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| **Year 5 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 |
| To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).  | **WTS** | **EXS** | **GDS** |
| To know that a change in voice intonation can indicate when a question is being asked |  | Rest of class |  |
| To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. |  | Rest of class |  |
| To know that a simple metaphor requires two nouns and the verb ‘to be’ e.g: le soleil est un ballon jaune.  |  | Rest of class |  |
| To know that adjectives must agree with the gender and number of the noun being described |  | Rest of class |  |
| To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison.  |  | Rest of class |  |
| To know that when making comparisons, the ending of the adjective may need to change depending on the gender and number of the noun it is describing |  | Rest of class |  |
| To know all subject pronouns in French and that je contracts to j’ when the verb begins with a vowel. |  | Rest of class |  |
| To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. |  | Rest of class |  |
| To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. |  | Rest of class |  |
| To know that compound sentences join two simple sentences together using connectives such as et and mais. |  | Rest of class |  |
| To know that ne is contracted to n’ when followed by a vowel: je n’ai pas faim. |  | Rest of class |  |
| To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. |  | Rest of class |  |
| To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets - trainers. |  | Rest of class |  |
| To understand that words in French and English will not always have a direct equivalent in the other language |  | Rest of class |  |
|  |  | Rest of class |  |
|  |  | Rest of class |  |
|  |  | Rest of class |  |
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|  |  | Rest of class |  |
|  |  | Rest of class |  |



**French Assessment and Tracking**

**Year 5 Overview 24/25**

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| **Monsters** |
|  | **WTS** | **EXS** | **GDS** |
| Notice cognates and near cognates in the text. |  | Rest of class |  |
| Recognise some previously known words. |  | Rest of class |  |
| Use a dictionary to research the meaning of relevant vocabulary. |   | Rest of class |   |
| Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. |  | Rest of class |  |
| Modify sentences to use the correct articles/pronouns (**un**/**une** and **il**/**elle**) according to gender. |  | Rest of class |  |
| Unscramble jumbled sentences without any errors in word order. |  | Rest of class |  |
| Recognise rules of agreement in longer phrases. |  | Rest of class |  |
| Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support. |  | Rest of class |  |

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| **Space** |
| Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. | **WTS** | **EXS** | **GDS** |
| Write their own metaphors using a writing model, replacing nouns with original vocabulary. |  | Rest of class |  |
| Make the correct choice of **un**/**une** for gender and add colour adjectives when writing. |  | Rest of class |  |
| Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. |  | Rest of class |  |
| Adapt a model text to create an original sentence of their own, including descriptive phrases. |  | Rest of class |  |

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| **Shopping** |
| Recognise number words in written form. | **WTS** | **EXS** | **GDS** |
| Correctly build and pronounce two-digit numbers that have been generated randomly. |  | Rest of class |  |
| Recall vocabulary by matching the correct pictures to the appropriate words. |  | Rest of class |  |
| Join in with a story, using gestures and key vocabulary |  | Rest of class |  |
| Correctly sort word-cards by gender and apply the appropriate article. |  | Rest of class |  |
| Highlight a range of known and easily recognisable vocabulary in a text. |  | Rest of class |  |

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| **French speaking world** |
| Recognise and respond to directions. | **WTS** | **EXS** | **GDS** |
| Form directional phrases of their own. |  | Rest of class |  |
| Read and understand a range of sentences including directions. |  | Rest of class |  |
| Form full sentences to ask and answer questions as modelled orally. |  | Rest of class |  |
| Show some understanding of national identity. |  | Rest of class |  |
| Understand a set of true/false statements and know where to locate the information about these statements in a graph/table. |  | Rest of class |  |
| Use prompts to ask and answer necessary questions to complete information on a passport, seeking clarification if needed. |  | Rest of class |  |

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| **Verbs** |
| Attempt to read new verbs aloud with confidence and mostly accurate pronunciation. | **WTS** | **EXS** | **GDS** |
| Create an opinion phrase using one of the new verbs. |  | Rest of class |  |
| Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. |  | Rest of class |  |
| Work together to build a verb spinner and use it to generate appropriate phrases. |  | Rest of class |  |
| Recognise and recall different parts of verbs avoir and être. |  | Rest of class |  |
| Create an original short text, correctly adapting a range of verbs to their appropriate form. |  | Rest of class |  |

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| **Meet my French family** |
| Complete correctly a gap-fill activity to match French vocabulary with pictures. | **WTS** | **EXS** | **GDS** |
| Recognise words that are similar to English. |  | Rest of class |  |
| Adapt a sentence to change its meaning. |  | Rest of class |  |
| Apply some understanding of French pronunciation. |  | Rest of class |  |
| Recognise key information within a longer text. |  | Rest of class |  |
| Build sentences confidently using word cards. |  | Rest of class |  |
| Respond to spoken opinions with the correct gesture. |  | Rest of class |  |
| Use different opinions in sentences |  | Rest of class |  |
| Change elements of a sentence whilst retaining the meaning. |  | Rest of class |  |
| Organise a text, making simple adaptations that do not affect its overall sense. |  | Rest of class |  |

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

**1)**

**2)**

**3)**

**4)**

**5)**

**6)**