



| YEAR 4                                                                    |                                                                                                                                                                                                                                                                                       |
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| COMPONENT SKILL                                                           |                                                                                                                                                                                                                                                                                       |
| Listening                                                                 |                                                                                                                                                                                                                                                                                       |
| To listen attentively and show understanding by joining in and responding | Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)<br><b>This will be practised throughout the year, when listening attentively to questions to then answer.</b>                                                         |
|                                                                           | Understand and respond to a range of familiar spoken words and short phrases.<br><b>Lesson 1: Listen to new words and respond with a physical action</b><br><i>(Through playing 'Jacques a dit')</i>                                                                                  |
|                                                                           | Pick out known words in an 'authentic' conversation.<br><b>This can be done when listening to the sound tracks of authentic French speakers throughout the year.</b>                                                                                                                  |
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| To link spelling, sound and meaning of words.                             | Matches sound to a written text and recognises the meaning of familiar language.<br><b>Lesson 1: Listen for specific words and phrases.</b><br><b>Lesson 2: Listen for a key sound as it occurs in a rhyme.</b><br><b>Lesson 4: Listen for sounds, rhyme and rhythm.</b>              |
| COMPONENT SKILL                                                           |                                                                                                                                                                                                                                                                                       |
| Speaking                                                                  |                                                                                                                                                                                                                                                                                       |
| Ask and answer questions.                                                 | Asks and answers a few familiar questions.<br><b>Lesson 10: Ask and answer questions about family members.</b><br><b>Lesson 18: Conduct a short interview in French, asking and answering questions.</b>                                                                              |
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| Express opinions and respond to those of others.                          | Uses, with prompting, 'In my opinion'.<br><b>Lesson 17: State their opinion on specific hobbies.</b>                                                                                                                                                                                  |
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| Ask for clarification and help.                                           | Signals a problem 'I have a problem'.<br><b>Lesson 1: Not in planning but can be introduced in the first lesson alongside any other classroom instructions.</b>                                                                                                                       |
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| Speak in sentences.                                                       | Produce short pre-prepared phrases on a familiar topic, with secure pronunciation.<br><b>Lesson 10: Ask and answer questions (Do you have a brother or sister?)</b><br><b>Lesson 18: Prepare and present a pair work interview.</b><br><b>Lesson 19 : Conduct a survey in French.</b> |
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| Describe people, places, things and actions orally (to a range of audiences). | Speaks in simple sentences, including nouns and adjectives.<br><br><b>Lesson 9: Present a short role play introducing family members, including descriptions of each member.</b>                                                                                                                                                  |
| To develop accurate pronunciation and intonation.                             | Recite a few lines from a story, poem or song with accurate pronunciation.<br><b>Lesson 3: Recite a nursery rhyme.</b><br><b>Lesson 6: Participate in a short drama.</b>                                                                                                                                                          |
| To present ideas and information.                                             | Give a short presentation in a small group or with a partner. E.g. a brief weather report, presentation about themselves, families or hobbies.<br><b>Lesson 9: Present a short role play introducing family members.</b>                                                                                                          |
| <b>COMPONENT SKILL</b><br><b>Writing</b>                                      |                                                                                                                                                                                                                                                                                                                                   |
| Write words and phrases from memory.                                          | Write a few simple sentences from memory with understandable accuracy.<br><b>At the end of a topic (e.g. hobbies), provide the opportunity for children to write a few sentences from memory to show what they have learnt.</b>                                                                                                   |
| Adapt phrases to create new sentences.                                        | Uses a model including words and short phrases to create new version.<br><b>Lesson 5: Write simple words and phrases following a model.</b>                                                                                                                                                                                       |
| Describe people, places, things and actions in writing.                       | Uses a model including words and short phrases to create new version.<br><b>Lesson 5: Using a model, write sentences describing animals.</b><br>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.<br><b>Lesson 5: Describe the appearance and characteristics of animals.</b> |
| <b>COMPONENT SKILL</b><br><b>Reading</b>                                      |                                                                                                                                                                                                                                                                                                                                   |
| Read aloud with accurate pronunciation.                                       | Read familiar words with good pronunciation and new words using phonic knowledge.<br><b>Lesson 4: Once read together, children will reread the text, attempting to imitate the correct intonation and expression.</b><br><b>Lesson 5: Read words aloud with accurate pronunciation.</b>                                           |
| Understand new words that are introduced into familiar written material.      | Understand some new words introduced into familiar text, especially if they are cognates.<br><b>Lesson 4: Identify five cognates from the story 'Maman'.</b>                                                                                                                                                                      |
| To read and show understanding of words, phrases and simple texts.            | Read and understand simple sentences, including nouns and adjectives.<br><b>Lesson 3: Read a rhyme as a class, discussing the meaning of each sentence.</b><br><b>Lesson 11: Follow a French story and join in reading.</b>                                                                                                       |
| To appreciate stories, songs, poems and rhymes in French.                     | Enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition.<br><br><b>Lesson 1: Listen to and follow a short story.</b><br><b>Lesson 2: Read the transcript of a song and join in with actions.</b><br><b>Lesson 9: Listen to and follow the transcript of a song.</b> |

## FRENCH VOCABULARY – YEAR 4

- **Parts of the body:** Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, La jambe, le pied, le ventre, la main, le bras
- **Adjectives:** Grand, petit, gros, long, pointu
- **Asking for French translation: Comment dit-on... en français?**
- **Animals:** Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin, Le moulin, vite, le meunier, fort, le lapin, le poulet, le châton
- **Pets:** Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau
- **Phrases and vocabulary for work on snowman theme (Christmas):** Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige
- **Do you have any brothers or sisters? As-tu des frères ou des sœurs?**
- **Members of the family:** Le père, la mère, le frère, la sœur, le grand-père, la grand-mère,  
**Possessive adjectives:** Mon, ma
- **Verb – avoir (to have):** J'ai – I have

Je n'ai pas de – I haven't

- **Connectives:** Et, aussi
- **Quantifiers:** assez, très, un peu
- **Hobbies:** Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc
- **Numbers 12-31**
- **Two weather expressions:** Il fait froid, il fait chaud
- **Clothes items for packing a suitcase:** Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt