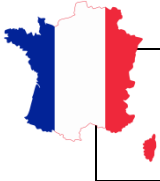


# Year 5 French My Progress



This year I am learning to connect longer phrases in French to form a short paragraph in order to describe things in more detail, using the correct grammar and punctuation.

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



<b>Autumn Term</b> I am learning how to talk about my personality and how to describe my home.	<b>Spring Term</b> I am learning how numbers work from 60 to 100 in French, how to give prices and to say what I like to do in my free time.	<b>Summer Term</b> I am learning to talk about what I like in school 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, sounds and sentence structures.	I notice how vocabulary for sport in French is very similar to English and it is important to use the correct pronunciation and verb form.	I notice how French includes determiners ( <i>le, la or les</i> ) when English does not.
I am learning to speak clearly in phrases and I use my vocabulary list and a dictionary to help me.	I am learning to link phrases to form a short paragraph or sequence of conversation.	I am learning to link phrases to form a short paragraph about school.
I know how masculine and feminine forms are important in describing nouns and using adjectives.	I know how number sequences work from 60-100 work and can use them out of sequence. I can use them with Euros and Euro cents.	I have a good understanding of how masculine, feminine and plural forms are used in French.
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 understand the main points of a French story or song or poem.
I can read more complex language in paragraphs with the correct pronunciation.	I can read more complex language in paragraphs with the correct pronunciation and understand the main points.	I can read more complex language in paragraphs with the correct pronunciation and understand the main points.
I know more about French verbs and how they are used in a sentence. I understand how to use <i>tu, il</i> and <i>elle</i> .	I know how to use the verbs <i>je joue, je fais</i> and <i>je regarde</i> . I have learnt more about the use of prepositions <i>au</i> and <i>du, de la, de l'.</i> I understand how to use <i>tu, il</i> and <i>elle</i> .	I know how to use the verbs <i>je fais</i> and <i>j'aime, je n'aime pas, je déteste</i> and I can use the negative form. I understand how to use <i>tu, il</i> and <i>elle</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 French people and homes in France.	I understand more about shopping and leisure in France.	I have discovered more about schools in France.
I am learning to write the new vocabulary I have learnt. I can write about myself and where I live by using phrases in a short paragraph.	I am learning to write the new vocabulary I have learnt. I can write about shopping or leisure by using phrases in a short paragraph or sequence of conversation.	I am learning to write the new vocabulary I have learnt. I can write about school by using phrases in a short paragraph.

## **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.