

## French Year 5

### Oracy

Children listen attentively and learn to identify the main points from a short passage of several sentences.

They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression.

They learn how to express a simple opinion and join in a short conversation.

By the end of year 5, children should be able to:

- Pick out some of the detail from short spoken passages
- Enjoy interacting even when they hear unfamiliar language
- Join in a short conversation
- Make a short presentation using a model

### Literacy

Children revisit and consolidate vocabulary and structures learnt previously, and build upon prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.

By the end of Year 5, children should be able to:

- Read and understand some of the main points from a text
- Understand how a simple sentence is written
- Write words, phrases and a few sentences using a model

### Intercultural Understanding

Children discuss aspects of daily life which they have in common with children in different countries.

They look at the similarities and differences between their own locality and that of another country.

Children also learnt about symbols, objects and products that represent countries.

By the end of Year 5, children should be able to:

- Identify similarities and differences in everyday life
- List some similarities and differences between contrasting localities
- Recognise how symbols, products, objects can represent the culture/cultures of a country
- Recognise how aspects of the culture of different countries become incorporated into the daily life of others.

Emerging	Expected	Exceeding	Areas Covered
<p>Listens and understands the key vocabulary of a complex sentence</p> <p>Responds to a few familiar questions with support</p> <p>Reads and understands the meaning of a more complex sentence, maybe with support</p> <p>Joins in with the words of a familiar song, story or rhyme</p> <p>Writes a simple sentence using a language scaffold</p>	<p>Speaks, reads and understands a complex sentence e.g. noun, adjectives, verb, adverbial phrase</p> <p>Asks and answers a variety of questions with support</p> <p>Reads aloud confidently, familiar words observing silent letter rules</p> <p>Follows the simple text of a familiar song or story and sings or reads aloud</p> <p>Writes a more complex sentence using a language scaffold, maybe from memory, with understandable accuracy</p>	<p>Demonstrates good understanding of basic grammatical concepts and applies them in speaking and writing</p> <p>Produces confidently a wide range of questions as well as answers them</p> <p>Attempts confidently to read unfamiliar words using phonic knowledge</p> <p>Follows and understands a song or story with more complex language</p> <p>Writes complex sentences e.g. with a subordinate clause, from memory with understandable accuracy</p>	<p>Revising saying you have a brother or sister (don't have a brother or sister) Saying what you have and won't you don't have (Avoir)</p> <p>School subjects Telling the time Using the timetable, Places in the locality, Food likes and dislikes, Talking about healthy and unhealthy food The planets Asking where and what you are doing on holiday Expressing an opinion, Rooms in the house – describing colour and size and what people do at home.</p>