarded during the Tour de France race.