Languages (French) at Eversley

'The limits of my language mean the limits of my world.'
– Ludwig Wittgenstein

At Eversley Primary School we provide a high-quality language education which fosters pupils' curiosity and deepens their understanding of the world. We enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing. We also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and appreciate stories, songs, poems and rhymes in the language. We see learning a foreign language as an opportunity to learn more about the different cultures, countries and traditions in the world around us as well as learning more about our own languages. Our aim is for all children to leave Eversley Primary School with a solid foundation for learning further languages, equipping pupils to study and work in other countries.

Children in EYFS and Key stage one experience languages vocabulary and pronunciation through songs, rhymes and games which cover:

- Greetings
- Numbers
- Colours
- Days
- Food
- Animals

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Greetings and Numbers** • Speaking: greeting and asking how someone is. Counting to 10. • Listening: Responding to greetings. • Reading: Identifying numbers. French maths. • Writing: Greetings dialogue.	**Colours and Christmas** • Speaking: Saying the colours. • Listening and reading: people's favourite colours. • Reading: Christmas traditions. • Christmas vocabulary and French traditions	**Days of the week and Months** • Speaking: Saying the days of the week and the months. • Listening: The days of the week song. • Writing: Today's date.	**Animals (pets and around us)** • Speaking and listening: Names of animals. • Reading: People's pets. • Writing: How many animals? • Grammar: Definite and indefinite articles.	**Giving your age and Numbers** • Speaking: giving your age. Numbers to 30. • Listening: How old are you? • Reading: Calendar and birthdays. • Writing: Giving your birthday. • Grammar: 1st, 2nd and 3rd person singular.	**Food (breakfast and fruit)** • Speaking: Names of breakfast items and fruits. • Listening and Reading: Hungry Giant story. • Writing: Asking for food.
	Grammar			**Pronunciation**		
	• Asking questions • Indefinite article (*un, une, des*) • Definite article (*le, la, les*) 1st, 2nd and 3rd person singular (*je, tu, il/elle*)			• Imitating pronunciation. • Make links between sounds and spellings.		

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Year 4	**Classroom objects and classroom commands** • Speaking: names of items in the classroom, describing our pencil cases. • Listening: 'Jacques à dit' for classroom commands. • Writing: describe your utility belt. Describe our school. • Grammar: Prepositions, imperative.	**Members of the family and parts of the face** • Speaking: names of members of the family, describing your family. • Listening and Reading: Alien family story. • Reading: match the family to the description. • Writing: Describing an alien and their family.	**Describing people and parts of the body** • Speaking: naming face and body parts, describing ourselves and others. • Listening: Drawing alien faces and bodies. • Writing: Design an alien. • Grammar: Adjective agreement.	**Feeling unwell** • Speaking: more parts of the body, asking what is wrong. • Listening: I don't feel well. • Writing: What is wrong?	**Animals (exotic /zoo animals)** • Speaking: animal names, describing animals. • Listening and Reading: jungle story. • Writing: describing a jungle animal. • Grammar: Adjective agreement.	**Weather** **Ice cream** • Speaking: Giving the weather, asking for an ice cream. • Listening: Weather report. • Reading: Draw the ice cream. • Writing: My perfect ice cream.
	Grammar			**Pronunciation**		
	• Prepositions • Imperative • Adjective agreement (e.g. *les cheveux bruns, les yeux verts*) • 1st and 3rd person plural (*nous, ils/elles*)			• Imitating pronunciation. • Make links between sounds and spellings. • Silent final –s • Sounding of the consonant before a final –e (*petit, petite*)		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**Feelings** • Speaking: asking for and giving our emotions. • Reading: Drawing emotion sentences. • Listening: Understanding the feelings of others. • Writing: feelings dialogue. • Grammar: Using *être* and *avoir* and matching to feelings	**School subjects** **Likes and dislikes** • Speaking: favourite subjects, feelings about subjects. • Listening and reading: Opinions of school subjects. Understanding a school timetable. • Writing: opinions about school subjects. • Grammar: Negative statements, questions.	**Shops and directions** • Speaking: Names of shops, asking for directions. • Listening and speaking: using town maps. • Reading: Buildings in Town. • Writing: directions to shops. • Grammar: Prepositions, questions.	**Food and the market** • Speaking: Names of fruits and vegetables, market seller dialogue. • Listening: Buy food at the market. • Writing: opinions about different foods. • Speaking and writing: market role play. • Grammar: Questions; definite and indefinite articles.	**Clothes** • Speaking: names of clothes, describing clothes. • Listening: clothes descriptions and opinions. • Reading: Match the descriptions to the person. • Writing: Fashion designer. • Grammar: Colour adjective agreement.	**The seaside** • Speaking: Seaside items and descriptions. • Reading: Seaside activities (Alien family). • Writing: Seaside holiday advert. • Grammar: Use of common verbs.
	Grammar			**Pronunciation**		
	• Conjugating *être* (to be) and *avoir* (to have) • Prepositions • Negative statements (*ne…pas*) • Three types of questions (intonation, inversion and *est-ce que*) • Colour adjective agreement.			• Imitating pronunciation. • Make links between sounds and spellings. • Intonation for questions. • Silent final –d, -p, -s, -t, -x, -z • Nasal final –n, -ng		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	**Telling the time** • Speaking: Reading the clock and giving the time (to the hour and half hour), asking for the time. • Listening and Reading: Daily routine. • Writing: Describing your daily routine.	**Rooms and objects in the house** • Speaking: naming rooms and bedroom objects, describing your bedroom. • Listening: description of items in a bedroom. • Reading: An alien house. • Writing: Describing your bedroom.	**Sports** • Speaking: naming sports, asking for and giving opinions about sports. • Listening: Opinions about sports, how sports are played. • Reading: Postcard about favourite sports. • Writing: How sports are played, postcard about your favourite sports.	**Hobbies** • Speaking: naming hobbies, giving opinions about hobbies. • Listening: Favourite hobbies of others. • Reading: Letter from a penpal.	**Ordering food in a café** • Speaking: names of café food and drink, waiter/customer role play. • Listening: Waiter and customer dialogue. • Reading: Menus. • Writing: Creating menus. • Grammar: Formal 'vous'.	**Review of KS2** • Quizzes and games reviewing key learning from KS2. • Speaking and listening: Asking and answering questions about ourselves. • Reading: Whole class story book.
	Grammar			**Pronunciation**		
	• Conjugating common verbs (*aller, aimer, jouer, vouloir* etc.) • Conditional tense for '*Je voudrais*'. • Formal and informal 'you' forms (*tu and vous*)			• Imitating pronunciation. • Make links between sounds and spellings. • Sound link between final consonant and starting vowel e.g. *vous_avez* • Link letter strings to the same sound e.g. *eau, o, au*		