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| **Year 6 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 know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? | **WTS** | **EXS** | **GDS** |
| To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. |  | Rest of class |  |
| To know that partitive articles describe where something is placed: le livre est à côté du stylo. |  | Rest of class |  |
| To know a range of prepositions to describe the position of objects. |  | Rest of class |  |
| To know that the way verbs change to match the pronoun is called conjugation. |  | Rest of class |  |
| To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). |  | Rest of class |  |
| To conjugate the verbs aller, jouer and faire. |  | Rest of class |  |
| To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports |  | Rest of class |  |
| To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn). |  | Rest of class |  |
| To know whether to use the pronouns il ‘he’ or elle ‘she’ when describing someone. |  | Rest of class |  |
| To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin. |  | Rest of class |  |
| To know that parce que (because) can be used to extend a sentence and give a justification. |  | Rest of class |  |

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**French Assessment and Tracking**

**Year 6 Overview 24/25**

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| **French sport** | | | |
| Pronounce the name of a sport accurately and confidently. | **WTS** | **EXS** | **GDS** |
| Use the verbs jouer and faire correctly with different sports. |  | Rest of class |  |
| Create sentences using two verbs, the seconds one in the infinitive form. |  | Rest of class |  |
| Construct simple sentences to say whether or not they play a sport. |  | Rest of class |  |
| Express and justify opinions in relation to sports. |  | Rest of class |  |
| Identify some of the French country names using cognates and near cognates. |  | Rest of class |  |
| Use the correct form of aller with correct preposition to indicate where you are going. |  | Rest of class |  |
| Write an article in French, using a writing frame, about an imaginary Olympic Games. |  | Rest of class |  |

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| **French Football** | | | |
| Try two methods of memorising and learn at least four of the new words. | **WTS** | **EXS** | **GDS** |
| Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson. |  | Rest of class |  |
| Translate some player profiles. |  | Rest of class |  |
| Construct the sentence, ‘I come from [a place]’ in French. |  | Rest of class |  |
| Understand comprehension questions based on the topic of football and show some competence in answering them. |  | Rest of class |  |
| Complete part of a player profile. |  | Rest of class |  |
| Deliver an oral presentation with a reasonable standard of pronunciation. |  | Rest of class |  |

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| **French House** | | | |
| Understand the French words for different types of houses and their rooms. | **WTS** | **EXS** | **GDS** |
| Ask and answer questions using vocabulary about houses and rooms. |  | Rest of class |  |
| Remember and understand the elements of a house and family. |  | Rest of class |  |
| Use a writing frame to create a written description of their house. |  | Rest of class |  |
| Label things in a bedroom and use the related vocabulary in simple sentences. |  | Rest of class |  |
| Use prepositions accurately, both verbally and in written sentences. |  | Rest of class |  |
| Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions. |  | Rest of class |  |

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| **Planning a French holiday** | | | |
| Remember the countries in the world in French.  Find out information from a range of websites and use this information to plan a holiday. | **WTS** | **EXS** | **GDS** |
| Use a writing model to create a complex sentence. |  | Rest of class |  |
| Begin to understand the present and future tense of ‘aller’ in French. |  | Rest of class |  |
| Identify the present and future tenses in reading and listening. |  | Rest of class |  |
| Label images of clothing correctly. |  | Rest of class |  |
| Speak in sentences and write a paragraph. |  | Rest of class |  |
| Recognise familiar words and cognates. |  | Rest of class |  |
| Begin to understand the gist of the text to be able to answer some questions. |  | Rest of class |  |
| Find out information from a range of websites and use this information to plan a holiday. |  | Rest of class |  |

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| **Visiting France** | | | |
| Describe routes to school using pictures and word cards. | **WTS** | **EXS** | **GDS** |
| Follow simple directions accurately. |  | Rest of class |  |
| Describe the relationship between places using a preposition. |  | Rest of class |  |
| Put modes of transport into a simple sentence. |  | Rest of class |  |
| Role-play buying tickets in French. |  | Rest of class |  |
| Use modes of transport to build sentences about going to places. |  | Rest of class |  |
| Begin constructing negative sentences correctly. |  | Rest of class |  |
| Learn to say and read places in a town. |  | Rest of class |  |
| Use a writing frame to give a reasoned opinion for visiting a place |  | Rest of class |  |
| Identify the grammatical elements of a text. |  | Rest of class |  |
| Use a text to write their own description of a place. |  | Rest of class |  |

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| **Meet my French family** | | | |
| Pronounce the name of a sport accurately and confidently. | **WTS** | **EXS** | **GDS** |
| Construct simple sentences to say whether or not they play a sport and whether or not they like a sport. |  | Rest of class |  |
| Locate some countries on a map. |  | Rest of class |  |
| Identify some of the French country names using cognates and near cognates. |  | Rest of class |  |
| Use the correct form of aller and the correct preposition in most cases in written exercises. |  | Rest of class |  |
| Show good understanding of P.E. action verbs and pronounce the words accurately. |  | Rest of class |  |
| Show good understanding and pronunciation of words and phrases about sport and construct simple sentences about sports that they like or do not like. |  | Rest of class |  |
| Follow the basic rules of pétanque. |  | Rest of class |  |
| Write an interview article in French, using a writing frame, about a chosen Olympic sport and imagined visit to the Olympic Games. |  | 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)**