

French at The Bramble Academy	
Intent statement:	At The Bramble Academy, we aim to teach pupils to understand and respond to spoken and written language from a variety of authentic sources. Throughout Key Stage 2, pupils will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. They will be taught to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. They will also discover and develop an appreciation of a range of writing in the language studied.
Substantive knowledge in French:	Substantive knowledge refers to the key content of each unit, such as key vocabulary to describe yourself physically. It is carefully sequenced across units of study and year-on-year to support fluency in the spoken and written word.
Disciplinary knowledge in French:	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.
Vocabulary:	Core vocabulary is revisited and consolidated throughout the teaching sequence. The lessons, and their vocabulary content, are designed to be progressive and build on prior learning, moving from word to sentence level over the four years.

Sequence of Knowledge				
KS2- Year 3				
Listening	Speaking	Reading	Writing	Grammar
<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. .</p> <p>Read aloud familiar words or short phrases in chorus</p>	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Start to understand the concept of gender (masculine, feminine, neutral (if applicable) and how this is shown in French.</p>
<p>Vocabulary: Je, tu, b,onjour, bonsoir, bonne nuit, je m'appelle, ça va bien, ça va très bien, comme ci, comme ça, ça va mal, ça va très mal, au revoir, c'est, Comment tu t'appelles ?, Ça va/Comment ça va ?</p>				

Grand, petit, rouge, blue, jaune, vert, blanc, noir, orange, violet, rose, brun, un cercle, un carré, un rectangle, un triangle
 Combien?, Tu as quel âge ?, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, plus, moins, et, font/égale
 écoutez !, écrivez !, lisez !, fermez !, ouvrez !, parlez !, regardez !, levez-vous !, asseyez-vous !, dans mon sac, j'ai..., je n'ai pas de..., mais, Tu as... ?
 le, la, l', qui, habite, dans, mange, où est ?

Sequence of Knowledge

KS2- Year 4

Listening	Speaking	Reading	Writing	Grammar
<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank)</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Introduce and use the negative form.</p> <p>Begin to look at what a fully conjugated verb looks like.</p>

Vocabulary:

il/elle a, les cheveux, les yeux, il/elle est, poli(e), fort(e), travailleur/travail, euse, sportif/sportive
 un, une, des, mon/ma/mes, dans ma valise il y a, Il/elle porte, j'aime/je n'aime pas, C'est de quelle couleur ?
 le jour, la semaine, hier, demain, aujourd'hui, les mois, je voudrais, C'est quand ton anniversaire ?, Mon anniversaire c'est le ..., Quelle est la date aujourd'hui ?, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
 le menu, une boisson, une entrée, un plat principal, l'addition, s'il vous plaît, ça fait ..., le serveur / la serveuse, un billet, une pièce de monnaie, Vous désirez ?

Sequence of Knowledge

KS2- Year 5

Listening	Speaking	Reading	Writing	Grammar
<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g.</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank.</p>	<p>Understand the concept of gender (masculine & feminine) and which article (definite or</p>

<p>instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>with set questions, emails or letters from a partner school).</p>	<p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>indefinite) to use correctly with different nouns. ·</p> <p>the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>
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Vocabulary:

decourt(e) +s, pointu(e) +s, long (masc) +s (plural), longue (fem) +s (plural), il/elle habite, il/elle mange, Qu’est-ce que c’est ?, la tête, les épaules, les genoux, les pieds, un oeil, les oreilles, la bouche, les bras, les dents, le nez, les jambes (fem.)
 du / de la / de l’ / des, bon appétit !, c’est délicieux, laisser cuire, laver, couper, ajouter, émincer, Je vais au marché et, j’achète..., C’est combien ?, il a faim, il n’a pas faim, il a tout mangé, il reste au lit, nous, vous, ils/ells, avoir, être, chanter, courir, danser, dormir, lire, nager, sauter, habiter, regarder, écrire, jouer
 j’ai un frère, j’ai une soeur, je n’ai pas de, je suis fils(masc)/fille (fem) unique, son anniversaire c’est le ..., j’adore

Sequence of Knowledge

KS2- Year 6

Listening	Speaking	Reading	Writing	Grammar
<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.).</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where</p>

			correctly in a sentence and understand the concept of adjectival agreement (where relevant).	appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
<p><u>Vocabulary:</u> Faire, marcher, adorer, detester, aller, à droite, à gauche, tout droit, vite, lentement, C'est quel sport?, Tu aimes le sport ? J'habite dans..., un appartement, une grande/petite maison, une maison jumelée, la salle à manger, la cuisine, la chambre, le salon, il y a, il n'y a pas de, au rez-de-chaussée, au premier étage, en bas, en haut, sous, devant, derrière, à côté du /de la / de l' / des, Où est... ?, Qu'est-ce que c'est ?, c'est la salle à manger la plage, les montagnes, il/elle va, nous allons, vous allez, ils/elles vont, Je vais aller, au/en/aux, rester, faire, quand/où/pourquoi, vas-tu en vacances?, en été ou en hiver ?, quel temps va-t-il faire?, Que vas-tu faire ?, Qu'est-ce qu'il y a dans ta valise ?, un billet, un carnet, entre, près/loin de, chez moi, voici, tourne à gauche / à droite, la deuxième à gauche / à droite, un billet pour Paris s'il vous plait, où est ... ?, tu vas aller au/à la/à l'... ?, non, je ne vais pas aller au/à la/à l'...</p>				