



## Milestones Document – French in Year 4



<b>Intent</b>	
<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>	
<b>Subject Content, Knowledge and Skills:</b>	<b>Progression outcomes</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words</li> <li>describe people, places, things and actions orally</li> </ul>	<p><b><u>Oracy</u></b></p> <p>I can listen to and respond to simple rhymes, stories and songs.  I can recognise and respond to sound patterns and words.  I can take part in brief prepared tasks of at least three exchanges, using visual or other cues to help them initiate and respond.  I can respond to topic related questions with a simple answer.  I can understand instructions, everyday classroom language and praise words.  I can memorise and present a short spoken text.  I can identify and note the main points of a short spoken passage.  I can use generally accurate pronunciation when reading aloud or using familiar words or phrases.  I can listen to and identify most words and short phrases taught  I can communicate by asking and answering a range of questions  I can memorise and present a short text</p> <p><b><u>Literacy</u></b></p> <p>I can read and understand familiar written phrases  I can follow a short text while listening and reading, saying some of the text  I read a wider range of words, phrases and sentences aloud  I can write some familiar words and phrases without help  I can use sounds to help identify written words.  I can write words from memory with comprehensible spelling.</p> <p><b><u>Intercultural understanding</u></b></p> <p>I can talk about celebrations of which I have experienced  I know about similar celebrations in other cultures  I can compare aspects of everyday life at home and abroad  I can identify similarities in traditions stories, building on relevant year 3 framework objectives.</p>

**Key Vocabulary and information:**

During every session, children practice French phonic sounds and say the date, including the day and month.

Throughout the year we cover vocabulary in Topics including:

- Simple classroom instructions eg:(asseyez vous (sit down), levez vous (stand up)
- Weather eg: Il pleut (raining), Il fait chaud (it is hot), Il fait froid (I is cold)
- Clothing items eg: un pull (a jumper), une jupe (a skirt)
- Christmas words eg: Joyeux Noel (merry Christmas), Pere Noel (Father Christmas)
- Family members eg: Mere (Mother, Pere (Father), Frere/Soeur (Brother /sister)
- Pets eg: chat (cat), chien (dog), poisson (fish)
- What do you like 'Qu'est-ce tu aimes?' and responses eg: J'adore (I love..). Je n'aime pas (I don't like..) etc
- Leisure activities eg: swimming (nager), jouer au football (playing football)
- Numbers, 11 to 31

**Building on from...****Oracy**

Listening and responding to rhymes, stories, songs, sound patterns and words.

Taking part in brief exchanges and responding to simple questions and using simple words, short phrases and sentences

Understanding instructions, everyday classroom language and praise words.

Using generally accurate pronunciation

**Literacy**

Recognising and understanding some familiar words and phrases in written form

Reading aloud in chorus and writing some familiar words

**Intercultural understanding**

Talking about the similarities and differences between different cultures

Identifying the country or countries where the language is spoken and recognising songs, rhymes or poems well known to the native speakers.

**What comes next...**

Further development of knowledge and skills needed to understand and communicate ideas, facts and feelings in speech and writing, focusing on familiar and routine matters, using knowledge of phonology, grammatical structures and vocabulary.