

Comberton Primary School Languages Curriculum

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Subject Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. It fosters pupils' curiosity and deepens their understanding of the world. It enables pupils to communicate better, learn new ways of thinking and explore great literature. Learning a language also provides the foundation for learning further languages, equipping pupils to study and work in other countries.

Children should:

- become resilient, independent learners who enjoy language learning and acquire language learning skills and strategies;
- make substantial progress in learning French;
- manipulate language to speak or write French using their knowledge of features of French, including grammar;
- recognise similarities and differences between languages;
- notice patterns and key sounds in French, including graphemes used to represent them, and apply them to speaking, listening and reading;
- appreciate and join in with songs, rhymes and stories, moving from copying sounds to adapting them through substitution and expansion;
- understand cultural differences and similarities, including French as a world language.

National Curriculum Overview

Key Stage 2

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.

Unit Overview

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Basics	Weather and transport	Food	School
Autumn 2	Children's games	Numbers and money	Music	The world
Spring 1	Activities	Instructions	Places in towns and directions	Past and present
Spring 2	Body parts and colours	Sport	Description	Activities and opinions
Summer 1	Animals	Animals and adjectives	Weather and seasons	Food and drink
Summer 2	Likes and dislikes	Weather and clothes	The planets	Media

Progression of Knowledge and Skills

Concept/Area	Year 3	Year 4	Year 5	Year 6
Phonics	<p>Appreciate that words and letters in French can have a different sound or pronunciation to English.</p> <p>To recognise some sounds that are special to French: r, j, ère, u.</p> <p>To recognise and correctly say the 'a', 'é', 'eu', 'ou', nasal 'on' sound in French words.</p>	<p>To classify words according to gender (adjectives) or phonics (on/an/en).</p> <p>To understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante).</p> <p>Recognise and say 'oi'</p>	<p>To explore the difference between the 'u' and 'ou' sounds in French.</p> <p>To distinguish between 'j' and 'g' sounds in French.</p> <p>To identify the sound 'i' in a variety of letter strings.</p> <p>To identify the 'u' sound in a variety of words.</p>	<p>Nasal 'an'.</p> <p>To identify and pronounce letter strings that sound the same but are written differently.</p> <p>Revision of previously taught sounds.</p>

		<p>To recognise and say the sound represented by au/eau in French words.</p> <p>Distinguish between eu, au and en/an.</p>		
Vocabulary	<p>Recognise plural nouns.</p> <p>Conjunction et.</p>	<p>Conjunctions mais and quand.</p> <p>Formation of plural nouns by adding –s to most nouns but –x to nouns ending –au, e.g. bateau becomes bateaux.</p> <p>Instructions to vous, e.g. Regardez! Venez ici!</p>	<p>Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours.</p> <p>Awareness and use of tu and vous.</p>	<p>Comparing things using plus and moins + adjective.</p> <p>Prepositions of place.</p>
Grammar	<p>Awareness of two groups of nouns in French (masculine and feminine).</p> <p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir (j'ai, tu as, il est/ elle a).</p>	<p>Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine.</p> <p>Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a.</p> <p>Making sentences negative (J'aime becomes Je n'aime pas; il pleut becomes il ne pleut pas).</p>	<p>Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres.</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeller) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont.</p>	<p>Awareness of three verb groups –er, –ir and –re and the role of the infinitive.</p> <p>Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense.</p> <p>Comparing the past and present using il y avait / il y a and il/elle est / il/elle était.</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number.</p> <p>Consolidation of all grammatical knowledge from stages 1-3.</p>

		<p>Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue; un éléphant grand but une tortue grande.</p> <p>Partitive in singular and plural (du/des, au/aux).</p>	<p>Formation of 3rd person singular and plural of regular –er verbs, i.e. remove –er and add –e for singular and –ent for plural.</p> <p>Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs.</p> <p>Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas....</p> <p>Formation of the indefinite and definite article, e.g. un/une/des, le/la/les – plurals are the same whatever the gender.</p>	
Cultural Awareness	<p>Know that French is spoken in countries other than France.</p> <p>Knowledge of aspects of life in France and Francophone countries including festivals and games.</p>	<p>Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography.</p>	<p>Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature).</p>	<p>Knowledge of the geography of some Francophone countries including climate, terrain and fauna.</p>
Language Skills	<p>Listen, read and show understanding of single words.</p> <p>Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...?</p> <p>Write and say a short sentence using familiar single words and</p>	<p>Listen, read and show understanding of short phrases.</p> <p>Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?</p> <p>Write and say simple phrases to describe people, places,</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences.</p> <p>Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?</p>	<p>Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</p> <p>Take part in and initiate short conversations using familiar questions to elicit and express</p>

	<p>a connective with (and sometimes without) support.</p> <p>Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words.</p> <p>Suggest and use strategies to memorise vocabulary and structures.</p> <p>Find the meaning of a word in a word list and a bilingual dictionary.</p> <p>Join in with songs, rhymes and stories by using actions and words.</p>	<p>things and actions using a language scaffold (sometimes without support).</p> <p>Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds.</p> <p>Suggest and use strategies to memorise vocabulary including making connections with other languages.</p> <p>Translate words using a bilingual dictionary.</p> <p>Join in with the words of familiar songs, rhymes and stories, some from memory.</p>	<p>Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation.</p> <p>Suggest and use strategies to memorise vocabulary including making connections with other languages.</p> <p>Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number.</p> <p>Follow a longer text, e.g. a rhyme or story.</p>	<p>opinions with increasing spontaneity and fluency.</p> <p>Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary.</p> <p>Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation.</p> <p>Decode unfamiliar text using language skills, context and/or a bilingual dictionary.</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number.</p> <p>Read aloud with fluency.</p>
<p>Essential vocabulary</p>	<p>Greetings, giving name and age oui, non, et, bien, mal 1-20 voici mon père, ma mère, mon frère, ma soeur je, tu, il, elle préférer, avoir, être, jouer, nager, danser, chanter, sauter, lancer, attraper, lire</p>	<p>aller à pied, en voiture, en vélo, en bus, en train où en Belgique, en France il fait chaud, il fait froid, il fait beau, il fait mauvais, il fait du soleil, il fait du vent, il pleut lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche adorer, detester</p>	<p>Dans le sac, il y a... et, aussi, mais un sandwich au jambon, un gâteau, du fromage, de l'eau, des chips, des champignons, une glace à la vanille, une pizza jouer, le saxophone, le piano, le violon, la guitare, la clarinette, la batterie c'est, genial, nul</p>	<p>voici, voilà, ici, là la salle de classe, l'entrée principale, la cour, le terrain de sport, le déjeuner, le professeur, le maître, la maîtresse, la grande salle, la bibliothèque, la cuisine, le bureau, le parking, la salle des profs, la maternelle chercher, travailler Time at five-minute intervals</p>

	<p>le football, le saut à la corde, Chat Perché, Cache-cache, le scoubidou rouge, rose, jaune, bleu, vert, noir, blanc, violet, marron, orange, gris le nez, la bouche, les yeux, les bras, les jambes, les cheveux le, la, les, grand, petit le chat, le chien, la souris, le cheval, le mouton, le lapin, la souris galoper, courir, sautiller, trotter, aimer janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre très, beaucoup, pas, il y a une pomme, un haricot, un concombre, une tomate, une laitue, du cresson, une graine, un marché, une orange, une banane</p>	<p>ça 21-100 C'est combien ? un euro, un CD, un ballon, une console, une peluche, une poupée regarder, répéter, écouter vrai, faux, charmant, méchant levez-vous, asseyez-vous, levez la main, taisez-vous, venez ici faire, jouer, boire, manger tennis, basket, cricket, skate, danse, natation le jus d'orange, le yaourt, le poisson, les carottes, le chocolat, le coca, les pommes frites, les bonbons c'est, bon, mauvais, pour, santé habiter lent, rapide, fort, faible, féroce, timide, Quelle heure est-il ? Il est une heure, deux heures ... onze heures, midi, minuit. le lion, le coq, le kangourou, le poisson, le coucou, l'éléphant, l'âne, l'oiseau, la tortue, la poule, le cygne il neige, il gèle quand, il te faut, moins un manteau, un chapeau, un parapluie, une écharpe, des gants, des bottes, des lunettes de soleil</p>	<p>le jazz, le reggae, la musique pop, classique quand, l'école, plus, tard, finalement, demie passer, traverser, tourner à droite, à gauche, tout droit où, est le magasin, le café, le musée, le bureau de poste, la rivière, la gare c'est, ce n'est pas le sable, le ciel, la plage, la mer, une falaise, une grotte regarder, glisser, broser, marcher, parler, jouer, dormir au printemps, en été, automne, hiver clair, sombre, heureux, triste rester, trop le soleil, la terre, la lune, les planètes près de, loin de un nom, un adjectif parce que, assez</p>	<p>le matin, l'après-midi l'Europe, l'Afrique, l'Amérique du Nord/Sud, l'Asie, l'Australasie l'Espagne, le Portugal, le Sénégal, le Maroc, le Mali, la Côte d'Ivoire, la Guinée, la Tunisie, le Canada, le Brésil, l'Inde, l'Australie un supermarché, une boulangerie, une boucherie, une épicerie, une pâtisserie il y avait, maintenant Qu'est-ce que c'est ? porter, appeler un pull, un pantalon, un short, une chemise, une jupe, une culotte un homme, une femme vouloir le grand huit, le carrousel, le train fantôme, la grand roue une lemonade, une eau minérale, un jus d'orange, un verre de coca, un chocolat chaud, un café, au lait, une tasse de thé, un paquet de chips, une portion de frites, une glace au chocolat, les fraises la météo, la mode, la cuisine, l'actualité, la page télé c'est, beau, intéressant, ennuyeux, dégueulasse, trop, long, car à mon/son avis</p>
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At the End of Year Three

At the End of Year Three				Languages Skills
Languages Knowledge				
Phonics	Vocabulary	Grammar	Cultural Awareness	
<p>Appreciate that words and letters in French can have a different sound or pronunciation to English.</p> <p>To recognise some sounds that are special to French: r, j, ère, u.</p> <p>To recognise and correctly say the 'a', 'eu', 'ou', nasal 'on' sound in French words.</p>	<p>Recognise plural nouns.</p>	<p>Awareness of two groups of nouns in French (masculine and feminine).</p> <p>Awareness of two groups of nouns in French (masculine and feminine)</p> <p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir (J'ai, tu as, il est/ elle a.</p>	<p>Know that French is spoken in countries other than France.</p> <p>Knowledge of aspects of life in France and Francophone countries including festivals and games.</p>	<p>Listen, read and show understanding of single words.</p> <p>Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...?</p> <p>Write and say a short sentence using familiar single words and a connective with (and sometimes without) support.</p> <p>Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words.</p> <p>Suggest and use strategies to memorise vocabulary and structures.</p> <p>Find the meaning of a word in a word list and a bilingual dictionary.</p>

				Join in with songs, rhymes and stories by using actions and words.
<p>Essential Vocabulary: Greetings, giving name and age oui, non, et, bien, mal 1-20 voici mon père, ma mère, mon frère, ma soeur je, tu, il, elle préférer, avoir, être, jouer, nager, danser, chanter, sauter, lancer, attraper, lire le football, le saut à la corde, Chat Perché, Cache-cache, le scoubidou rouge, rose, jaune, bleu, vert, noir, blanc, violet, marron, orange, gris le nez, la bouche, les yeux, les bras, les jambes, les cheveux le, la, les, grand, petit le chat, le chien, la souris, le cheval, le mouton, le lapin, la souris galoper, courir, sautiller, trotter, aimer janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre très, beaucoup, pas, il y a une pomme, un haricot, un concombre, une tomate, une laitue, du cresson, une graine, un marché, une orange, une banane</p>				

At the End of Year Four				
Languages Knowledge				Languages Skills
Phonics	Vocabulary	Grammar	Cultural Awareness	
<p>To classify words according to gender (adjectives) or phonics (on/an/en).</p> <p>To understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante).</p> <p>Recognise and say 'oi'.</p>	<p>Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère).</p> <p>Conjunctions et, mais and quand.</p> <p>Formation of plural nouns by adding –s to most nouns but –x to nouns ending –au, e.g. bateau becomes bateaux.</p>	<p>Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine.</p> <p>Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller</p>	<p>Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography.</p>	<p>Listen, read and show understanding of short phrases.</p> <p>Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?</p> <p>Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support).</p>

<p>To recognise and say the sound represented by au/eau in French words.</p> <p>Distinguish between eu, au and en/an.</p>	<p>Instructions to vous, e.g. Regardez! Venez ici!</p>	<p>and faire. For example: je joue, je vais, tu manges?, il habite, elle a).</p> <p>Making sentences negative (J'aime becomes Je n'aime pas; il pleut becomes il ne pleut pas).</p> <p>Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue; un éléphant grand but une tortue grande.</p> <p>Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère).</p> <p>Partitive in singular and plural (du/des, au/aux).</p>		<p>Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds.</p> <p>Suggest and use strategies to memorise vocabulary including making connections with other languages.</p> <p>Translate words using a bilingual dictionary.</p> <p>Join in with the words of familiar songs, rhymes and stories, some from memory.</p>
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Essential Vocabulary:

aller
à pied, en voiture, en vélo, en bus, en train
où
en Belgique, en France
il fait chaud, il fait froid, il fait beau, il fait mauvais, il fait du soleil, il fait du vent, il pleut
lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
adorer, detester
ça
21-100
C'est combien ?
un euro, un CD, un ballon, une console, une peluche, une poupée
regarder, répéter, écouter
vrai, faux, charmant, méchant
levez-vous, asseyez-vous, levez la main, taisez-vous, venez ici

faire, jouer, boire, manger
 tennis, basket, cricket, skate, danse, natation
 le jus d'orange, le yaourt, le poisson, les carottes, le chocolat, le coca, les pommes frites, les bonbons
 c'est, bon, mauvais, pour, santé
 habiter
 lent, rapide, fort, faible, féroce, timide,
 Quelle heure est-il ?
 Il est une heure, deux heures ... onze heures, midi, minuit.
 le lion, le coq, le kangourou, le poisson, le coucou, l'éléphant, l'âne, l'oiseau, la tortue, la poule, le cygne
 il neige, il gèle
 quand, il te faut, moins
 un manteau, un chapeau, un parapluie, une écharpe, des gants, des bottes, des lunettes de soleil

At the End of Year Five				
Languages Knowledge				Languages Skills
Phonics	Vocabulary	Grammar	Cultural Awareness	
<p>To explore the difference between the 'u' and 'ou' sounds in French.</p> <p>To distinguish between 'j' and 'g' sounds in French.</p> <p>To identify the sound 'i' in a variety of letter strings.</p> <p>To identify the 'u' sound in a variety of words.</p>	<p>Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours.</p> <p>Awareness and use of tu and vous.</p>	<p>Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombre.</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeller) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle</p>	<p>Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature).</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences.</p> <p>Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?</p> <p>Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.</p>

		<p>s'appelle, ils parlent, elles nagent, je vais, elles vont.</p> <p>Formation of 3rd person singular and plural of regular –er verbs, i.e. remove –er and add –e for singular and –ent for plural.</p> <p>Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs.</p> <p>Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas....</p> <p>Formation of the indefinite and definite article, e.g. un/une/des, le/la/les – plurals are the same whatever the gender.</p>		<p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation.</p> <p>Suggest and use strategies to memorise vocabulary including making connections with other languages.</p> <p>Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number.</p> <p>Follow a longer text, e.g. a rhyme or story.</p>
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Essential Vocabulary:

Dans le sac, il y a...
 et, aussi, mais
 un sandwich au jambon, un gâteau, du fromage, de l'eau, des chips, des champignons, une glace à la vanille, une pizza
 jouer, le saxophone, le piano, le violon, la guitare, la clarinette, la batterie
 c'est, genial, nul
 le jazz, le reggae, la musique pop, classique
 quand, l'école, plus, tard, finalement, demie
 passer, traverser, tourner
 à droite, à gauche, tout droit
 où, est
 le magasin, le café, le musée, le bureau de poste, la rivière, la gare

c'est, ce n'est pas
 le sable, le ciel, la plage, la mer, une falaise, une grotte
 regarder, glisser, brosse, marcher, parler, jouer, dormir
 au printemps, en été, automne, hiver
 clair, sombre, heureux, triste
 rester, trop
 le soleil, la terre, la lune, les planètes
 près de, loin de
 un nom, un adjectif
 parce que, assez

At the End of Year Six

At the End of Year Six				Languages Skills
Languages Knowledge				
Phonics	Vocabulary	Grammar	Cultural Awareness	
<p>Nasal 'an'.</p> <p>To identify and pronounce letter strings that sound the same but are written differently.</p> <p>Revision of previously taught sounds.</p>	<p>Comparing things using plus and moins + adjective.</p> <p>Prepositions of place.</p>	<p>Awareness of three verb groups –er, –ir and –re and the role of the infinitive.</p> <p>Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense.</p> <p>Use of the infinitive with je veux and j'aime.</p> <p>Comparing the past and present using il y avait / il y a and il/elle est / il/elle était.</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate</p>	<p>Knowledge of the geography of some Francophone countries including climate, terrain and fauna.</p>	<p>Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</p> <p>Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency.</p> <p>Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary.</p>

		<p>them according to gender and number.</p> <p>Consolidation of all grammatical knowledge from stages 1– 3.</p>		<p>Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation.</p> <p>Decode unfamiliar text using language skills, context and/or a bilingual dictionary.</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number.</p> <p>Read aloud with fluency.</p>
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Essential Vocabulary:

voici, voilà, ici, là
la salle de classe, l'entrée principale, la cour, le terrain de sport, le déjeuner, le professeur, le maître, la maîtresse, la grande salle, la bibliothèque, la cuisine, le bureau, le parking, la salle des profs, la maternelle
chercher, travailler
Time at five-minute intervals
le matin, l'après-midi
l'Europe, l'Afrique, l'Amérique du Nord/Sud, l'Asie, l'Australasie
l'Espagne, le Portugal, le Sénégal, le Maroc, le Mali, la Côte d'Ivoire, la Guinée, la Tunisie, le Canada, le Brésil, l'Inde, l'Australie
un supermarché, une boulangerie, une boucherie, une épicerie, une pâtisserie
il y avait, maintenant
Qu'est-ce que c'est ?
porter, appeler
un pull, un pantalon, un short, une chemise, une jupe, une culotte
un homme, une femme
vouloir
le grand huit, le carrousel, le train fantôme, la grand roue
une lemonade, une eau minérale, un jus d'orange, un verre de coca, un chocolat chaud, un café, au lait, une tasse de thé, un paquet de chips, une portion de frites, une glace au chocolat, les fraises
la météo, la mode, la cuisine, l'actualité, la page télé
c'est, beau, intéressant, ennuyeux, dégueulasse, trop, long, car
à mon/son avis

