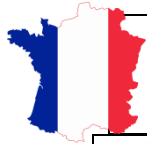


Year 4 French My Progress

This year I am learning to build phrases in French.

I am learning new words, how to put them into sentences and how to write them using correct punctuation.

I am also learning about the culture of France and other countries where they speak French.



Autumn Term I am learning how numbers work up to 20 in French and how to say what food I would like to eat.	Spring Term I am learning how to say what I like and dislike and how to describe my hair and eyes.	Summer Term I am learning about travel to different countries and how to understand the main ideas in a story.
I take part in class and join in with games and songs.	I take part in class and join in with games and songs.	I take part in class and join in with games and songs.
I am learning new spellings and sounds.	I notice that the way you say a word or phrase is important if you wish to put across a clear meaning.	I notice how some words for transport and countries sound different to English even when they look the same or nearly the same.
I am learning to speak clearly and I use my vocabulary list to help me.	I am learning to speak using new words to build phrases. I can describe myself and say what I like.	I am learning to speak using new words to build more phrases. I can use vocabulary for transport and countries in a sentence.
I know how numbers 11-20 work and can use them out of sequence.	I understand the purpose of apostrophes and that colours are written after the noun.	I know that countries can be either masculine, feminine or plural.
I know how Euros are used and what their value is.	I can understand the main points of a French story or song or poem.	I can understand the main points of a French story or song or poem.
I can read the numbers and food items with the correct pronunciation.	I can read phrases with the correct pronunciation and recognise words in a sentence.	I can read phrases about travel with the correct pronunciation and recognise words in a sentence.
I know more about French nouns and how they are grouped as masculine and feminine.	I know how to use a verb and a noun in a sentence.	I have learnt about the use of prepositions <i>en</i> <i>au</i> and <i>à</i>
I can use my French to ask and answer questions.	I can use my French to ask and answer questions.	I can use my French to ask and answer questions.
I have discovered more about food in France.	I understand more about people in France.	I have discovered more about travel to France.
I am learning to write down the new vocabulary I have learnt. I can use the Euro symbol and build a short phrase.	I am learning to write down the new vocabulary I have learnt and can build a phrase.	I am learning to write down the new vocabulary I have learnt and can build longer and more complex phrases.

National Curriculum Programme of Study- Languages

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.