

French Year 6

Oracy

During Year 6 children listen to texts and learn to pick out the main points and some details. They learn texts, sketches and dialogues by heart and perform in front of an audience. They enjoy listening to and joining in with range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to initiate and sustain short conversations without help. They also enjoy developing short presentations or sharing simple accounts of interesting events from their own experience using a model.

By the end of year 6, children should be able to:

- Listen to and understand the main points and some detail from a short spoken passage
- Give a presentation in a clear audible voice
- Converse briefly without prompts
- Enjoy listening and speaking confidently

Literacy

Children read a variety of longer texts from different text types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently. They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.

By the end of Year 6, children should be able to:

- Read aloud with confidence, enjoyment and expression, in chorus or individually
- Read and understand the main points and some detail from a short written passage
- Write several sentences from memory
- Develop a short text using a model

Intercultural Understanding

Children compare attitudes of different cultures.

They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. They celebrate their understanding and knowledge with others.

By the end of Year 6, children should be able to:

- Demonstrate understanding of and respect for cultural diversity
- Present information about an aspect of another country

Emerging	Expected	Exceeding	Areas Covered
Speaks, listens, reads and understands a more complex sentence with support	Speaks, reads, writes and understands a complex sentence e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary	Demonstrates an excellent understanding of the grammatical concepts encountered and applies them confidently in speaking and writing	Talking about regular activities and sports Asking each other what you do and what you like and dislike Talking about clothes and preferences
Asks and answers several questions with support		Can engage in a short conversation without support	Numbers 0-100 Asking about the daily routine
Reads aloud familiar words in sentences with reasonable accuracy	Demonstrates a good grasp of the basic grammatical concepts encountered and applies them	Reads confidently unfamiliar words with a high degree of accuracy	Revising times Finding out about cities know well or I'll visit on holiday and make a tourist leaflet.
Follows the simple text of a familiar song or story and sings or reads aloud most words	Engages in a short conversation using familiar language	Understands the gist of a simple unfamiliar text; maybe using a dictionary	Revision – make a book for the younger years,
Writes a more complex sentence using a language scaffold with support if necessary	Pronounces some unfamiliar words in a sentence using phonic knowledge	Writes complex sentences by manipulating familiar language with a high degree of accuracy	
	Follows and understands a song or story with more complex language		
	Writes complex familiar sentences from memory with understandable accuracy		

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