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| **Year 3 Disciplinary Knowledge –** Disciplinary knowledge includes vocabulary, grammar, and phonics, while procedural knowledge is captured through listening, speaking, reading, and writing. Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously |
|  | **WTS** | **EXS** | **GDS** |
| To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). |  | Rest of class |  |
| To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. |  | Rest of class |  |
| To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.. |  | Rest of class |  |
| To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft ‘ss’ sound. |  | Rest of class |  |
| To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m’appelle; the s at the end of t’appelles and pas are silent, as is the d in grand. |  | Rest of class |  |
| To understand that every French noun is either masculine or feminine. |  | Rest of class |  |
| To know that the gender affects the form of the indefinite article un or une |  | Rest of class |  |
| To know that feminine nouns often (but not always) end in ‘e’ . |  | Rest of class |  |
| To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux |  | Rest of class |  |
| To know that the pronoun ça means ‘it’. |  | Rest of class |  |
| To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. |  | Rest of class |  |
| To know that adjectives of size such as petit and grand are placed before the noun. |  | Rest of class |  |
| To know that there are high frequency verbs s’appeler, avoir , être and aller which are used to formulate and answer questions. |  | Rest of class |  |
| To know that je/j’, and tu are subject pronouns. |  | Rest of class |  |
| To know that c’est means ‘‘it is” and is used to describe what something is |  | Rest of class |  |
| To know that il y a is used to say ‘there is/are.’ |  | Rest of class |  |
| To know that placing ne…pas around the verb makes it negative: ne + verb + pas |  | Rest of class |  |
| To know that the word order is sometimes different in French compared to English. |  | Rest of class |  |
| To know that we can use conjunctions such as et (and) and puis (then) to join clauses. |  | Rest of class |  |
| To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means ‘on foot’ |  | Rest of class |  |
| To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. |  | Rest of class |  |
| To know that accents in French can change the sound of a letter. |  | Rest of class |  |



**French Assessment and Tracking**

**Year 3 Overview 24/25**

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| **French Greetings** |
|  | **WTS** | **EXS** | **GDS** |
| Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. |  | Rest of class |  |
| Begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form. |  | Rest of class |  |
| Link actions or pictures to the new language, both in spoken and written form. |   | Rest of class |   |
| Imitate the pronunciation of sounds. |  | Rest of class |  |
| Take turns to speak and use appropriate intonation. |  | Rest of class |  |

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| **French adjectives colour shape and size** |
|  | **WTS** | **EXS** | **GDS** |
| Listen carefully to build correct sequences of three to four blocks |  | Rest of class |  |
| Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. |  | Rest of class |  |
| Recognise cognates. |  | Rest of class |  |
| Use please and thank you. |  | Rest of class |  |
| Listen carefully to instructions. |  | Rest of class |  |
| Describe some of the shapes in their work using language of colour, size or shape. |  | Rest of class |  |
| Listen and then select the correct decoration according to its colour |  | Rest of class |  |

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| **French playgrounds – numbers and age** |
| Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds (‘un’, ‘eu‘, ‘oi‘ and ‘in‘). | **WTS** | **EXS** | **GDS** |
| Join in with a song using actions. |  | Rest of class |  |
| Respond to numbers by showing fingers or ticking on whiteboards. |  | Rest of class |  |
| Ask and answer a question about their age. |  | Rest of class |  |
| Change their answers and recognise number words. |  | Rest of class |  |
| Listen carefully and relate sounds to a written phoneme. |  | Rest of class |  |
| Listen carefully and relate sounds to a written phoneme. |  | Rest of class |  |

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| **French – In the Classroom** |
| Show their understanding of key vocabulary with a physical response. | **WTS** | **EXS** | **GDS** |
| Attempt to imitate the pronunciation of vocabulary accurately. |  | Rest of class |  |
| Correctly identify masculine and feminine nouns in written form. |  | Rest of class |  |
| Use modelled language to create questions or sentences using appropriate articles. |  | Rest of class |  |
| Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. |  | Rest of class |  |
| Attempt to build their own sentences using labels as a model. |  | Rest of class |  |
| Use appropriate intonation to engage the audience. |  | Rest of class |  |
| Speak clearly and present simple phrases when supported visually. |  | Rest of class |  |

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| **French – Transport** |
| Explain strategies for working out the meaning of words. | **WTS** | **EXS** | **GDS** |
| Recognise nouns that are cognates or near cognates. |  | Rest of class |  |
| Recognise transport words in written form. |  | Rest of class |  |
| Join in with a song using actions to aid recall. |  | Rest of class |  |
| Form simple statements about a picture, using and adapting a model. |  | Rest of class |  |
| Create a range of different phrases using a sentence builder. |  | Rest of class |  |
| Generally, speak words with accurate pronunciation. |  | Rest of class |  |
| Write a simple sentence, using a model for support and using two different accents. |  | Rest of class |  |

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| **French – A circle of Life** |
| Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une). | **WTS** | **EXS** | **GDS** |
| Build a range of sentences from a model, selecting appropriate vocabulary. |  | Rest of class |  |
| Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle. |  | Rest of class |  |
| Attempt to decode new sentences by using their context and sentence structure. |  | Rest of class |  |
| Apply understanding of the sentence structure to generate new phrases |  | Rest of class |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

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**2)**

**3)**

**4)**

**5)**

**6)**