

When teaching French, the 4 key language learning skills must be covered within each unit:

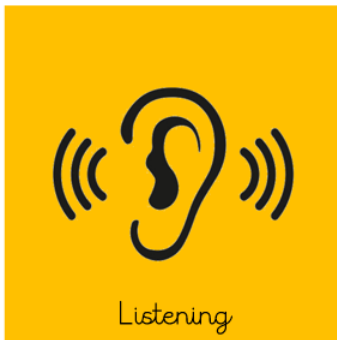
- Listening
- Speaking
- Reading
- Writing

In each unit children will have the opportunity to:

- Expand their French vocabulary
- Build on prior learning
- Participate in role play discussions with others
- Read longer passages of text in French
- Write words, phrases and sentences

The first lesson of each academic year will be a phonics lesson. Each lesson will officially introduce four of the sixteen most common graphemes of the French language. Children will then be encouraged to identify these in new language learnt.

In all lessons, the key skills must be followed in the correct order to support children in their understanding and pronunciation of new words / phrases. Key skill logos can be used within lessons as a visual support.



YEAR 3

Unit 1: Autumn Term La Phonétique – Lesson 1

Unit Context	Introduce the first set of phonics sounds / phonemes in French
Disciplinary knowledge	<p>Listening</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Substantive knowledge	<p>By the end of the session, children should understand and be able to recall the below substantive knowledge.</p> <ul style="list-style-type: none"> ch (sh) ou (oo) on (ohn) oi (wah)

Unit 2: Autumn Term J'apprends le français – (I am learning French)

Unit Context	<p><i>By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.</i></p> <p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> find France on a map and be able to recall at least 1 Francophone country. use key greetings. ask and answer the question 'How are you?' in French. ask and answer the question 'What is your name?' in French. count to 10 in French. read, write, say and recognise 10 colours in French.
Disciplinary knowledge	<p>Listening</p> <ul style="list-style-type: none"> 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 <p>Speaking</p> <ul style="list-style-type: none"> 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. <p>Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly <p>Grammar</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied.

	<p>Silent letters:</p> <ul style="list-style-type: none"> • ‘s’ (in Paris, appelle, gris, and trois) • ‘t’ in comment, violet, vert • ‘x’ in deux <p>Most commonly found at the end of words with some exceptions</p> <p>Elision:</p> <p>Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows – to facilitate pronunciation</p> <ul style="list-style-type: none"> • Comment tu t’appelles • Je m’appelle
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> • Greetings – <i>bonjour</i> (hello - formal) & <i>salut</i> (hello – informal) • Ask / say name – <i>Comment tu t’appelles?</i> (What is your name?) <i>Je m’appelle...</i> (My name is ...) • Ask / say feelings – <i>ça va ?</i> (How are you ?), <i>ça va bien</i> (I am well), <i>ça va mal</i> (I am not great.), <i>comme ci, comme ça</i> (so, so) • Count to 10 – <i>un deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i> • Colours – <i>rouge</i> (red), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>vert</i> (green), <i>noir</i> (black), <i>blanc</i> (white), <i>gris</i> (grey), <i>orange</i> (orange), <i>violet</i> (purple), <i>marron</i> (brown)
Retrieval Opportunities	<p>Phonemes:</p> <ul style="list-style-type: none"> • oi • on • ou
<p>Unit 3: Spring Term Les Instruments– (Musical Instruments)</p>	
Unit Context	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> • Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in French. • Learn to say and write ‘I play an instrument’ in French using the high frequency 1st person regular verb ‘<i>je joue</i>’ (I play) with up to 10 different instruments.
Disciplinary knowledge	<p>Listening</p> <ul style="list-style-type: none"> • 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 <p>Speaking</p> <ul style="list-style-type: none"> • 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. <p>Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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.

	<p>Grammar</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied. <p><u>Silent letters</u></p> <ul style="list-style-type: none"> 's' <p>When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent.</p> <p><u>Nasal sounds</u></p> <ul style="list-style-type: none"> on un in an <p>These sounds are made through the nose, not the mouth. They do not exist in English.</p> <p><u>Masculine and feminine nouns</u></p> <p>The nouns, the instruments, in French can have different articles based on their gender (le, las, les)</p> <p><u>Conjugated verb - joue</u></p> <p>Children will begin to form short phrases in French using the personal pronoun 'je' and the conjugated 1st person verb, joue. French conjugation refers to the variation in the endings of French verbs (inflections) depending on the person (I, you, we, etc), tense (present, future, etc) and mood (indicative, imperative and subjunctive).</p>
<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> Definite article - the – le (masculine), la (feminine), les (plural) Instruments – la trompette (the trumpet), la batterie (the drums), la guitare (the guitar), la flûte à bec (the recorder), la clarinette (the clarinet), la harpe (the harp), le piano (the piano), le triangle (the triangle), le violon (the violin), les cymbales (the cymbals) Prepositions – du (for piano, triangle, violon), de la (for clarinette, trompette, batterie, flûte à bec, harpe, guitare), des (for cymbales) I play... - Je joue (du, de, la, des) ... Contractions – de + le = du OR de + les = des. I play the piano = Je joue (de + le) piano = Je joue du piano OR I play the cymbals = Je joue (de + les) cymbales = je joue des cymbales.
<p>Retrieval Opportunities</p>	<p>Phonemes: on ou</p> <p>Greetings Encouraged to answer register in French / start of French lesson</p> <p>Colours Informally describe instruments within lessons</p> <p>Numbers State the number of instruments altogether. Could make reference to date.</p>
<p>Unit 4 : Summer Term Les Glaces– (Ice-creams)</p>	
<p>Unit Context</p>	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like a cone or a small pot/tub of ice-cream.

Disciplinary
knowledge

Listening

- 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

Speaking

- 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.

Reading

- 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.

Writing

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Grammar

- Understand basic grammar appropriate to the language being studied.

Conjunction 'and'

Et

Silent letters

- 's' (in les voudrais)
- 't' (in chocolat)

Guttural 'R'

French 'r' sound as seen in:

- fraise
- citron
- caramel.

Made from the back of the mouth, not the front

Masculine and feminine nouns

Gender will affect words in a sentence like the determiner un/une

Verb conjugation

Learn that 'je voudrais' is the verb conjugation (specific form of a verb that contains information about who / what is doing something and when) for I would like/want from the verb vouloir (to want).

a/an in French un/une

these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. It is important that children recognise which shapes are 'un' and which are 'une'

<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> • Ice-cream flavours – la vanille (vanilla), la fraise (strawberry), la pistache (pistachio), la banane (banana), la menthe (mint), la chocolat (chocolate), le citron (lemon), le café (coffee), le caramel (caramel), le cassis (blackcurrant) • Ice-cream description - une glace à la _____ (a _____ ice-cream) • Ask / say scoops of ice-cream – Combien de boules? (How many scoops ?), Je voudrais _____, une boule / deux boules / trois boules (I would like ____ one / two / three scoops. • Ordering an ice-cream - Je voudrais une glace s’il vous plait (I would like an ice-cream please), un cornet ou on petit pot? (A cornet of a small tub ?) Quel parfum? (What flavour?) Combien de boules? C’est combien? (How much?) 2 euros s’il vous • Types – un cornet, un pot, un petit pot • Please and thank you - s’il vous plait, merci • Goodbye – au revoir
<p>Retrieval Opportunities</p>	<p>Greetings Encouraged to use small talk before ordering ice-cream</p> <p>Fruits Some fruit flavour ice-cream</p> <p>Numbers 1-3 scoops of ice-cream</p>

YEAR 4

Unit 1: Autumn Term La Phonétique – Lesson 2

Unit Context	Recap previously learnt phonemes – first four - ch (sh), ou (oo), on (ohn), oi (wah) Introduce the second set of phonics sounds / phonemes in French
Disciplinary knowledge	<p>Listening</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Substantive knowledge	By the end of the session, children should understand and be able to recall the below substantive knowledge. <ul style="list-style-type: none"> i (ee) in (uh) ique (eek-uh) ille (eeya)
Retrieval Opportunities	<ul style="list-style-type: none"> ch (sh) ou (oo) on (ohn) oi (wah)

Unit 2: Autumn Term Je me présente – (Presenting Myself)

Unit Context	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> Use basic greetings in French, ask somebody how they are feeling and reply when asked. Ask somebody their name in French and reply when asked. Recall the numbers 1-10 and count from 11-20 in French. Ask somebody how old they are in French and reply when asked. Ask somebody where they live in French and reply when asked. Express their nationality in French and understand basic gender agreement rules.
Disciplinary knowledge	<p>Listening</p> <ul style="list-style-type: none"> 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 <p>Speaking</p> <ul style="list-style-type: none"> 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. <p>Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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.

	<p>Grammar</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied. <p><u>Silent letters</u></p> <ul style="list-style-type: none"> 's' (in Paris, appelles, très, habites, and trois) 'x' in deux 'h' in habites <p>Most commonly found at the end of words with some exceptions</p> <p><u>Elision</u></p> <p>Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows – to facilitate pronunciation</p> <ul style="list-style-type: none"> Comment tu t'appelles Je m'appelle J'habite <p><u>Understand basic gender agreement rules</u></p> <ul style="list-style-type: none"> e at end of locations (e.g., français/française) is feminine
<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> Greetings – <i>bonjour</i> (hello – formal) & <i>salut</i> (hello – informal) , <i>au revoir</i> (goodbye), <i>à plus tard</i> (see you later) Count to 20 – <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, six-huit, dix-neuf, vingt</i> Ask / say name – <i>comment tu t'appelles?</i> (What is your name?) <i>Je m'appelle...</i>(My name is _____) Ask / say age – <i>Quel âge as-tu?</i> (How old are you?), <i>J'ai ... ans.</i>(I am ___ years old) Ask / say feelings – <i>ça va?</i> (How are you ?), <i>ça va bien</i> (I am good), <i>mal</i> (not great), <i>comme ci, comme ça</i> (so, so), <i>ca va très bien</i> (I am really well), <i>ca va très mal</i> (I am really not great) Ask / say where you live – <i>Où habites-tu ?</i> (Where do you live?) <i>J'habite à...</i> (I live in _____), Ask / say nationality – <i>Je suis...</i>, <i>français/française</i> (French), <i>anglais/anglaise</i> (English), <i>gallois/galloise</i> (Wales), <i>irlandais/irlandaise</i> (Ireland), <i>écossais/ecossaise</i> (Scottish), <i>Je viens de _____</i> (I am from _____), <i>Je viens d'Angleterre</i> (I am from England _____).
<p>Retrieval Opportunities</p>	<p>Greetings – <i>bonjour</i> & <i>salut</i></p> <p>Asking and saying name – <i>comment tu t'appelles?</i> <i>Je m'appelle...</i></p> <p>Asking and saying feelings - <i>ça va?, ?</i>), <i>ça va bien, ?</i>), <i>ça va mal</i>, <i>comme ci, comme ça</i></p> <p>Count to 10 – <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p> <p>Phonemes:</p> <ul style="list-style-type: none"> ch (sh) ou (oo) on (ohn) oi (wah)

<p>Unit 3: Spring Term Ma famille – (My Family)</p>	
<p>Unit Context</p>	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.

	<ul style="list-style-type: none"> • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).
<p>Disciplinary knowledge</p>	<p>Listening</p> <ul style="list-style-type: none"> • 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 <p>Speaking</p> <ul style="list-style-type: none"> • 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. <p>Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar</p> <ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied. <p><u>Possessive My</u> Mon / ma / mes</p> <p><u>Gender Nouns</u> Singular possessive 'my' for masculine nouns (mon frère), 'my' for feminine nouns (ma sœur) and 'my' plural (mes grands-parents).</p> <p><u>Conjugation</u> To move from first person conjugation of high frequency verbs to third person singular (j'ai – I have ☐ il/elle a – he / she has)</p> <p><u>Silent letters</u></p> <ul style="list-style-type: none"> • 'ts' (in parents) • 's' (in appelle, ans, soeurs, mes grands-parents, les or parents) <p><u>Elision</u> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel or mute h – to facilitate pronunciation</p> <ul style="list-style-type: none"> • Il s'appelle • Je m'appelle • Elle s'appelle • J'ai

<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> Family members – la famille (the family), la mère (the mother), la grand- mère (the grandmother), la tante (the aunt), la fille (the daughter), la sœur (the sister), le fils (the son), la frère, l’oncle (the uncle), le père, le grand- père (the grandfather), les parents (the parents), les grands-parents (the grandparents) Asking / saying family member names – Comment s’appelle ton [male family member] / tu [female family member] ? (What is your [family member]’s name ?), Il s’appelle ____ (He is called ____), Elle s’appelle ____ (She is called ____) My – mon / ma / mes Who is in family - As-tu des frères et sœurs? (Do you have any siblings / brothers or sister?) Oui, j’ai un/une [frères / sœurs] (Yes, I have a brother / sister), Non, je suis fils / fille unique (No, I am an only child [boy / girl].) Numbers for age – dix (ten), vingt (twenty), trente (thirty), quarante (fourty), cinquante (fifty), soixante (sixty), soixante-dix (seventy), quatre-vingts (eighty), quatre-vingt-dix (ninety), cent (one hundred)
<p>Retrieval Opportunities</p>	<p>Greetings Encouraged to answer register in French and at the start of lessons.</p> <p>Numbers Number of siblings/family members and age of family members</p> <p>J’ai ____ I have ____</p> <p>Gender article / determiners My ☐ mon / ma / mes</p>
<p>Unit 4 : Summer Term En Classe – (In the classroom)</p>	
<p>Unit Context</p>	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.
<p>Disciplinary knowledge</p>	<p>Listening</p> <ul style="list-style-type: none"> 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 <p>Speaking</p> <ul style="list-style-type: none"> 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. <p>Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

	<ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing. <p>Grammar</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied. <p><u>Possessive 'My'</u> Mon / ma / mes</p> <p><u>Gender Nouns</u> Singular possessive 'my' for masculine nouns (mon stylo), 'my' for feminine nouns (ma règle) and 'my' plural (mes ciseaux)</p> <p><u>Elision</u> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel – to facilitate pronunciation</p> <ul style="list-style-type: none"> Je j'ai Ne n'ai <p><u>Silent letters</u></p> <ul style="list-style-type: none"> 'x' (in ciseaux) 'z' (in écoutez, écrivez)
<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> Classroom equipment – un livre (a reading book), un cahier (an exercise book), un crayon (a pencil), un stylo (a pen), un taille-crayon (a sharpener), un sac à dos (a rucksack), une calculatrice (a calculator), un bâton de colle (a glue stick), une règle (a ruler), une gomme (a rubber), une trousse (a pencil case), des ciseaux (a pair of scissors) Sentence building – Qu'est-ce qu'il y a dans ta trousse? (What do you have in your pencil case?), j'ai ... (I have ...), je n'ai pas de ... (I do not have ...), dans ma trousse j'ai ... (In my pencil case I have ...), dans ma trousse je n'ai pas ... (In my pencil case I do not have ...) Conjunctions – et (and) My – mon (masculine), ma (feminine) and mes (plural)
<p>Retrieval Opportunities</p>	<p>Greetings Encouraged to answer register in French and at the start of lessons.</p> <p>Possessive My Mon / ma / mes</p> <p>Gender article / determiners Singular possessive 'my' for masculine nouns.</p> <p>J'ai _____ I have _____</p>

YEAR 5

Unit 1: Autumn Term La Phonétique – Lesson 3

Unit Context	Recap previously learnt phonemes – first eight - ch (sh), ou (oo), on (ohn), oi (wah), i (ee), in (uh), ique (eek-uh), ille (eeya) Introduce the third set of phonics sounds / phonemes in French
Disciplinary knowledge	Listening <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Speaking <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Substantive knowledge	By the end of the session, children should understand and be able to recall the below substantive knowledge. <ul style="list-style-type: none"> i (ee) eux (er) é (ay) è (air) e (ur)
Retrieval Opportunities	<ul style="list-style-type: none"> ch (sh) ou (oo) on (ohn) oi (wah) i (ee) in (uh) ique (eek-uh) ille (eeya)

Unit 2: Autumn Term As-tu un animal?– (Do you have a pet?)

Unit Context	In this unit pupils will learn how to: <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using conjunctions.
Disciplinary knowledge	Listening <ul style="list-style-type: none"> 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 Speaking <ul style="list-style-type: none"> 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. Reading <ul style="list-style-type: none"> 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.

	<p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar</p> <ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied. <p><u>Elision</u> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel – to facilitate pronunciation</p> <ul style="list-style-type: none"> • Je → j'ai • s'appelle • Je n'ai pas d'oiseau' - in this case the 'e' in ne and de) <p><u>Conjugation</u> To move from first person conjugation of high frequency verbs to third person singular (j'ai – I have / il/elle a – he / she has)</p> <p><u>Silent letters</u></p> <ul style="list-style-type: none"> • 's' - souris • 't' - chat <p><u>Gender article / determiners</u> Un (a - masculine) / une (a – feminine)</p> <p><u>'H' Aspiré.</u> This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.</p>
<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> • Pets – un chien (a dog), un chat (a cat), un lapin (a rabbit), un hamster (a hamster), un poisson rouge (a goldfish), un oiseau (a bird), une souris (a mouse), une tortue (a tortoise) • Sentence building – J'ai ... (I have...), Je n'ai pas de / d' ... (I do not have...), J'ai un / une ... (I have ... masculine / feminine), qui s'appelle (that is called ...) • Conjunction – et (and), mais (but)
<p>Retrieval Opportunities</p>	<p>Greetings Encouraged to answer register in French and at the start of lessons</p> <p>Conjunction – et</p> <p>J'ai _____ I have _____</p> <p>Gender article / determiners Un / une</p> <p>Elision Je → j'ai s'appelle</p> <p>Numbers Challenged to say how many pets / age</p> <p>Negative form Je n'ai pas de ...</p>

Unit 3: Spring Term
La date – (The date)

Unit
Context

In this unit pupils will learn how to:

- Recognise and recall the 7 days of the week in French.
- Recognise and recall the 12 months of the year in French.
- Recognise and recall numbers 1-31 in French.
- Ask and answer the question 'What is the day today' in French.
- Ask and answer the question 'When is your birthday?' in French.

Disciplinary
knowledge

Listening

- 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

Speaking

- 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.

Reading

- 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.

Writing

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Grammar

- Understand basic grammar appropriate to the language being studied.

Capital letters

Understand that days of the week and months of the year do not have capital letters unless they are at the start of a sentence in French.

Guttural 'R'

French 'r' sound as seen in mardi and mercredi. Made from the back of the mouth, not the front

Silent letters

- 's' - trois
- 't' - est and juillet

Numbers

The only ordinal number for saying the date in French is the 1st (premier) after that, only cardinal numbers are used. No 2nd, 3rd ,4th etc.

Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> • Days of the week – lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday), samedi (Saturday), dimanche (Sunday) • Months of year – janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December) • Numbers to 31 – un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, six-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un • Sentence building – la date (the date), les jours de la semaine (the days of the week), Aujourd’hui c’est quel jour? (What day is it today?), mon anniversaire (my birthday), est (is), le (the), C’est quand ton anniversaire? (When is your birthday?)
Retrieval Opportunities	<p>Numbers 1 – 20 & 30</p> <p>Guttural ‘R’ French ‘r’ sound made from the back of the mouth, not the front</p> <p>Silent letters</p> <p>Vocabulary from ‘Je me présente’ Expanding on vocabulary from presenting myself (year 4) unit – saying age.</p>
Unit 4 : Summer Term Les vêtements – (Clothes)	
Unit Context	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for these clothes. • Use the verb porter in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.
Disciplinary knowledge	<p>Listening</p> <ul style="list-style-type: none"> • 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 <p>Speaking</p> <ul style="list-style-type: none"> • 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. <p>Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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.

	<p>Grammar</p> <ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied. <p><u>Guttural 'R'</u> French 'r' sound as seen in tee shirt, orange, rouge, écharpe. Made from the back of the mouth, not the front</p> <p><u>Conjugation</u> Explore patterns in regular -er verb conjugation to enable us to say what we and possibly someone else is wearing e.g., je porte / tu portes / il parte etc.</p> <p><u>Possessive My</u> Mon / ma / mes</p> <p><u>Gender nouns</u> Un / une for clothes items</p> <p><u>Adjectival agreement</u> Adjectives describe a noun and all French adjectives agree with the noun in gender and number. The general rule is that for feminine nouns, add -e, for masculine plural nouns, add -s, and for feminine plural nouns, add -es.</p> <p><u>Silent letters</u></p> <ul style="list-style-type: none"> • -ent is not pronounced in the third person plural conjugation of the verb porter (to wear). This is the same for all third person plural endings in the present tense. • 's' in gants, sandales and vacances – 's' is often silent when it is the final consonant of a word in French <p><u>Definite / indefinite articles</u> Le, la, and les (the) are definite articles whereas un, une, and des (a / an / some) are indefinite articles. Unlike English, you'll need to use an article before every single noun in a list.</p>
<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> • Clothes – les vêtements (the clothes), un pantalon (a pair of trousers), un maillot de bain (a swimming costume), un pull (a jumper), un tee shirt (a tee shirt), un manteau (a coat), un short (a pair of shorts), une robe (a dress), une cravate (a tie), une écharpe (a scarf) une jupe (a skirt), une veste (a jacket), une chemise (a shirt), une casquette (a cap), des gants (a pair of gloves), des bottes (boots), des collants (tights), des sandales (sandals), des lunettes (glasses), un chemisier (a blouse), des chaussures (a pair of shoes), des chaussettes (a pair of socks) • Sentence building – I wear... – je porte (I wear), tu portes (you wear), il parte (he wears), elle porte (she wears), nous portons (we wear), vous portez (you all wear), ils portent (they wear – masculine or mixed group), elles portent (they wear – feminine group) • Days of the week - lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday), samedi (Saturday), dimanche (Sunday) • Sentence building – À l'école je porte... (For school I wear...), Quand il fait beau je porte... (When it is nice weather I wear...), Quand il neige je porte... (When it snows I wear...), Quand je suis en vacances je porte... (When I am on holiday I wear...) • Colours – masculine / feminine and singular / plural

<p>Retrieval Opportunities</p>	<p>Guttural 'R' French 'r' sound made from the back of the mouth, not the front</p> <p>Colours Encouraged to describe clothes</p> <p>Days of the week</p> <p>Possessive My Mon / ma / mes</p> <p>Silent letters</p> <p>Conjugation</p>
------------------------------------	--

YEAR 6

Unit 1: Autumn Term La Phonétique – Lesson 3

Unit Context	<ul style="list-style-type: none"> Recap previously learnt phonemes – first eight - ch (sh), ou (oo), on (ohn), oi (wah), i (ee), in (uh), ique (eek-uh), ille (eeya), i (ee), eux (er), é (ay), è (air), e (ur) <p>Introduce the last set of phonics sounds / phonemes in French</p>
Disciplinary knowledge	<p>Listening</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Substantive knowledge	<p>By the end of the session, children should understand and be able to recall the below substantive knowledge.</p> <ul style="list-style-type: none"> qu (ck) gne (nyuh) ç (s) en (ahn) an (ahn) ch (sh)
Retrieval Opportunities	<ul style="list-style-type: none"> ou (oo) on (ohn) oi (wah) i (ee) in (uh) ique (eek-uh) ille (eeya) i (ee) eux (er) é (ay) è (air) e (ur)

Unit 2: Autumn Term À l'école (At school)

Unit Context	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.
--------------	---

Disciplinary
knowledge

Listening

- 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

Speaking

- 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.

Reading

- 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.

Writing

- 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.

Grammar

- Understand basic grammar appropriate to the language being studied.

Silent letters

- 's' in aimes, vacances, bains – 's' is often silent when it is the final consonant of a word in French
- 'x' in ennuyeux
- 't' in sport

Definite articles

Le, la, and les (the)

Conjugation

Full verb conjugation of the verb 'aller' (to go) à

Elision

Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel – to facilitate pronunciation

- J' étudie

Capital letters

Understand that days of the week and the subject le français (French), l'anglais (English) do not have capital letters unless they are at the start of a sentence in French.

Because

Understand there are different ways to say the same word, 'because'. 'Parce que' is the standard way and 'car' is more formal.

<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> • Lessons – le français (French), l’anglais (English), le dessin (art), le sport (PE), la musique (music), la géographie (geography), l’histoire (history), les maths (maths), les sciences (science), l’informatique (ICT) • Likes and dislikes – Est-ce que tu aimes... ? (Do you like... ?), Oui, j’aime ... (Yes, I like...), Oui, j’adore ... (Yes, I love), Non, je n’aime pas ... (No, I do not like...), Non, je déteste ... (No, I hate...), J’aime ... (I love), J’adore ... (I love ...), Je n’aime pas ... (I do not like...), Je déteste ... (I hate...), Quelle est ta matière préférée ? (What is your favourite subject?), Ma matière préférée c’est... (My favourite subject is...) • Justify opinion – amusant (fun), utile (useful), intéressant (interesting), facile (easy), ennuyeux (boring), difficile (difficult), inutile (pointless), parce que (because), car (because), et (and), c’est (it is...), cependant (however), mais (but) • Time – une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze (numbers 1-12), Quelle heure est-il ? (What time is it ?), Il est ____ heures (It is ____ o’clock), Il est midi (It is midday), Il est minuit (It is midnight), J’étudie + (subject) + à + (number) + heures. (I study (subject) at (number) o’clock). • Days of the week - lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday)
<p>Retrieval Opportunities</p>	<p>Numbers 1 - 12</p> <p>Days of the week Monday - Friday</p> <p>Conjunctions ‘and’ & ‘but’</p> <p>Likes and Dislikes ‘I like...’ and ‘I don’t like...’ (from fruit unit Y3)</p> <p>Silent letters ‘s’ and ‘x’</p> <p>Elision Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel.</p> <p>Capital letters Days of the week do not require a capital letter in French.</p> <p>Definite articles Le, la, and les (the)</p>
<p>Unit 3: Spring Term Le week-end – (The weekend)</p>	
<p>Unit Context</p>	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend.

<p>Disciplinary knowledge</p>	<p>Listening</p> <ul style="list-style-type: none"> 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 <p>Speaking</p> <ul style="list-style-type: none"> 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. <p>Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly <p>Grammar</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied. <p><u>Silent letters</u></p> <ul style="list-style-type: none"> 's' in heures – 's' is often silent when it is the final consonant of a word in French 't' in amusant, fatigant, barbant <p><u>Liaison</u></p> <p>The normally silent 'x' on 'deux' is pronounced when followed by 'heures'. The 'x' almost sounds like a 'z' – this is called a liaison.</p> <p><u>First person high frequency verbs</u></p> <p>je regarde, je lis and the reflexive verbs je me lève and je me couche.</p> <p><u>Elision</u></p> <p>Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel – to facilitate pronunciation</p> <ul style="list-style-type: none"> J' écoute
<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> Activities – Je me lève (I get up), Je prends mon petit déjeuner (I have my breakfast), Je regarde la télé (I watch television), Je lis des bandes dessinées (I read comic books), J'écoute de la musique (I listen to music), Je joue à l'ordinateur (I play on the computer), Je joue au foot (I play football), Je vais à la piscine (I go to the swimming pool), Je vais au cinéma (I go to the cinema), Je me couche (I go to bed) Time – Il est ____ heure(s) (It is ____ o'clock), une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze (numbers 1-12), et quart (quarter past), et demie (half past), moins le quart (quarter to), il est midi (It is midday), Il est minuit (It is midnight), Quelle heure est-il ? (What time is it ?), le week-end (the weekend) Conjunctions – et (and), après (after), aussi (also), plus tard (later on), finalement (finally) Activity at specific time - To say you do an activity AT a specific time you use "à" plus the time, e.g., Je regarde la télé à huit heures

	<ul style="list-style-type: none"> Opinions – C'est génial (It's amazing), C'est super (it's great), C'est amusant (it's fun), C'est fatigant (it's tiring), C'est barbant (it's boring), C'est nul (it's not great),
Retrieval Opportunities	<p>Conjunctions 'and'</p> <p>Numbers 1-12</p> <p>Liaison</p> <p>Silent letters 's' and 'x'</p> <p>Elision Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel.</p>
Unit 4 : Summer Term Les Vikings – (Vikings)	
Unit Context	<p><i>In this unit pupils will learn how to:</i></p> <ul style="list-style-type: none"> Name the key periods in Ancient Britain, chronologically in French. Describe themselves physically by pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns.
Disciplinary knowledge	<p>Listening</p> <ul style="list-style-type: none"> 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 <p>Speaking</p> <ul style="list-style-type: none"> 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. <p>Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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. <p>Grammar</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied. <p><u>Silent letters</u></p> <ul style="list-style-type: none"> 'd' in grand - when an 'e' is added at the end to make grande it is pronounced

	<ul style="list-style-type: none"> • ‘t’ in petit, intelligent, fort, violent, terrifiant – when an ‘e’ is added at the end to make petite it is pronounced <p><u>Elision</u> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows which begins with a vowel or a mute ‘h’ – to facilitate pronunciation J’ai, J’explore, s’appelle...</p> <p><u>Adjectival agreement</u> Adjectives describe a noun and all French adjectives agree with the noun in gender and number. The general rule is that for feminine nouns, add -e, for masculine plural nouns, add -s, and for feminine plural nouns, add -es.</p> <p><u>Auxiliaries</u> High frequency verbs avoir and être. The verb être means “to be” and the verb avoir means “to have.”. They create many compound tenses in French. Être – il/elle. Avoir – J’ai, il/elle</p> <p><u>Reflexive verbs</u> Reflexive verbs describe an action that you do to yourself or something that reflects back to yourself. They have to include a reflexive pronoun, which changes depending on who is doing the action. E.g., I go to bed / she goes to bed.</p>
<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> • Attributes – je suis (I am...), grand(e) (tall), petit(e) (short), intelligent(e) (intelligent), fort(e) (strong), violent(e) (violent), terrifiant(e) (terrifying), J’ai (I have), J’ai les cheveux... (I have ... hair), blonds (blonde), noirs (black), bruns (brown), gris (grey), roux (ginger), longs (long), courts (short), mi-longs (medium length), raides (straight), bouclés (curly), ondulés, J’ai les yeux ... (I have ... eyes), bleus (blue), verts (green), marron (brown), J’ai des tresses (I have plaits), J’ai une cicatrice (I have a scar), J’ai une barbe (I have a beard) • Family – mon (my – masculine nouns), ma (my – feminine nouns), mes (my – plural nouns), mon frère (my brother), ma sœur (my sister), mes parents (my parents), elle s’appelle... (she is called...), il s’appelle... (he is called...) • Activities – Je me lève (I get up), Je pêche (I fish), Je mange (I eat), Je prie (I pray), Je pille (I loot), J’explore (I explore), Je combats (I fight), Je tisse (I weave), Je fais (I do/make), Je me couche (I go to bed) • Time quantifiers - souvent (often), rarement (rarely), tous les jours (every day), de temps en temps (from time to time)
<p>Retrieval Opportunities</p>	<p>Colours brown, blue, green, grey, black</p> <p>Conjunctions and & but</p> <p>Elision</p> <p>Adjectival agreement</p> <p>Silent Letters</p>