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| **Year 4 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 identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez |  | Rest of class |  |
| To recognise and begin to predict key word patterns and spellings |  | Rest of class |  |
| To know that ‘h’ at the start of a word in French is not pronounced. |  | Rest of class |  |
| To know the equivalents for the word ‘the’ in French : le/la/l’/les and ‘a/an/some’: un, une, des |  | Rest of class |  |
| To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. |  | Rest of class |  |
| To know that the ending of an adjective changes depending on the gender and number of the noun it describes. |  | Rest of class |  |
| To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. |  | Rest of class |  |
| To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse. |  | Rest of class |  |
| To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. |  | Rest of class |  |
| To know that the endings of verbs change according to the subject |  | Rest of class |  |
| To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). |  | Rest of class |  |
| To know that we can use conjunctions to link phrases, such as et/mais. |  | Rest of class |  |
| To know that the verbs avoir and être are used to describe appearance and personality |  | Rest of class |  |
| To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment. |  | Rest of class |  |
| To know that the verb aimer is used to express an opinion, including with the negative form ne … pas. |  | Rest of class |  |
| To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est. |  | Rest of class |  |
| To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. |  | Rest of class |  |
| To know that basic sentence structures in English and French have the same pattern: subject + verb + object. |  | Rest of class |  |
| To know that you can make a statement into a question simply by changing the intonation of your voice in French. |  | Rest of class |  |
| To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French |  | Rest of class |  |

A logo for a school

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**French Assessment and Tracking**

**Year 4 Overview 24/25**

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| **Portraits** | | | |
| Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. | **WTS** | **EXS** | **GDS** |
| Identify a person correctly from a description of their hair and eye colour. |  | Rest of class |  |
| Place word cards in the correct order, with the adjectives following the noun. |  | Rest of class |  |
| Compose a spoken sentence to describe a friend. |  | Rest of class |  |
| Write four sentences accurately with the correct adjectival agreement, helped by a support sheet |  | Rest of class |  |

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| **Clothes** | | | |
| Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des. | **WTS** | **EXS** | **GDS** |
| Understand how to convert the indefinite article to a possessive adjective. |  | Rest of class |  |
| Correctly identify items of clothing based on the written word. |  | Rest of class |  |
| Say the words for items of clothing with accurate pronunciation. |  | Rest of class |  |
| Make an intelligible attempt to spell new words |  | Rest of class |  |
| Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong. |  | Rest of class |  |
| Compose a sentence using j’aime or je n’aime pas. |  | Rest of class |  |
| Use il/elle correctly and place the adjective in the correct position in relation to the noun. |  | Rest of class |  |

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| **French numbers and birthdays** | | | |
| Say the numbers to 31 in French. | **WTS** | **EXS** | **GDS** |
| Read and calculate Maths sums correctly in French. |  | Rest of class |  |
| Say all the days of the week, working out the words for the days that are yesterday and today. |  | Rest of class |  |
| Match most of the French months to their English equivalents. |  | Rest of class |  |
| Ask when someone’s birthday is and give the number and month of their own birthday. |  | Rest of class |  |
| Say the seasons of the year. |  | Rest of class |  |
| Translate the date from English to French. |  | Rest of class |  |
| Say the similarities and differences between birthdays in the UK and France. |  | Rest of class |  |

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| **Weather** | | | |
| Use a physical response to show their understanding of six to eight weather phrases. | **WTS** | **EXS** | **GDS** |
| Repeat new phrases with accurate pronunciation. |  | Rest of class |  |
| Say at least two sentences intelligibly to convey the weather in a given place. |  | Rest of class |  |
| Point or move in the correct direction during a compass points game. |  | Rest of class |  |
| Understand and say several directions and weather sentences. |  | Rest of class |  |
| Place weather symbols in the correct locations on a map. |  | Rest of class |  |
| Match at least three temperature numerals and words correctly. |  | Rest of class |  |
| Say the correct number for a temperature. |  | Rest of class |  |
| Show an understanding of the water cycle and relevant cognates in both English and French. |  | Rest of class |  |

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| **Food** | | | |
| Recognise and understand the meaning of new words that are cognates. | **WTS** | **EXS** | **GDS** |
| Use a model text to support conversation. |  | Rest of class |  |
| Complete mathematical calculations in French, writing answers in euros. |  | Rest of class |  |
| Recognise shop names and label a triarama. |  | Rest of class |  |
| Use a bilingual dictionary to translate given words. |  | Rest of class |  |
| Use a range of strategies to understand a familiar text. |  | Rest of class |  |
| Ask and respond to questions found in a café conversation. |  | Rest of class |  |

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| **Eurovision** | | | |
| Answer questions based on a video of a French-speaker, getting at least half of them correct. | **WTS** | **EXS** | **GDS** |
| Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English). |  | Rest of class |  |
| Say which instrument they play. |  | Rest of class |  |
| Say what kind of music they like, using a whole sentence. |  | Rest of class |  |
| Ask a question after listening to other pupils’ attempts. |  | Rest of class |  |
| Read and understand music genres in written form. |  | Rest of class |  |
| Recall country names with accurate pronunciation. |  | Rest of class |  |
| Use a full sentence to say ‘**J’habite en/au/aux ..**.’ |  | Rest of class |  |
| Write information in French about a character from a different country. |  | Rest of class |  |
| Use familiar language to write several phrases or short sentences. |  | Rest of class |  |
| Perform a song from memory with accurate pronunciation. |  | Rest of class |  |

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

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**3)**

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**5)**

**6)**