

THE HIGHLAND COUNCIL

COURSE OUTLINE

FRENCH

PRIMARY CLASSES

**FRENCH LANGUAGE - LEVEL : C UNIT : 1**

Date started \_\_\_\_\_

Date completed \_\_\_\_\_

Class \_\_\_\_\_

**Strands: Speaking to convey information; Speaking and interacting with others; Listening and reacting to others; Reading aloud.**

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p>Begin to participate in classroom activities</p> <p>Use basic formulae to greet and take leave</p> <p>Respond to questions about home and residence</p> <p>Respond to questions about age</p> <p>Ask others where they live and how old they are</p> <p>Know numbers 0 to 10</p> <p>Listen to others and reply, using simple language in situations described above</p> <p>Respond to limited classroom questions</p> <p>Read aloud simple words and phrases with support</p>	<p>respond to elementary greetings</p> <p>say where they live</p> <p>give name and age prompted or unprompted</p> <p>count to ten</p>	<p><b>Greetings</b></p> <p>Bonjour; ça va; salut; Oui, ça va bien; non, ça va mal; comme ci comme ça</p> <p>Bonjour la classe, les enfants</p> <p>Bonjour Monsieur, Madame, Mademoiselle</p> <p>Au revoir la classe, Monsieur etc</p> <p>A demain; à bientôt</p> <p>Comment t'appelles-tu? Tu t'appelles comment?</p> <p>Je m'appelle...</p> <p>Où habites-tu? Tu habites où?</p> <p>J'habite à ..., en Ecosse</p> <p>Présent, Madame etc Présente, Madame etc</p> <p>Absent, Madame etc Absente, Madame etc</p> <p><b>Numbers</b></p> <p>0 – 10 only at this stage, assuming that 10 will be maximum age in the class.</p> <p>Quel âge as-tu? Tu as quel âge?</p> <p>J'ai ... ans</p>	<p>Observation</p> <p>Question and answer</p>		<p>MLPS day 1 activities Sheets 12-22</p> <p>Number cards</p>

**FRENCH LANGUAGE - LEVEL : C**

**UNIT : 2**

Date started \_\_\_\_\_

Date completed \_\_\_\_\_

Class \_\_\_\_\_

**Strands: Speaking to convey information; Speaking and interacting with others; Listening for information and instructions; Listening and reacting to others; Reading aloud.**

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p>Indicate common classroom objects</p> <p>Give and spell their names</p> <p>Say more precisely where they live</p> <p>Give their nationality</p> <p>Participate in simple conversations about names, age &amp; domicile</p> <p>Respond to questions about how to spell names</p> <p>Ask others their name and domicile</p> <p>Respond to very simple classroom requests----</p> <p>Qu'est-ce que c'est?</p> <p>Listen to others &amp; reply using simple language in the situations described above</p> <p>Respond to limited classroom questions about objects</p> <p>Read aloud classroom labels</p>	<p>know and be able to recite the alphabet</p> <p>spell their names and where they live</p> <p>write down names when spelt using the French alphabet</p> <p>give their nationality</p> <p>recognise others' nationality</p>	<p>Comment t'appelles-tu? Tu t'appelles comment?</p> <p>Je m'appelle...</p> <p>Comment ça s'écrit? Ça s'écrit comment?</p> <p>Ça s'écrit ...</p> <p>Quel est ton nom de famille? Ton nom de famille, c'est quoi?</p> <p>Mon nom de famille est...</p> <p>Ça s'écrit ...</p> <p>Tu es de quelle nationalité?</p> <p>Je suis écossais/écossaise; anglais/anglaise; etc as appropriate</p> <p>D'où viens-tu? Tu viens d'où? Où habites-tu? Tu habites où?</p> <p>Je viens de + name of town; j'habite à + name of town en Ecosse.</p> <p>Ça s'écrit...</p>	<p>Ongoing observation</p>		<p>MLPS day 1 activity sheets 3 – 11</p> <p>MLPS day 1 activity sheet 2: the alphabet song.</p> <p>CD Rom 1</p>

FRENCH LANGUAGE - LEVEL : C UNIT : 3

Date started \_\_\_\_\_

Date completed \_\_\_\_\_

Class \_\_\_\_\_

Strands: Speaking to convey information; Speaking and interacting with others; Listening for information and instructions; Listening and reacting to others; Reading aloud; Reading for information and instructions

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p>Continue to participate in classroom activities using vocabulary for classroom objects</p> <p>Use adjectives of colour to differentiate &amp; describe</p> <p>Follow instructions to place objects in different places</p> <p>Give such instructions</p> <p>Use prepositions appropriately</p> <p>Use adjectives of colour appropriately</p> <p>Listen and respond to classroom commands</p> <p>Listen to others and respond, using simple language in the situations thus far encountered</p> <p>Read aloud simple words and phrases with support</p>	<p>know and recognise the French for basic school and classroom items</p> <p>make the distinction between the definite article (le, la and les) and the indefinite article (un, une and des)</p> <p>understand and follow simple commands</p> <p>know, understand and use simple prepositions</p> <p>recognise and be able to use some colours</p>	<p><b>Personal/classroom objects</b></p> <p><i>Basic vocabulary</i></p> <p>Le crayon      le placard      la calculatrice</p> <p>Le stylo      le classeur      la gomme</p> <p>Le livre      la règle</p> <p>Le cahier      la trousse</p> <p>Le cartable/le sac      la table</p> <p>Le tiroir</p> <p><i>Extension vocabulary</i></p> <p>le taille-crayon; l'agrafeuse; les ciseaux</p> <p><b>Larger classroom/school items</b></p> <p><i>Basic vocabulary</i></p> <p>Le tableau      la porte      l'école</p> <p>la fenêtre</p> <p>la chaise</p> <p>la salle de classe</p> <p><i>Extension vocabulary</i></p>	<p>Ongoing observation</p>		<p>I spy</p> <p>Kim's game</p> <p>Team game: apportez-moi (bring me)</p> <p>Matching cards with objects</p> <p>Coloriez-en ...</p> <p>Feelie bag</p> <p>Jacques a dit</p> <p>MLPS Day 9 activity sheet 35-40</p>

<p>Read and understand simple phrases, such as commands</p>		<p>Le couloir; la cour</p> <p><b>Position/prepositions</b></p> <p>Dans; derrière; devant; entre; sous; sur.</p> <p><b>Instructions</b></p> <p>Montre/montrez-moi...</p> <p>Pose/posez le/la...sur/sous etc ...</p> <p>S'il;te plaît, s'il vous plaît,</p> <p><b>Colours</b></p> <p>De quelle couleur est ...?</p> <p>Bleu; c'est bleu; c'est un ...bleu; il est bleu</p> <p>Rouge; orange; bleu/bleue; noir/noire</p> <p>Blanc/blanche; gris/grise; vert/verte</p> <p>Plus any others as required.</p> <p><b>Questions/answers</b></p> <p>Où est le crayon rouge? Etc</p> <p><b>Classroom commands</b></p> <p>In the singular form: écoute; regarde; écris; ouvre; ferme; dessine; pose; mets; colorie; enlève.</p> <p>In the plural form: écoutez; regardez; écrivez; ouvrez; fermez; dessinez; posez; mettez; coloriez; enlevez; mettez-vous en rang etc</p>			
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Strands: Speaking to convey information; Speaking and interacting with others; Listening for information and instructions; Reading aloud.

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p>Use simple structures to give information about family and pets</p> <p>Count and enumerate 0 to 20</p> <p>Participate in simple exchanges using familiar words in familiar contexts to talk about and ask about family and pets</p> <p>Listen to and understand information about others' families and pets</p> <p>Read aloud simple words and phrases</p>	<p>talk about the composition of their family</p> <p>talk about any pets which they might have</p> <p>give brief descriptions in both cases</p> <p>ask questions about others' families and pets</p> <p>recognise some farm and wild animals</p> <p>count up to twenty and do simple arithmetical calculations within that range</p>	<p><b>Family details</b></p> <p>Tu-as des frères ou des soeurs? As-tu des frères ou des soeurs? Combien de frères as-tu? Combien de soeurs as-tu? Est-ce que tu as un frère?</p> <p>J'ai un frère, une sœur; deux frères etc</p> <p>Je n'ai pas de frères/ sœurs. Je suis fils/fille unique</p> <p>Dans ma famille, il y a Maman, Papa, .... et moi.</p> <p>Le frère/un frère                      la sœur/une sœur</p> <p>Le père                                      la mère</p> <p>Papa    Maman</p> <p>Le grand-père                          la grand-mère</p> <p>L'oncle                                      la tante</p> <p>Le cousin                                  la cousine</p> <p><b>Pets, les animaux domestiques</b></p> <p>Qu'est-ce que tu as comme animal domestique? Tu as un animal domestique? Est-ce que tu as un animal domestique?</p> <p>un chat</p> <p>un chien</p>	<p>Ongoing observation</p>		<p>MLPS day 1: activity sheet 23-32 Flash cards 11 - 20</p> <p>MLPS day 9: activity sheet 3 - 12 Flash cards: pets</p> <p><b>Support materials – teacher</b></p> <p>MLPS day 9: language sheet 1 – 5 pets and description</p> <p>Topic framework: F13. Three sheets on animals, wild animals and pets</p>

		<p>un chien de berger  un cheval/ des chevaux  un hamster  Etc</p> <p>This will lead on to :  J'ai un chat.  J'ai un chat noir et blanc.  J'ai deux chiens etc</p> <p><b>Farm animals, les animaux de ferme</b></p> <p>Qu'est-ce que tu as à la ferme? Quels animaux as-tu à la ferme?  Tu as quels animaux à la ferme? Est-ce que tu as des vaches?  etc  Une chèvre  Un mouton  Un taureau  Une vache  Un veau</p> <p><b>Wild animals, les animaux sauvages</b></p> <p>L'éléphant  L'hippopotame  Le léopard  Le lion  Le serpent  Le singe  Le tigre  And as required!</p> <p><b>Numbers</b>  11 – 20.</p>			
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FRENCH LANGUAGE - LEVEL : C UNIT : 5

Date started \_\_\_\_\_

Date completed \_\_\_\_\_

Class \_\_\_\_\_

Strands: Speaking to convey information; Speaking and interacting with others; Speaking about experiences, feelings and opinions; Listening for information and instructions;

Listening and reacting to others; Reading for information and instructions; Reading aloud.

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p>Give information about themselves, families and pets using first person possessive adjectives</p> <p>Talk about other people using third person</p> <p>Use more adjectives to describe people in more detail</p> <p>Count and enumerate up to 1000+</p> <p>Take part in simple exchanges as above</p> <p>Begin to ask questions of others in conversation</p> <p>Express opinions about others using a limited range of adjectives</p> <p>Listen and respond to information which includes details of third persons, further</p>	<p>talk more widely about their family and pets, using third person singular verb forms to give details such as names, ages and descriptions</p> <p>respond to questions in the third person</p> <p>count to 1000+ and start to perform simple (or more complicated), arithmetical calculations</p>	<p><b>Possessive adjectives</b></p> <p>Mon frère            ma sœur            mes parents</p> <p>Mon père            ma mère</p> <p>Mon chien                            mes chats</p> <p>Etc</p> <p><b>Talking about other people, third person</b></p> <p>Comment s'appelle-t-il? Comment s'appelle –t-elle? Il s'appelle comment?</p> <p>Elle s'appelle comment? Quel âge a-t-il? Quel âge a-t-elle?</p> <p>Il s'appelle...            Elle s'appelle... Il a...Elle a...</p> <p>il écrit...elle écrit</p> <p>Il/elle habite...                            il/elle ouvre...</p> <p>Il/elle a une sœur. Elle s'appelle...            il/elle ferme...</p> <p>Il/elle est...                            il/elle dessine...</p> <p>Il/elle écoute..                            il/elle a...</p> <p>Il/elle regarde...                            etc</p>	<p>Ongoing observation</p>		<p>MLPS day 1,activity sheet 23 to 44</p> <p>MLPS day 2, activity sheet 17 to 38</p> <p>MLPS day 2, activity sheet 39 to 41 ( telephone numbers )</p> <p><b>Teachers</b></p> <p>MLPS day 3 language sheet 7 and 9</p> <p>MLPS day 1 language sheet 4 and 5</p>

<p>adjectives and numbers up to 1000</p> <p>Begin to react by asking questions such as <i>comment est-il ?</i> for further information</p> <p>Read short phrases and connected sentences which give elementary detail about other people</p> <p>Read aloud known words and phrases accurately with improving pronunciation</p>		<p>Il/elle a dix ans? Oui, il/elle a dix ans.</p> <p>Il/elle habite à Thurso? Non, il habite à Wick.</p> <p><b>Descriptions</b></p> <p>Comment est...?</p> <p>Mignon/mignonne                      beau/belle</p> <p>Méchant/méchante                      joli/jolie</p> <p>Actif/active                                  intelligent/intelligente</p> <p>Paresseux/paresseuse                      grand/grande</p> <p>Adorable                                      petit/petite</p> <p>Etc as required.</p> <p>Comment est le chien? Il est mignon et adorable/ mignon et adorable.</p> <p>Comment est la trousse? Elle est rouge/rouge.</p> <p>Etc as required.</p> <p><b>Numbers</b></p> <p>30, 40, 50, 60, 70, 80, 90, 100, 1000 + intermediary numbers and beyond.</p>			
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FRENCH LANGUAGE - LEVEL : C & D UNIT : 6

Date started \_\_\_\_\_ Date completed \_\_\_\_\_ Class \_\_\_\_\_

Strands: Speaking to convey information; Speaking and interacting with others; Listening for information and instructions; Listening and reacting to others; Reading for information and instructions; Reading aloud; Writing to exchange information and ideas; Writing to establish and maintain personal contact.

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p><b>Level C</b> Use simple phrases to talk about parents’/ guardians’ occupation and place of work</p> <p><b>Level D</b> Talk at greater length about their families, making connected utterances and with little teacher prompting</p> <p><b>Level C</b> Take part in simple question and answer exchanges</p> <p><b>Level D</b> Take part in simple conversations, going beyond response to questions and beginning to initiate and ask questions</p> <p><b>Level C</b> Listen and respond in a limited range of contexts</p> <p><b>Level D</b> Listen and respond to familiar language in</p>	<p>talk about other peoples’ occupations and where they work</p> <p>ask questions about people’ occupations</p> <p><b>read in French</b> simple texts and answer questions on them</p> <p><b>read aloud</b> these familiar texts with good accent and intonation</p> <p><b>write in French</b> simple passages giving information about themselves and other people</p>	<p>Il/elle habite...</p> <p>Il/elle est...</p> <p>Il/elle trouve...</p> <p>Il/elle cherche...</p> <p>Il/elle/pose...</p> <p>Etc.</p> <p><b>Personal language</b></p> <p>Que fait ton père? Ton père, que fait-il? Que fait ta mère? Ta mère, que fait-elle?</p> <p>Un agriculteur                      une infirmière</p> <p>Un berger                              Un commerçant</p> <p>une employée de banque              Un employé de banque</p> <p>Une employée de bureau              Un employé de bureau</p> <p>Une serveuse                          Un marin</p> <p>Un pêcheur</p> <p>Un professeur (d’école)</p> <p>Ton père, où travaille-t-il? Ton père travaille où? Ta mère, où travaille-t-elle? Ta mère travaille où?</p>	<p>Ongoing observation</p> <p>Formal assessment opportunity</p> <p>Begin to collect evidence from reading passages. Success of 80%+ in answering questions <u>unaided</u> would indicate attainment at level D. (evidence need not be collected in a formal situation)</p>		<p>MLPS day 6 sheets 11 &amp; 12</p>

<p>new and unfamiliar contexts</p> <p><b>Level C</b> Listen and ask for limited further information</p> <p><b>Level D</b> Begin to take the lead in conversations, ask for clarification and expansion. E.g. (i) Mon père est employé de banque (ii) Où ça ? (iii) À Thurso ---- etc.</p> <p><b>Level C</b> Read short phrases and simple sentences and show understanding by responding in English to basic questions</p> <p><b>Level D</b> Read short texts of familiar language, but in new and different contexts, and show understanding by responding in English to questions</p> <p><b>Level C</b> Read aloud known words and phrases accurately, with</p>		<p>Mon père/ma mère travaille:</p> <p style="padding-left: 40px;">dans un bureau</p> <p style="padding-left: 40px;">dans une école</p> <p style="padding-left: 40px;">dans un hôpital</p> <p style="padding-left: 40px;">dans un magasin</p> <p style="padding-left: 40px;">dans un supermarché</p> <p style="padding-left: 40px;">dans une usine etc.</p> <p>Mon père/ma mère ne travaille pas.</p> <p>Mon père travaille dans un supermarché à Thurso.</p>			
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<p>improving pronunciation</p> <p><b>Level D</b> Read aloud longer passages of connected text, with attention to pronunciation and meaning</p> <p><b>Level C</b> Use simple familiar words and phrases to describe self and family, and to give other information</p> <p><b>Level C</b> Write,as above, in appropriate letter or e-mail convention</p>					
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FRENCH LANGUAGE - LEVEL : C & D UNIT : 7

Date started \_\_\_\_\_ Date completed \_\_\_\_\_ Class \_\_\_\_\_

Strands: Speaking to convey information; Speaking and interacting with others; Listening for information and instructions; Listening and reacting to others; Reading for information and instructions; Reading aloud; Writing to exchange information and ideas; Writing to establish and maintain personal contact.

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p><b>Level C</b> Give days of the week, dates, years, weather and seasons accurately</p> <p><b>Level D</b> Be able to give the above information prompted or unprompted along with/ embedded in other talk</p> <p><b>Level C</b> Answer questions as above</p> <p><b>Level D</b> Answer questions as above with a longer and more extended exchange</p> <p><b>Level C</b> Listen to and understand individual utterances on above topics.</p> <p><b>Level D</b> Listen to and understand utterances</p>	<p>identify main towns and areas of France from a map</p> <p>indicate some other places where French is spoken</p> <p>tell the time, both analogue and digital</p> <p>give the days of the week and months of the year</p> <p>tell the date, and give the year</p> <p>tell their birthdays</p> <p>talk about the weather and the seasons</p>	<p><b>Time: analogue</b></p> <p>Quelle heure est-il? Il est quelle heure?</p> <p>Il est une heure, deux heures etc.</p> <p>Il est midi.</p> <p>Il est minuit.</p> <p>Il est une heure du matin.</p> <p>Il est une heure de l'après-midi.</p> <p>Il est huit heures du matin.</p> <p>Il est huit heures du soir.</p> <p>Il est trois heures et demie.</p> <p>Il est trois heures et quart.</p> <p>Il est trois heures moins le quart.</p> <p>Il est trois heures cinq; il est trois heures dix; il est trois heures dix-sept.</p> <p>Il est trois heures moins cinq; il est trois heures moins dix; il est trois heures moins dix-sept.</p> <p><b>Time: digital</b></p>	<p>Ongoing observation</p> <p>Formal assessment opportunities using reading passages</p>		<p>SOEID Cdi: alphabet, number &amp; calendar</p> <p>Topic framework F6 &amp; F7</p>

<p>on above topics embedded in other conversations</p> <p><b>Level C</b> Listen and respond to basic information as detailed above</p> <p><b>Level D</b> Listen and ask for clarification or repetition if necessary</p> <p><b>Level C</b> Read and understand simple sentences containing information about days, dates, birthdays etc as above</p> <p><b>Level D</b> Read and understand longer passages containing information as detailed above, indicating understanding by responding to oral and written questions and by translating</p> <p><b>Level C</b> Read aloud known words and phrases accurately, with improving pronunciation</p>		<p>Il est une heure; il est trois heures; il est neuf heures; il est douze heures; il est treize heures; il est quinze heures; il est vingt et une heures; il est vingt-quatre heures.</p> <p>.Il est une heure dix; il est une heure vingt; il est une heure trente; il est une heure quarante; il est une heure cinquante.</p> <p><b>The days of the week</b></p> <p>dimanche, lundi, mardi, mercredi, jeudi, vendredi, samedi.</p> <p>Quel jour est-ce? C'est aujourd'hui... Quel jour sommes-nous? Nous sommes aujourd'hui...</p> <p><b>The months of the year</b></p> <p>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p> <p><b>The date</b></p> <p>Quel est la date aujourd'hui? C'est le dix janvier, c'est aujourd'hui le dix janvier, c'est aujourd'hui mercredi, dix janvier etc</p> <p><b>Birthdays</b></p> <p>Quelle est la date de ton anniversaire? Ton anniversaire, c'est quand?</p> <p>Le dix janvier. Mon anniversaire est le...</p> <p><b>Years</b></p> <p>Mille neuf cent quatre-vingt-dix Deux mille trois</p> <p><b>Birthdays</b></p>			
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<p><b>Level D</b> Read aloud longer passages of connected text, with attention to pronunciation and meaning</p> <p><b>Level C</b> Include details of birthdays, weather etc. accurately in written messages</p> <p><b>Level C</b> Include birthday details accurately in letter or e-mail conventions</p>		<p>En quelle année es-tu né/e? Tu es né/e en quelle année?</p> <p>Je suis né/e en....</p> <p>Je suis né/e le dix janvier 1990 etc</p> <p><b>Weather</b></p> <p>Quel temps fait-il?</p> <p>Il fait beau; il fait chaud; il fait froid; il fait mauvais etc.</p> <p>Il fait du brouillard; il fait du vent; il fait de la tempête etc</p> <p>Il pleut; il neige; il gèle etc.</p> <p><b>The seasons</b></p> <p>Le printemps, l'été, l'automne, l'hiver.</p> <p><b>Au</b> printemps, en été, en automne, en hiver.</p> <p>En hiver il fait froid et il pleut. Etc.</p>			
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<p><b>Level C</b> Identify parts of the body and sports accurately</p> <p><b>Level D</b> Identify parts of the body , sports and preferences in conversations on other subjects</p> <p><b>Level C</b> Listen and respond to basic information as detailed above</p> <p><b>Level D</b> Listen and ask for clarification or repetition if necessary</p> <p><b>Level C</b> Read and understand simple sentences containing information about parts of the body, descriptions of sports.</p> <p><b>Level D</b> Read and understand longer passages containing information as detailed above, indicating</p>		<p>il/elle a la grippe</p> <p><b>Descriptions</b></p> <p>J'ai, il/elle a...</p> <p>les cheveux noirs, blonds, roux, châains.</p> <p>les yeux bleus, gris, verts, marron</p> <p>Je suis, il/elle est...</p> <p>grand/grande, petit/petite, gros/grosse, mince, beau/belle, joli/jolie</p> <p>aimable, athlétique, de bonne/mauvaise humeur etc</p> <p><b>Sports</b></p> <p>Tu fais du sport? Tu joues au...?</p> <p>Le football, le rugby, le badminton, le tennis, le golf etc.</p> <p>L'équitation, la natation etc.</p> <p>Qu'est-ce que tu fais comme sport?</p> <p>je joue au football, je fais de la natation.</p> <p>Qu'est-ce qu'il fait?</p> <p>il/elle joue au...;</p> <p>il/elle fait...</p> <p>il/elle aime jouer au...;</p> <p>il/elle aime faire...</p>			
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<p>understanding by responding to oral and written questions and by translating</p> <p><b>Level C</b> Read aloud known words and phrases, with improving pronunciation</p> <p><b>Level D</b> Read aloud longer passages of connected text, with attention to pronunciation and meaning</p> <p><b>Level C</b> Include physical descriptions and preferences in sports in written messages</p> <p><b>Level D</b> Include physical descriptions, basic character descriptions and preferences in sport in letter or e-mail conventions</p>					
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<p><b>Level C</b> Understand others' descriptions of house and contents</p> <p><b>Level D</b> Understand others' description of house and contents, even when these are contained within other contexts</p> <p><b>Level C</b> Show understanding of others' descriptions of houses and contents by being able, for example, to compare and contrast in English</p> <p><b>Level D</b> As above, and be able to elicit further information by taking the initiative and asking questions</p> <p><b>Level C</b> Read and understand short phrases within the context of houses and contents</p> <p><b>Level D</b> Read and understand</p>		<p>la cuisine le salon les WC/toilettes</p> <p>la salle à manger le jardin</p> <p>la chambre le garage</p> <p>la salle de bains</p> <p><b><u>Quels meubles y a-t-il?</u></b></p> <p>Le salon: un canapé, un fauteuil, une chaise, une télé, un magnétoscope, une chaîne hi-fi, un radiateur, une cheminée</p> <p>La cuisine: un frigo, un congélateur, un four à micro-ondes, un lave-vaisselle, une cuisinière, un évier</p> <p>La salle à manger: un buffet, une table, une chaise</p> <p>La chambre: un lit, une armoire, une petite table/une table de nuit, une lampe</p> <p>La salle de bains: un lavabo, une baignoire, une douche, un bidet, une armoire de toilette, une armoire de pharmacie.</p>			
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<p>texts of increasing length which contain, among other things, descriptions of houses and contents</p> <p><b>Level C</b> Read aloud known words and phrases with improving pronunciation</p> <p><b>Level D</b> Read aloud longer passages of connected text, with attention to pronunciation and meaning</p> <p><b>Level C</b> Write short phrases to describe house and list contents</p> <p><b>Level D</b> As above, but making connected sentences , including adjectives and giving other connected information</p> <p><b>Level C</b> Include descriptions of houses and contents in written messages</p>					
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<p><b>Level D</b> Include descriptions of houses and contents in letter or e-mail convention along with other information</p> <p><b>Level C</b> Write a brief text about an imaginary house/dream house for example</p>					
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FRENCH LANGUAGE - LEVEL : C & D UNIT : 10

Date started \_\_\_\_\_ Date completed \_\_\_\_\_ Class \_\_\_\_\_

Strands: Speaking to convey information; Speaking and interacting with others; Listening for information and instructions; Listening and reacting to others; Reading for information and instructions; Reading aloud; Writing to exchange information and ideas; Writing to establish and maintain personal contact; Writing imaginatively to entertain.

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p><b>Level C</b> Say that they like, dislike, don't like, prefer + sport. Say above + infinitive when talking about leisure activity. Do the above in single utterances. Use basic indications of time.</p> <p><b>Level D</b> Do the above, both prompted and unprompted, in wider conversations. Speak at reasonable length on a variety of topics.</p> <p><b>Level C</b> Answer basic questions about sport and leisure activities and ask others which sport/leisure activity they like.</p> <p><b>Level D</b> Participate in more extended conversations</p>	<p>say what they do as a sport or leisure activity;</p> <p>use some indicators of time;</p> <p>recognise the paradigm of the present tense of -er verbs;</p> <p>use subject pronouns correctly.</p>	<p><b>Sports</b></p> <p>Qu'est-ce que tu fais comme sport?</p> <p>A quel sport joues-tu?</p> <p>A quel sport jouez-vous? On joue .....</p> <p><b>Leisure activities</b></p> <p>Qu'est-ce que tu fais comme loisir?</p> <p>je regarde la télé                      je fais les magasins</p> <p>j'écoute la radio                      je lis un livre/des magazines</p> <p>j'écoute des disques                      je reste à la maison</p> <p>Qu'est-ce que vous faites comme loisir?</p> <p>on regarde la télé                      on fait les magasins</p> <p>on écoute la radio                      on lit un livre/des magazines</p> <p>on écoute des disques                      on reste à la maison</p> <p><b>Time indicators</b></p> <p>Quand est-ce que tu regardes la télé?</p> <p>Je regarde la télé...</p>	<p>Ongoing observation</p> <p>Formal assessment using reading passages</p>		<p>Topic frameworks: F15</p> <p>For teachers: MLPS day 8, language sheets 6 – 10, and MLPS day 4, language sheets 1 &amp; 2.</p> <p>For pupils: MLPS day 8, activity sheets 1 – 48 and 55 -75</p> <p>MLPS day 4, activity sheet</p> <p>CD2 – Hobbies and sports</p>

<p>over a range of subjects. Initiate conversations. Ask appropriate questions.</p> <p><b>Level C</b> <b>Understand others' likes and preferences about sport and leisure when given in single sentences.</b></p> <p>Understand some indicators of time.</p> <p><b>Level D</b> Understand others' likes and preferences about sport and leisure even when embedded in other contexts. Accurately identify time markers.</p> <p><b>Level C</b> Show understanding of others and react by using simple structures e.g. by responding what they like.</p> <p><b>Level D</b> As above, and be able to elicit information by questioning.</p> <p><b>Level C</b> Read and understand</p>		<p>à six heures</p> <p>le weekend                      en hiver etc</p> <p>le soir</p> <p>après les classes</p> <p>samedi matin</p> <p>etc</p> <p><b>Likes, dislikes and preferences</b></p> <p><b>To an individual</b></p> <p>Qu'est-ce que tu aimes comme sport? Qu'est-ce que tu n'aimes pas? Qu'est-ce que tu préfères?</p> <p>J'aime jouer au football etc</p> <p>J'aime regarder la télé/écouter la radio/faire les magasins/ lire un livre/lire des magazines</p> <p>Je n'aime pas jouer au rugby.</p> <p>Je préfère jouer au tennis.</p> <p><b>To a group</b></p> <p>Qu'est-ce que vous aimez comme sport? Qu'est-ce que vous n'aimez pas? Qu'est-ce que vous préférez?</p> <p>On aime jouer au football etc</p> <p>On aime regarder la télé/écouter la radio/faire les magasins/ lire un livre/lire des magazines</p> <p>On n'aime pas jouer au rugby.</p>			
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<p>short phrases and sentences within the context of the unit.</p> <p><b>Level D</b> Read and understand texts of increasing length which contain, among other things, details of sport and leisure activities and markers of time.</p> <p><b>Level C</b> Read aloud known words and phrases with improving pronunciation</p> <p><b>Level D</b> Read aloud longer passages of connected text, with attention to pronunciation and meaning</p> <p><b>Level C</b> Write short phrases to say what sport and leisure activities they prefer.</p> <p><b>Level D</b> As above , but using connected sentences and expressions of time, together with</p>		<p>On préfère jouer au tennis.</p>			
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<p>other personal information.</p> <p><b>Level C</b> Include comments about sport and leisure activities in written messages.</p> <p><b>Level D</b> Include comments about sport and leisure activities in letter or e-mail convention along with other information.</p> <p><b>Level C</b> Add in to a brief text about imaginary / ideal house a comment on sport/ leisure activities</p>					
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**FRENCH LANGUAGE - LEVEL : C & D UNIT : 11**

Date started \_\_\_\_\_ Date completed \_\_\_\_\_ Class \_\_\_\_\_

**Strands: Speaking to convey information; Speaking and interacting with others; Listening for information and instructions; Listening and reacting to others; Reading for information and instructions; Reading aloud; Writing to exchange information and ideas; Writing to establish and maintain personal contact; Writing imaginatively to entertain.**

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p><b>Level C</b> Say where they are going for the summer, in response to the question “Où vas-tu?” Say that they are going to stay at home</p> <p><b>Level D</b> Do the above, and give further detail, e.g. including reasons with “parce que” + weather expression or affective expression. Include holiday plans in wider topics of conversation</p> <p><b>Level C</b> Ask where others are intending to spend the summer holidays. Respond appropriately in conversation</p> <p><b>Level D</b> Participate in extended conversations which include topics in addition to holidays. Initiate discussion on</p>	<p>indicate where they are going to spend their holidays</p> <p>know and use various expressions of place</p> <p>know how to say <b>to</b> with a town</p> <p>know how to say to with a country</p>	<p><b>Destinations</b></p> <p>Où vas-tu en vacances?</p> <p>À la mer                      Je reste à la maison</p> <p>À la montagne              Je reste à Inverness</p> <p>À la campagne              Je reste en Écosse</p> <p>Au bord de la mer</p> <p>Au lac</p> <p>Chez...</p> <p><b>Towns</b></p> <p>Londres                      Douvres</p> <p>Édimbourg                      Cantorbéry</p> <p><b>Countries</b></p> <p>La France</p> <p>L’Angleterre</p> <p>L’Irlande</p> <p>L’Italie</p>	<p>Ongoing observation</p> <p>Formal assessment using reading and writing tasks</p>		<p>Topic frameworks F15</p> <p><b>Resources for teachers</b></p> <p>MLPS Day 13, language sheet 1; activity sheets 4 and 5</p>

<p>holidays. Ask appropriate questions</p> <p><b>Level C</b> Understand others' plans for holidays, including countries of destination. Understand the concept of futurity in speech</p> <p><b>Level D</b> Understand others, plans, preferences and reasons for holidays, including countries of destination even when embedded in other speech. Understand futurity in speech and recognise the markers</p> <p><b>Level C</b> Show understanding of o appropriately</p> <p><b>Level D</b> As above, and be able to information by questioni</p> <p><b>Level C</b> Read and understand short phrases within the context of this unit</p>		<p>L'Espagne</p> <p>Etc</p> <p>En France, en Italie</p> <p>Le Canada</p> <p>Le Cuba</p> <p>Le Maroc</p> <p>Le Pays de Galles</p> <p>Etc</p> <p>Au Canada, au Maroc</p> <p>Les États-Unis</p> <p>Les Îles Canaries</p> <p>Aux États-Unis, aux Îles Canaries.</p> <p>Nous allons; nous allons passer; nous passons; nous voyageons etc</p>			
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<p><b>Level D</b> Read and understand texts of increasing length which contain details of holiday plans, along with other information</p> <p><b>Level C</b> Read aloud known words, phrases and sentences with improving pronunciation</p> <p><b>Level D</b> Read aloud longer passages of connected text, with attention to pronunciation and meaning</p> <p><b>Level C</b> Write short phrases about holiday plans.</p> <p><b>Level D</b> As above, expanding into connected sentences and with expressions of time, together with other information</p> <p><b>Level C</b> Include holiday plans in written messages</p> <p><b>Level D</b> Include holiday plans in a letter or e-mail convention along with other information</p>					
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**FRENCH LANGUAGE - LEVEL : C & D UNIT : TRANSITION 1**

Date started \_\_\_\_\_ Date completed \_\_\_\_\_ Class \_\_\_\_\_

**Strands: Speaking to convey information; Speaking and interacting with others; Listening for information and instructions; Listening and reacting to others; Reading for information and instructions; Reading aloud; Writing to exchange information and ideas; Writing to establish and maintain personal contact.**

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p><b>Level C</b> Use simple phrases to talk about themselves; to give information about family and pets; say exactly where they live; say what they like, dislike, prefer and sport/leisure activity; do the same in third person</p> <p><b>Level D</b> Do the above in unprompted speech, joining the utterances, and speaking at reasonable length on a variety of topics.</p> <p><b>Level C</b> Take part in simple question and answer exchanges; answer basic questions on the learning activities and ask questions of others.</p> <p><b>Level D</b> Take part in more</p>	<p>Tell others about themselves.</p> <p>Ask personal details of others.</p> <p>Talk about their family and pets.</p> <p>Ask about others' families and pets.</p> <p>Read in French simple texts and answer questions on them.</p> <p>Read aloud these familiar texts with good accent and intonation.</p> <p>Write in French simple stories giving information about themselves and other people.</p> <p>Listen to passages made up by other pupils and answer questions on them.</p>	<p>Activities as outlined in Units 1, 4, 5, 6, 9 and 10 :-</p> <p>Relating to talking about themselves; family, pets and other animals; other people, house and home area; leisure activities.</p>	<p>Ongoing observation</p> <p>Formal assessment using reading and writing tasks</p>		<p><b>MLPS Day 1</b> Activity sheets: 12-22; 23-24 Flash cards: 11-20</p> <p><b>MLPS Day 9</b> Activity Sheets: 3-12 Flash Cards: Pets</p> <p><b>MLPS Day 1</b> Activity Sheets 23-44</p> <p><b>MLPS Day 2</b> Activity Sheets 17-38</p> <p><b>MLPS Day 6</b> Activity Sheets 11-12</p> <p><b>MLPS Day 7</b> Activity Sheets 2, 5 &amp; 8-10 Topic Frameworks: F15</p> <p><b>MLPS Day 8</b> Activity Sheets 1-48 and 49-50</p> <p><b>MLPS Day 4</b> Activity Sheet 1</p> <p>CD2 – Hobbies &amp; Sports</p>

<p>extended conversations over a range of topics within the learning activities; initiate and ask appropriate questions.</p> <p><b>Level C</b> Listen and respond in the contexts outlined in learning activities in limited utterances.</p> <p><b>Level D</b> Understand others when giving personal details, talking about family and pets, homes etc in extended speech.</p> <p><b>Level C</b> Show understanding of others and react by using simple structures</p> <p><b>Level D</b> As above, and be able to elicit further information.</p> <p><b>Level C</b> Read and understand texts within the context of the unit with detailed help, eg teacher guidance and directed questions.</p> <p><b>Level D</b> As above, but with less reliance on teacher input.</p> <p><b>Level C</b></p>					
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<p>Read aloud familiar sentences and short passages with improving pronunciation and intonation</p> <p><b>Level D</b> Read aloud longer passages of connected text, with good attention to pronunciation, intonation and meaning.</p> <p><b>Level C</b> Write short phrases and sentences giving personal information, with teacher guidance</p> <p><b>Level D</b> As above, but without much guidance once the task is established; and using connected sentences, affective expressions, etc.</p> <p><b>Level C</b> Give brief personal details in a written message.</p> <p><b>Level D</b> Give personal details in letter or email connection along with other details.</p>					
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FRENCH LANGUAGE - LEVEL : C, D & E UNIT : TRANSITION 2

Date started \_\_\_\_\_

Date completed \_\_\_\_\_

Class \_\_\_\_\_

Strands: Reading for information and instructions; Reading aloud; reading for enjoyment; writing to exchange information and ideas; writing to establish and maintain personal contact.

Attainment targets	Assessment Criteria: The pupils will be able to	Learning and teaching activities	Assessment Evidence	Evaluation/ Next Steps for Learning and Teaching	Suggested Support materials
<p><b>Level C</b> Read and understand texts within the context of the unit with detailed help, eg teacher guidance and directed questions.</p> <p><b>Level D</b> As above, but with less reliance of teacher input.</p> <p><b>Level E</b> Read and understand straightforward texts of greater length with some range of tenses and with very limited teacher guidance and no directed questions.</p> <p><b>Level C</b> Read aloud familiar sentences and short passages with improving pronunciation and intonation.</p>	<p>Read and find information from short passages with varying degrees of support.</p> <p>Read aloud with improving or good pronunciation and intonation.</p> <p>Write short accounts based on their reading.</p>	<p>Activities as outlined in units 6, 7, 9, 10 and 11 :- relating to talking about other people; background to France; house and home area; leisure activities; holidays.</p>	<p>Ongoing observation</p> <p>Formal assessment using reading and writing tasks</p>		<p><b>MLPS Day 6</b> Activity sheets: 11-12</p> <p><b>MLPS Day 7</b> Activity Sheets: 2, 5 and Topic Framework: F15</p> <p><b>MLPS Day 8</b> Activity Sheets 1-48 and</p> <p><b>MLPS Day 4</b> Activity Sheets 1 CD2 – Hobbies &amp; sports</p>

<p><b>Level D</b> Read aloud longer passages of connected text, with good attention to pronunciation, intonation and meaning.</p> <p><b>Level E</b> Read aloud familiar text with fluency, showing understanding of relationship between printed word, pronunciation and meaning.</p> <p><b>Level C</b> Write short phrases and sentences based on texts read.</p> <p><b>Level D</b> As above, but using connected sentences to produce short accounts.</p> <p><b>Level E</b> As above, with increasing accuracy and going beyond fixed words and phrases.</p> <p><b>Level C</b></p>					
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<p>Give personal details of others in a written message.</p> <p><b>Level D</b> Give personal details of others in letter or email convention using simple straightforward language.</p> <p><b>Level E</b> Give personal details of others with increasing independence and accuracy, going beyond fixed phrases.</p>					
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<p>appropriately in conversation.</p> <p><b>Level D</b> Participate in extended conversations which include school topics. Initiate discussion on school and school subjects. Ask appropriate questions.</p> <p><b>Level C</b> Use simple and familiar words in the school context to express feelings and opinions.</p> <p><b>Level D</b> As above, and offer reasons for likes, dislikes and preferences.</p> <p><b>Level C</b> Understand others' statements and opinions about school and future career.</p> <p><b>Level D</b> Understand others' statements and opinions about school and future career even when embedded in</p>		<p>Nous aimons Nous n'aimons pas tellement Nous préférons</p> <p><b>Reasons:</b> Parce que + <i>appropriate response</i></p>			
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<p>other speech. Understand futurity.</p> <p><b>Level C</b> Show understanding of others' statements and opinions and react using simple responses.</p> <p><b>Level D</b> As above, and be able to elicit further information by questioning.</p> <p><b>Level C</b> Read and understand short phrases and short passages within the context of this unit, with appropriate help.</p> <p><b>Level D</b> Read and understand texts of increasing length which contains details of school life and future plans, along with other information.</p> <p><b>Level E</b> Read and understand texts of increasing length which contain details of school life and future plans,</p>					
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<p>along with other information. Texts may include unfamiliar language. The texts may be unsupported by detailed questioning.</p> <p><b>Level C</b> Read aloud known words, phrases and sentences with improving pronunciation.</p> <p><b>Level D</b> Read aloud longer passages of connected text, with attention to pronunciation and meaning.</p> <p><b>Level E</b> Read aloud familiar text with fluency. Begin to read unfamiliar text with accent and intonation sufficiently accurate so as to convey meaning readily.</p> <p><b>Level C</b> Write short phrases about school and subjects.</p> <p><b>Level D</b> As above, expanding</p>					
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<p>into connected sentences and with affective statements and other information.</p> <p><b>Level C</b> Include statements about school in written messages.</p> <p><b>Level D</b> Included statements about school in letter or email convention along with other information; ask simple questions.</p>					
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