



**St. Benedict's Primary School 2022-23**  
**FRENCH**  
**KNOWLEDGE AND SKILLS BUILDER**



Phase	Context for learning	Skills
LOWER KEY STAGE 2	<p>Year 3 Autumn Term 1  <u>Moi – All About Me</u>            Context –In this unit, the children are introduced to the foreign language and the fact that French is spoken in France and elsewhere. The work in this unit also aims to increase the children’s awareness of other languages and the diversity within their class. They will begin to respond to and ask questions about names and ages and start to talk about members of their family in French. They will also start to count in French and recognise some letter names.</p> <p><b>Programmes of Study</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• <u>Develop</u> accurate pronunciation and intonation</li> </ul> <p>Year 3 Autumn Term 2  <u>Jeux et chansons – Games and Songs</u>            Context - In this unit, the children will learn to listen and respond to a French version of a well-known song. They will play games using numbers in French and learn how to talk about their favourite games. They will also learn or extend their knowledge of numbers to 20.</p> <p><b>Programmes of Study</b></p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• <u>Develop</u> accurate pronunciation and intonation</li> </ul>	<p><b>Skills</b></p> <p>To use and respond to the foreign language            To use correct pronunciation and intonation            To use context and clues to interpret meaning</p> <p><b>Knowledge</b></p> <p>You will need to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness.            Use your knowledge of the English language to help you to understand French words some may be similar (Cognates)</p> <p><b>Skills</b></p> <p>To listen with care            To use correct pronunciation and intonation</p> <p><b>Knowledge</b></p> <p>Understand that the letters é and er have the same sound in French.            Use your knowledge of the English language to help you to understand French words some may be similar (Cognates)</p>

Year 3 Spring Term 1

On Fait la fete – Celebrations

Context

In this unit, the children will learn language relating to their achievements in activities and games and of celebrations of special occasions. They also learn to say the name of the month in which they celebrate their birthday.

**Programmes of Study**

- Broaden their vocabulary and develop their ability to understand new words.
- ask and answer questions
- Speak in sentences, using familiar vocabulary, phrases and language structures

Year 3 Spring Term 2

Portraits

Context - In this unit, the children learn the names for the main parts of the body and colours. They also learn how to describe someone, understand descriptions and ask questions about physical appearance.

**Programmes of Study**

- Describe people, places, things and actions orally and in writing
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Speak in sentences, using familiar vocabulary, phrases and language structures

Year 3 Summer Term 1

Les quatre amis – The Four Friends

Context In this unit, the children learn to listen and respond to a French story. They learn how to talk about animals and describe their movement and colour. They add to their repertoire of verbs and learn to respond to questions with negatives. They prepare for a performance of a story/song and perform the story/song to another class or in assembly.

**Programmes of Study**

- Appreciate stories, songs, poems and rhymes in the language.

**Skills**

To respond to spoken French with actions  
To answer simple questions

**Knowledge**

Use the action to help you remember the meaning of a verb

**Skills**

To identify body parts through a song  
To learn the parts of the body in French  
To learn the names of colours in French  
To understand a longer description orally and written.

**Knowledge**

Listen with care  
Use your knowledge of the English language to help you to understand French words some may be similar  
Pronunciation of certain colours change if the colour describes the feminine form

**Skills**

Retell a French story in English  
Understand written descriptions  
Recognise nouns and verbs in French in the written and spoken form

**Knowledge**

Listen with care.

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Speak in sentences, using familiar vocabulary, phrases and language structures

Year 3 Summer Term 2

Ca pousse! – Growing Things

Context In this unit, the children learn the names of some vegetables grown in the garden and how to say which they like and dislike. They describe the life cycle of a plant in French. They also join in with a well-known story using French words and take a more active role in storytelling. They gain a cultural understanding of markets in French-speaking countries. They also learn how to say what they would like to buy in a market, take part in market role-plays and organise dialogue in the correct order.

**Programmes of Study**

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification for help.
- Appreciate stories, songs, poems and rhymes in the language
- Speak in sentences, using familiar vocabulary, phrases and language structures

Year 4 Autumn Term 1

On y va – All aboard

Context - In this unit, the children learn the names of some francophone countries and some towns in France. They learn the days of the week and some phrases about the weather. They also learn different modes of transport in French and say how they get to school and how they would travel to a French-speaking country.

**Programmes of Study**

- Broaden their vocabulary and develop their ability to understand new words.
- Appreciate stories, songs, poems and rhymes in the language
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Speak in sentences, using familiar vocabulary, phrases and language structures

Use your knowledge of the English language to help you to understand French words, some may be similar. (Cognates)

**Skills**

Recognise parts of an oral and written story  
Respond to questions in French  
Take part in a short dialogue in French

**Knowledge**

Listen with care.  
Use your knowledge of the English language to help you to understand French words, some may be similar. (Cognates)  
The same rules for intonation for asking a question apply in French.  
Use your knowledge of the English version of a story to understand and say it in French.

**Skills**

Learn the days of the week and form a sentence that starts with the days of the week.  
Read and understand a short text  
Create sentences saying when, where and how they are travelling.

**Knowledge**

Use the days of the week song and the travelling to school song to verbally prepare your sentences before writing them.

Year 4 Autumn Term 2

L'argent de poche – Pocket Money

Context - In this unit, the children learn to express likes and dislikes and prepare and perform a radio and television advertisement. They develop confidence in manipulating numbers and learn about the euro.

**Programmes of Study**

- Present ideas and information orally to a range of audiences.
- Speak in sentences, using familiar vocabulary, phrases and language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Year 4 Spring Term 1

Raconte-moi une histoire – Tell Me a Story

Context - In this unit, the children develop a greater understanding of sounds and spellings and continue to gain confidence in manipulating numbers. They learn some common adjectives, revise how to make simple feminine agreements and give instructions to one another. They learn the traditional story of Sleeping Beauty in French and perform it to an audience.

**Programmes of Study**

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Appreciate stories, songs, poems and rhymes in the language
- Speak in sentences, using familiar vocabulary, phrases and language structures

**Skills**

To say whether or not you like something.

Understand other's opinions

Count to 39

Ask for a toy and its price in French

Perform an advert to sell a toy in French

**Knowledge**

Respond to questions about likes and dislikes using previously learnt language.

Apply your knowledge of numbers 1-20 to understanding numbers from 21-39

Think of effective English language for advertisements

**Skills**

Listen to and join in with a traditional story/song

Understand instructions in French and those in order to play a board game

Understand numbers in units of 10 from 10 to 100

Use simple descriptions to describe characters

Perform part of the story of Sleeping Beauty in French from memory.

**Knowledge**

Listen with care.

Use your knowledge of the English language to help you to understand French words, some may be similar. (Cognates)

Apply your knowledge of numbers 1-20 to understand multiples of 10

Year 4 Spring Term 2

Vive le Sport – Our Sporting Lives

Context - In this unit, the children learn the names for some sports and some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week, learn to say what activities they do on particular days and ask and answer questions about a diary. They gain confidence in talking about healthy and unhealthy foods and design and make a poster in French to promote healthy living.

**Programmes of Study**

- Broaden their vocabulary and develop their ability to understand new words.
- Listen attentively to spoken language and show understanding by joining in and responding
- Speak in sentences, using familiar vocabulary, phrases and language structures

Year 4 Summer Term 1

Le Carnaval des Animaux – Carnival of the Animals

Context - In this unit, the children learn a range of animal names, explore what sounds animals make in French, talk about animal habitats and describe animals. They also begin to learn how to tell the time.

**Programmes of Study**

- Broaden their vocabulary and develop their ability to understand new words.
- Listen attentively to spoken language and show understanding by joining in and responding
- Speak in sentences, using familiar vocabulary, phrases and language structures
- Present ideas and information orally to a range of audiences

Use your knowledge of the English version of Sleeping Beauty to understand and say it in French. Start to use your French more creatively  
Understand the agreement of simple nouns and adjectives masculine/feminine

**Skills**

Understand the phrases for different sports in French and recognise some in written form.

Learn to say what activities are done on different days of the week

Read, recognise and spell some words for food and drink saying whether these are healthy or unhealthy. Write simple words and phrases to promote healthy living.

**Knowledge**

Listen with care.

Use your knowledge of the English language to help you to understand French words, some may be similar. (Cognates)

Revise the days of the week learnt previously

**Skills**

Learn animal names in French and the accompanying sound they make.

Say and write simple animal descriptions in French

Understand animal habitat names in French

Learn how to tell the time on an analogue clock in French

**Knowledge**

	<p>Year 4 Summer Term 2</p> <p><u>Quel temps fait-il? – What is the weather like?</u></p> <p>Context - In this unit, the children learn a wider variety of phrases used to talk about the weather and how to say the temperature (including with negative numbers). They also learn the names of some common articles of clothing worn in different types of weather. They listen to Aesop’s fable <i>Le vent et le soleil</i> (‘The Wind and the Sun’). They learn to say the date and use it in a spoken report.</p> <p><b>Programmes of Study</b></p> <ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words.</li> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Describe people, places, things and actions orally and in writing</li> </ul>	<p>The sounds that animals make are written differently in different languages</p> <p>Understand the agreement of simple nouns and adjectives when writing your animal descriptions</p> <p>Understand animal habitat names in French</p> <p>Use your knowledge of numbers 1-12 in French when telling the time</p> <p>Use your knowledge of the English language to help you to understand French words, some may be similar.(Cognates)</p> <p><b>Skills</b></p> <p>To use and understand a <b>wider</b> variety of phrases about the weather</p> <p>Recognise which weather phrases rhyme with French towns</p> <p>Begin to say some temperatures in French including plus and minus</p> <p>Consolidate work on numbers 1-40</p> <p>Understand types of clothing needed for different types of weather.</p> <p>Give a simple weather report in French</p> <p><b>Knowledge</b></p> <p>Use your knowledge of basic weather conditions to learn wider weather phrases</p> <p>Use your good knowledge of numbers 1-20 to remember those up to 40</p> <p>Understand the main points of a weather report describing the day, date, weather and clothing</p>
<p>UPPER KEY STAGE 2</p>	<p>Year 5 Autumn Term 1</p> <p><u>Bon Appétit, Bon Santé – Healthy Eating</u></p> <p>Context - In this unit, the children learn how to talk about the different foods and drinks they might find in a packed lunch. They start to express likes and dislikes about food in longer sentences, and to talk about which</p>	<p><b>Skills</b></p> <p>Talk about food and drink in a school packed lunch</p> <p>Express your likes and dislikes/healthy and unhealthy food in a longer sentence</p>

foods are good for your health. Children are given the opportunity to compare aspects of British and French culture and also to practise following and creating their own recipes.

**Programmes of Study**

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Describe people, places, things and actions orally and in writing
- Broaden their vocabulary and develop their ability to understand new words.
- Speak in sentences, using familiar vocabulary, phrases and language structures
- Read carefully and show understanding of words, phrases and simple writing
- Write phrases from memory and adapt these to create new sentences to express ideas clearly

Year 5 Autumn Term 2

Je Suis Le Musicien – I am The Music Man

Context - In this unit, the children listen to different genres of music from around the world and discuss their musical preferences. They also learn new ways of expressing opinions. Musical instruments are looked at, and children are given the opportunity to talk about which instruments they play, as well as to learn an adaptation of the song 'I am the Music Man'. They go on to explore rhythm and how this can be an aid to memorisation. Working together, the children then create and perform a rap, consolidating previously learnt language and further developing their musical awareness.

**Programmes of Study**

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Explore the pattern and sounds and of language

Year 5 Spring Term 1

En Route Pour L'école – On The Way to School

Context - In this unit, the children learn how to say the alphabet in French and practise this in practical activities involving a town plan with grid references. They also practise and gain increasing confidence in using numbers and move on to higher numbers. The local area and routes to school are discussed, with children learning how to talk about places in a town or village. They learn to follow and give directions and to respond to verbal instructions by moving around a space. Children develop their ability to tell the time in French, using half hours and describing the time they go to school. Finally, they are taught about the

Compare British And French celebrations including food that is eaten

Follow a recipe in French

Create own recipe using a writing frame

**Knowledge**

Build on your prior learning of likes and dislikes/healthy and unhealthy food

Extend your oral and written sentences by using connectives just as you do in English.

Use the rules for instructional text to your recipe in French.

**Skills**

Discuss musical preferences

Provide opinions on musical genres

Participate in a dialogue in French on buying music

Explore rhythm in order to remember new language

Perform compositions in small groups in front of the class

**Knowledge**

Music genres are different types of music.

Use rhythm as a way to remember and practise new language and phrases

**Skills**

Identify and pronounce the letters of the French alphabet

Use numbers in French with confidence

Recognise grid references using French letters and numbers

importance of clear communication, and learn strategies to ensure that meaning is conveyed in conversations.

### **Programmes of Study**

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures

Year 5 Spring Term 2

#### Scène de la Plage – Beach Scene

Context - In this unit, children learn about the Impressionist style of painting and famous French artists who were part of that movement. They have several opportunities to think about different features of art work and learn how to describe objects and colours within a painting. This gives them the foundation to paint their own beach scene in the style of the Impressionists.

### **Programmes of Study**

- Broaden their vocabulary and develop their ability to understand new words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Year 5 Summer Term 1

#### Les Quatre Saisons – The Four Seasons

Context - In this unit, the children learn about the months of the year in the context of seasons. They consider when their birthdays fall, and learn about expected weather patterns during the four seasons. They are taught a song to reinforce vocabulary, and are then introduced to the Greek myth of Persephone. By looking at model dialogues based on that story, the children are able to write their own descriptive role-plays, which culminate in a performance.

### **Programmes of Study**

- Appreciate stories, songs, poems and rhymes in the language
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing

Understand and provide an extended oral and written description of a route to school and present this to the class

### **Knowledge**

Use your knowledge of numbers and the Unit All Aboard from Y4 to locate areas using grid references and to write a longer description of your journey to school

### **Skills**

Learn about important French artists of the 19<sup>th</sup> Century

Express opinions on a variety of artwork

Respond to descriptions and questions about artwork  
Create own beach scene artwork and describe it using a model

### **Knowledge**

Remember and use names of colours in French from Year 3

Impressionism was a French art movement from the 1870s including Monet, Renoir, Degas and Cézanne.

### **Skills**

To talk about their birthday in the context of a season  
Revise the months of the year and talk about them in the context of the seasons

Learn how the Greek myth of Persephone relates to the seasons

Describe the worlds of Hades and Persephone

Take part in a performance of part of the story of Persephone

### **Knowledge**



Year 5 Summer Term 2

Les Plantés – The Planets

Context - In this unit, the children take a close look at the planets. They learn about the planets' connection to the days of the week and their position in relation to the sun. Grammatical skills are developed, when children construct sentences about the planets including nouns, proper nouns and adjectives. They also do further work on how to make use of connectives to join sentences. Finally, the children present their knowledge of planets through ICT or by making a booklet.

**Programmes of Study**

- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials including through using a dictionary
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year 6 Autumn Term 1

Notre école – Our School

Context - In this unit, children learn the names of different places around their school and talk about what they do there. They revise their knowledge of time and build on this, learning how to use 'a quarter' and 'minutes past' the hour. They look at the structure of the day and the subjects they study at school and also learn how to talk about physical appearance in French, writing a description of someone who works in a school to practise this.

**Programmes of Study**

- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing

Make sensible guesses based on clues  
Use your knowledge of French adjectives to describe the characters  
Use tone of voice and gesture to convey meaning  
Understand the agreement of simple nouns and adjectives masculine/feminine

**Skills**

To learn the names of the planets and how they relate to the days of the week  
Describe the planets both orally and by writing

**Knowledge**

Use different strategies for remembering the order of the planets  
Understand the agreement of simple nouns and adjectives masculine/feminine

**Skills**

To learn different names for places around school  
To say different activities they do and the time  
To tell the time using a quarter and minutes past  
Understand key details from a spoken passage  
Create own description and read out to class

**Knowledge**

Use different strategies for remembering new vocabulary

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials including through using a dictionary
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- Write phrases from memory and adapt these to create new sentences to express ideas clearly

Year 6 Autumn Term 2

Notre Monde – The World Around Us

Context - In this unit, the children look at different aspects of our world. They first learn the names of the continents in French. They then revise their knowledge of weather vocabulary and use this to describe some African countries. Animals are discussed, with special emphasis on the plural form, and the children talk about habitats and the geographical features of several landscapes. They move on to compare and contrast France and some French-speaking African countries, before finally thinking and writing about imaginary worlds.

**Programmes of Study**

- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials including through using a dictionary
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- Write phrases from memory and adapt these to create new sentences to express ideas clearly

Use il/elle a when describing a person  
Use your knowledge of the English language to help you to understand French words some may be similar (Cognates)

**Skills**

To learn the names of the continents in French  
Revise weather vocabulary and apply to French speaking countries of Africa  
Discuss where animals come from  
Understand key features of a place  
Write a description of key features of a different country.

**Knowledge**

Think about weather vocabulary from previous lessons  
Use the indefinite article when describing animals – un, une, des – a/an/some  
Remember masculine and feminine nouns with the indefinite article

Year 6 Spring Term 1

Le Passé et Le Présent – Then and Now

Context - In this unit, the children are taught how to discuss and write about places in a town. Their learning is extended by looking at features of a town from the past compared with one from the present day and this is consolidated when the children present their findings. They are given opportunities to create longer sentences and their general descriptive powers improve, as they go on to talk about items of clothing and someone's appearance. They also have some fun with a dance, learning how to follow instructions for the jive and to perform as a group.

**Programmes of Study**

- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials including through using a dictionary
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- Write phrases from memory and adapt these to create new sentences to express ideas clearly

Year 6 Spring Term 2

Ici et là – Out and About

Context - In this unit, the children are introduced to some new language to talk about fairground rides and attractions. They look at French cinema and different genres of film in general, expressing their own preferences. In the context of cinema, the children study the 24 hour clock in greater detail and practise using this. They learn to ask and answer questions about what they want to do in their free time, planning diaries and inviting others to join in activities. They also use numbers up to 100.

**Programmes of Study**

- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials including through using a dictionary

**Skills**

To recognise and say key places in a town  
Make complex statements about a town using past and present tenses

Create a presentation about a town in the past and present.

Learn names of clothing and describe what someone is wearing using the third person singular

**Knowledge**

The third person singular in French is il, elle, ils, elles

Past – dans le passé Now - maintenant

**Skills**

To learn vocabulary about fairgrounds and give opinions

To play number games using numbers up to 100

To talk about films – genres and preferences

Use 24 hour clock in relation to a cinema timetable

Ask questions about what they and others want to do

**Knowledge**

Use your previous number knowledge when learning up to 100

Use the verb “*vouloir*” – to wish or want

- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- Write phrases from memory and adapt these to create new sentences to express ideas clearly

Year 6 Summer Term 1

#### Monter un Café

Context - In this unit, the children learn some new vocabulary for foods and drinks, including snacks. They are taught about cafe culture in France and consider how this compares with British culinary traditions. A song about a waiter forms the basis of several activities and children are given the opportunity to write their own verses. Instructional texts are revisited, when pupils look at how to make milkshakes. Finally, consolidating the language from the unit, they perform a role-play based in a cafe in order to entertain an audience.

#### **Programmes of Study**

- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials including through using a dictionary
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- Write phrases from memory and adapt these to create new sentences to express ideas clearly

Year 6 Summer Term 2

#### Quoi de neuf? – What is in the news?

Context - In this unit, the children study French and British newspapers. They look at the layout, the common elements, and the way in which news is presented in different sections. Children express opinions about the various features such as sport, music and culture, and they learn to talk about other people's feelings, using the third person and conveying information in longer sentences. They also study a

#### **Skills**

To learn the vocabulary of drinks and snacks and compile an order

To use a French dictionary

Take part in café dialogue/role play

Follow a simple recipe

Express an opinion using a complex sentence

#### **Knowledge**

Make your role play dialogue entertaining

A **complex sentence** is an independent clause (a **sentence** that can stand on its own) with 1 or more dependent clauses added (dependent clauses can't stand on their own as a **sentence**).

#### **Skills**

Identify key French words to identify sections of a newspaper

Read and understand positive and negative opinion phrases

Understand and create a French TV guide

French TV guide, being introduced to new elements such as programme titles, and consolidating their knowledge of the days of the week and the 24 hour clock. Finally, pupils are given the opportunity to design their own newspaper front page. Using their imagination and prior knowledge, they create headlines and then a written report, which they perform to the class as part of a group news bulletin.

**Programmes of Study**

- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials including through using a dictionary
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- Write phrases from memory and adapt these to create new sentences to express ideas clearly

Write own news headlines

Present own news report to class

**Knowledge**

Listen attentively

Use an audible voice

Inform and entertain your audience