

Module 4  
Lesson Plans 16-20  
Niveau blanc  
Spring Term Second Half  
Year 4

niveau blanc



## Learning Objectives for module 4

### Leçon 16

- focus on the pronunciation of certain nouns
- recognise nouns by hearing the word being spelt
- be able to spell certain words using French
- learn what a homophone is
- recognise certain homophones in English and in French

### Leçon 17

- revise noun + adjective word order in French
- learn that a French adjective must agree with the gender of the noun it is describing
- learn how to modify an adjective so that it agrees with a feminine noun
- identify sound changes in some adjectives when they agree with a feminine noun

### Leçon 18

- practise pronunciation of feminine nouns and adjectives
- be able to identify some question words in English and in French
- be able to identify a question, by noticing if a sentence begin with a question word

### Leçon 19

- learn a new adverbial phrase of place – *dans les bois*
- use speaking frames to construct spoken sentences including nouns of both genders, and adjectives
- revise what the function of an adverb is in a sentence

### Leçon 20

- use a writing frame to create simple sentences using a fronted adverbial, a verb, a range of masculine and feminine nouns and a range of colour adjectives
- apply the use of a conjunction as necessary
- understand and use punctuation correctly, e.g. capital letter, comma and full stop
- look at the work of my partner, and offer constructive criticism with a suggestion for how to improve
- develop further my knowledge about Paris and its landmarks, and my ability to speak about them in French

## Vocabulary

### Adverbial phrases of place

*dans la mer* in the sea  
*dans les bois* in the woods

### Paris Landmarks

la Place du Tertre  
 la Place de la Bastille  
 la Place de la Concorde  
 la Place d'Italie  
 la Place Vendôme

## Grammar and Pronunciation

### ① Grammar Point – a homophone

A homophone is a word that sounds exactly the same as another word, when the words are pronounced.

### ① Grammar Point – gender of nouns and adjectival agreement

All nouns in French have a grammatical gender, masculine or feminine. When an adjective describes a noun, the adjective must agree with the gender of the noun.

### ① Grammar Point – adjectival agreement by gender

When an adjective describes a feminine noun, it must agree by adding an 'e', unless it already ends in an 'e'.

### ① Grammar Point – question words

A question word is a function word used to ask a question, such as **what, when, where, who, why** and **how**.

### ① Grammar Point – recognising a spoken question

A question can be recognised if a question word is used, and also by rising intonation,

### ① Grammar Point – recognising a written question

A question can be recognised if a question word is used, and also by the question mark at the end,

### ① Grammar Point – adverbial phrases of place

An adverb gives information about the verb, such as when, where or how the action is taking place. An adverb of place identifies where the action is taking place.

### ① Grammar Point – fronted adverbials and punctuation

An adverb, or adverbial phrase, that starts a sentence, is known as a fronted adverbial. In writing, a fronted adverbial is followed by a comma.

### ① Grammar Point – the roles of a conjunction

A conjunction can be used to link the last 2 nouns in a sequence, or the last 2 adjectives in a sequence.

A conjunction can also link 2 sentences, in order to create a compound sentence.

## Using the Internet

- la Place du Tertre - [www.parisdigest.com/promenade/montmartre-place-du-tertre.htm](http://www.parisdigest.com/promenade/montmartre-place-du-tertre.htm)
- la Place de la Concorde - <http://en.parisinfo.com/transport/90907/Place-de-la-Concorde>
- la Place Vendôme - <http://en.parisinfo.com/transport/90844/Place-Vend%C3%B4me>

## Resources

- cuddly toy, soft ball
- cards in colours you wish to teach
- picture cards of any nouns you wish to use with placemats
- placemats:
  - ❖ dans la mer
  - ❖ leçon 17 speaking frame
  - ❖ leçon 18 fem nouns & adjectives
  - ❖ leçon 19A speaking frame
  - ❖ leçon 19B speaking frame
  - ❖ leçon 20 writing frame

## Teacher guidance

### Cultural guidance

<i>La Place du Tertre</i>	<p>The Place du Tertre is a square in the 18th arrondissement of Paris. Only a few streets away from Montmartre's Basilica of the Sacré Cœur, it is the heart of the city's elevated Montmartre quarter.</p> <p>With its many artists setting up their easels each day for the tourists, the Place du Tertre is a reminder of the time when Montmartre was the mecca of modern art. At the beginning of the 20th century, many penniless painters including Picasso and Utrillo were living there.</p>
<i>La Place de la Bastille</i>	<p>The Place de la Bastille is a square in Paris, where the Bastille prison stood until the 'Storming of the Bastille' and its subsequent physical destruction between 14 July 1789 and 14 July 1790 during the French Revolution; no vestige of it remains.</p> <p>The square straddles 3 arrondissements of Paris, namely the 4th, 11th and 12th. The square and its surrounding areas are normally called simply Bastille.</p> <p>The July Column (Colonne de Juillet) which commemorates the events of the July Revolution (1830) stands at the centre of the square. Other notable features include the Bastille Opera, the Bastille subway station and a section of the Canal Saint Martin. Prior to 1984, the former Bastille railway station stood where the opera house now stands.</p> <p>The square is home to concerts and similar events. The north-eastern area of Bastille is busy at night with its many cafés, bars, night clubs, and concert halls.</p> <p>As a consequence of its historical significance, the square is often the site or point of departure of political demonstrations.</p>
<i>La Place de la Concorde</i>	<p>The Place de la Concorde is one of the major public squares in Paris. Measuring 8.64 hectares (21.3 acres) in area, it is the largest square in the French capital. It is located in the city's eighth arrondissement, at the eastern end of the Champs-Élysées.</p> <p><i>L'Obélisque de Louxor</i>: the centre of the Place is occupied by a giant Egyptian obelisk decorated with hieroglyphics exalting the reign of the pharaoh Ramesses II. It is one of two the Egyptian government gave to the French in the 19th century. The other one stayed in Egypt, too difficult and heavy to move to France with the technology at that time. In the 1990s, President François Mitterrand gave the second obelisk back to the Egyptians. The obelisk once marked the entrance to the Luxor Temple. The Ottoman viceroy of Egypt, Mehmet Ali, offered the 3,300-year-old Luxor Obelisk to France in 1829. It arrived in Paris on 21 December 1833. Three years later, on 25 October 1836, King Louis Philippe had it placed in the centre of Place de la Concorde.</p>
<i>La Place d'Italie</i>	<p>The Place d'Italie is a public space in the 13th arrondissement of Paris. The square has an average dimension somewhat less than 200 metres in extent (comprising about 30,000 m<sup>2</sup>). The town hall (<i>mairie</i>) for the 13th arrondissement is on the Place d'Italie. The Place d'Italie, where the principal districts of the arrondissement (Quartier des Gobelins, the Asian quarter, Butte aux Cailles, etc.) converge, is the centre of automobile traffic circulation and a crossroads for most of the métro and bus lines in this part of Paris. It is a major crossing-point for those leaving the city for the suburbs (and vice versa) and for those travelling between Montparnasse and the rive droite (right bank). One of the largest concentrations of Parisian business activity is in the general area of the Place d'Italie.</p> <p>Furthermore, it is a place for going out at night. The restaurants and cinémas of the Avenue des Gobelins attract many who are in search of diversion.</p>
<i>La Place Vendôme</i>	<p>Place Vendôme is a square in the 1st arrondissement of Paris, located to the north of the Tuileries Gardens and east of the Église de la Madeleine. It is the starting point of the Rue de la Paix. Its regular architecture by Jules Hardouin-Mansart and pedimented screens canted across the corners give the rectangular Place Vendôme the aspect of an octagon. The original Vendôme Column at the centre of the square was erected by Napoleon I to commemorate the battle of Austerlitz; it was torn down on 16 May 1871, by decree of the Paris Commune, but subsequently re-erected and remains a prominent feature on the square today.</p>

Source - Wikipedia

## Lesson 16

Language content: *dans la mer* (in the sea) ; *La Place du Tertre*

Learning focus	Teaching sequence
Starter activity  Pronunciation and spelling  ① Spelling skills – identify known nouns by their spelling	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy all exchange greetings.</li> <li>▪ Revise the names of certain feminine nouns, eg <i>abeille, baleine, coccinelle, méduse, pieuvre, souris</i>, as on slide 3. Encourage accurate pronunciation. Throw a soft ball to individual children and invite them to echo the word that you model.</li> <li>▪ Model the spelling of each word, and invite the children to echo this in chorus. In pairs, children have 6 small pictures, and hold up the noun they think you are spelling when you say “<i>Montrez-moi!</i>” (show me). Challenge individual children to identify a word by its spelling, either by inviting the child to stand at the front facing away from the whiteboard, or by muting the screen.</li> <li>▪ Some children might be able to spell words from memory, for others to identify.</li> </ul> <p style="text-align: right;">Slides 2 &amp; 3</p>
New vocabulary:  <i>dans la mer</i>	<ul style="list-style-type: none"> <li>▪ Using slide 4, introduce the adverbial phrase <i>dans la mer</i> (in the sea). Hold up some picture cards in turn, and tell the children what you can see in the sea, e.g. <i>Dans la mer, je vois une pieuvre</i>.</li> <li>▪ Using slides 5-18, or picture cards, invite the children to say what they can see in the sea. Invite children to take turns in asking the question <i>Que vois-tu dans la mer?</i> (What can you see in the sea?), and in answering the question.</li> <li>▪ Using slide 19 as a template, invite the children to work in pairs or small groups, taking turns to ask and answer questions. Alternatively, give each group a “<i>Dans la mer Placemat</i>”, and a set of picture cards, so that they can create their own sentences. If you wish to include <i>un poisson</i> in the picture set, can the children remember that this is a masculine noun?</li> </ul> <p style="text-align: right;">Slides 4-19 and / or large picture cards to hold up; Placemat <i>Dans la mer</i> and sets of small picture cards</p>
Writing – <i>dans la mer</i>	<ul style="list-style-type: none"> <li>▪ If time is available, children might enjoy writing a sentence or two, or creating their own minibook.</li> </ul>
① Grammar Point – a homophone	<ul style="list-style-type: none"> <li>▪ Can the children say what a homophone is? It is a word that sounds exactly the same as another word, when the words are pronounced. Can the children give any examples of homophones in English? They might have come across examples such as <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>.</li> <li>▪ Using slide 20, show the children some examples of homophones in French. Can the children think of sentences in which they have used any of these words?</li> </ul> <p style="text-align: right;">Slide 20</p>
Knowledge about France <i>La Place du Tertre</i>	<ul style="list-style-type: none"> <li>▪ Invite the children to discover a beautiful part of Paris, a large square called <i>la Place du Tertre</i>, famous for the presence of artists who paint there and sell their work.</li> </ul> <p style="text-align: right;">Slide 21</p>
End of lesson	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir!</i></li> </ul> <p style="text-align: right;">Slide 22</p>

## Lesson 17

Language content: *La Place de la Bastille*

Learning focus	Teaching sequence
Starter activity Revision - nouns and adjectives	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy all exchange greetings.</li> <li>▪ Revise some simple, short phrases, in which a noun is followed by an adjective. Display some feminine nouns, and 6 colour adjectives (as on slide 3), and allow children create a phrase, e.g. <i>une souris rouge, jaune et orange</i>. Each child could throw a dice to show how many adjectives they should attach to the noun, for example if they throw a six they must use all 6 adjectives, <i>une abeille rouge, jaune, orange, rose, bleue et noire</i>.</li> </ul> <p style="text-align: right;"><b>Slides 2 &amp; 3</b></p>
Feminine nouns and adjectival agreement  ⓘ Language Learning Skills – using a speaking frame	<ul style="list-style-type: none"> <li>▪ Using slide 4, display a further 3 colour adjectives – <i>grise, verte</i> and <i>blanche</i>. Model some spoken examples using a feminine noun and the 3 new adjectives. Do the children notice that these adjectives sound different when they are describing a feminine noun? This is because, in French, an adjective must <b>agree</b> with the noun it is describing, and to do this, an ‘e’ is usually added to the adjective. This means that there is a sound change in <i>grise, verte</i> and <i>blanche</i>, and the usually silent final consonant is no longer the final letter of the word. Note that <i>blanc</i> adds ‘he’ to become <i>blanche</i>. To show the feminine spellings of each adjective on slides 3 and 4, click the “show” button.</li> <li>▪ Using slides 5-12, or picture cards and coloured cards, invite children to create further examples of feminine nouns with adjectives.</li> <li>▪ Using slide 13 as a template, invite children to work in pairs to create simple examples using both masculine and feminine nouns. A printed placemat can be used for this activity. Slide 14 can be used to show examples.</li> </ul> <p style="text-align: right;"><b>Slides 4-14; Placemat Speaking Frame Leçon 17</b></p>
ⓘ Grammar Point - gender of nouns and adjectival agreement	<ul style="list-style-type: none"> <li>▪ Slides 15-18 can be used to help explain the concept of agreement of the adjective with its noun, by gender.</li> </ul> <p style="text-align: right;"><b>Slides 15-18</b></p>
Dictionary Skills sorting words by their first letter, or first 2 letters	<ul style="list-style-type: none"> <li>▪ Allow children to sort words into alphabetical order. In pairs or small groups, children have 3 coloured Multilink cubes in red, yellow and blue. They place the cubes in the order they think the words should appear. Some children may wish to use an alphabet placemat for support (see Module 2). On slides 23-25 some words begin with the same first letter. This activity can be achieved within a literacy lesson rather than a French lesson, if preferred.</li> </ul> <p style="text-align: right;"><b>Slides 19-25</b></p>
Knowledge about France <i>La Place de la Bastille</i>	<ul style="list-style-type: none"> <li>▪ Invite the children discover another Paris square, the <i>Place de la Bastille</i>. The Bastille (a former prison) no longer exists, but it played a significant role in the French Revolution of 1789. See slide notes for further information.</li> </ul> <p style="text-align: right;"><b>Slide 26</b></p>
End of lesson.	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i></li> </ul> <p style="text-align: right;"><b>Slide 27</b></p>

## Lesson 18

Language content: *La Place de la Concorde*.

Learning focus	Teaching sequence
Starter activity  Revision game – feminine nouns and adjectives	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy all exchange greetings.</li> <li>▪ Play a game of secret signal (as in <i>leçon 11</i>). Choose a noun for all children to chant, but the adjective changes to the next one on the list each time the secret signal is given, e.g. <i>une souris rouge, une souris jaune, une souris orange</i>.</li> </ul> <p style="text-align: right;"><b>Slides 2 &amp; 3</b></p>
Simple spoken sentences using feminine nouns and adjectives	<ul style="list-style-type: none"> <li>▪ Using slides 4-19, challenge the children to create sentences that begin with an adverbial phrase (<i>dans la mer</i>), and contain a verb (<i>je vois</i>), and feminine nouns and adjectives. Invite some children to ask the question <i>Que vois-tu dans la mer ?</i>, and others to answer it.</li> <li>▪ Using slide 20 as a speaking frame, allow children time in pairs or small groups to practise creating their own sentences. If preferred, a placemat can be used.</li> <li>▪ In a plenary, invite some children to share the sentences they have practised.</li> </ul> <p style="text-align: right;"><b>Slides 4-20; Placemats leçon 18 fem nouns adjectives</b></p>
<p><b>① Grammar Point – question words</b>            recognising spoken questions            recognising written questions</p>	<ul style="list-style-type: none"> <li>▪ Can the children say what a question word is? Slide 21 shows examples of question words in English and in French, and can be used to help develop an understanding of the role of question words. An interrogative word, or question word, is a function word used to ask a question, such as <b>what, when, where, who, why</b> and <b>how</b>. They are sometimes called wh-words, because in English most of them start with wh-. In both English and French, it is useful to be able to identify question words, and to know that they indicate that a question is being asked. They form one part of the grammatical pattern in a sentence that indicates its function as a question.</li> <li>▪ The question word <i>que</i> means <b>what</b>, so <i>Que vois-tu ?</i> means <b>What can you see?</b> The children have also met this in the question <i>Qu'est-ce qu'il y a à Paris ?</i> - <b>What is there in Paris?</b> Here, it has lost its final 'e' through elision, as the following word begins with a vowel.</li> <li>▪ Can children explain how they are able to recognise a question when they hear it or see it? When hearing a question, we sometimes hear a question word, and we can hear the rising intonation. When we see a written question, we might recognise a question word, and can see that there is a question mark at the end.</li> </ul> <p style="text-align: right;"><b>Slide 21</b></p>
Knowledge about France <i>La Place de la Concorde</i>	<ul style="list-style-type: none"> <li>▪ Invite the children to discover another large and very beautiful square in Paris, the <i>Place de la Concorde</i>. The Place de la Concorde has been the scene of a number of key historical events, including the execution of King Louis XVI.</li> </ul> <p style="text-align: right;"><b>Slide 22</b></p>
End of lesson.	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i></li> </ul> <p style="text-align: right;"><b>Slide 23</b></p>

## Lesson 19

**Language content:** *dans les bois* (in the woods); *la Place d'Italie*.

Learning focus	Teaching sequence
Starter activity  New vocabulary – <i>dans les bois</i>	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy all exchange greetings.</li> <li>▪ Model the new spoken phrase, and show the image of the woods on slide 3. Can any children guess the meaning of the new phrase, as they have already met <i>le Bois de Boulogne</i> and <i>le Bois de Vincennes</i>?</li> <li>▪ Use slides 4-6 to encourage children to ask and answer questions beginning with the new adverbial phrase. Invite the children to make up any spoken sentences they can, starting with <i>Dans les bois,...</i></li> </ul> <p style="text-align: right;"><b>Slides 2-6</b></p>
Revision  <i>dans le jardin, dans la mer</i>	<ul style="list-style-type: none"> <li>▪ Using slides 7-10, remind the children of other adverbial phrases, and challenge certain children to create sentences with these.</li> <li>▪ Some children might be able to create a compound sentence, by using a conjunction to link two sentences, e.g. <i>Dans les bois, je vois un cochon rose et dans la mer je vois une baleine.</i></li> </ul> <p style="text-align: right;"><b>Slides 7-10</b></p>
Using a speaking frame – developing spoken sentences using an adverbial opener, a verb, nouns, adjectives and conjunctions	<ul style="list-style-type: none"> <li>▪ Allow children to work in pairs or small groups. Display a speaking frame, to enable children to select the language they need in order to create a variety of sentences. Two speaking frames have been provided, on slides 11 and 12. On slide 11, the masculine and feminine nouns are grouped separately, but on slide 12 the nouns are placed in one group so that children need to remember the gender of the nouns they choose. Both frames are supplied as placemats. Teachers may decide to use slide 11 the first time this lesson is used, and slide 12 later on to provide a little more challenge.</li> <li>▪ In a plenary, invite some children to contribute a spoken sentence.</li> </ul> <p style="text-align: right;"><b>Slides 11 and 12; Placemats leçon 19A and leçon 19B</b></p>
<b>📌 Grammar Point – adverbial phrases of place, fronted adverbials and punctuation</b>	<ul style="list-style-type: none"> <li>▪ What do the children know about adverbs? Slides 13 and 14 can be used as a basis for explanation and discussion. An adverb gives information about the verb, such as how, when or where that action is taking place. The adverbs that the children are using here are adverbial phrases of place. When an adverbial phrase is used at the start of a sentence, it is known as a fronted adverbial, and in a written sentence it is followed by a comma.</li> </ul> <p style="text-align: right;"><b>Slides 13 and 14</b></p>
Knowledge about France  <i>la Place d'Italie</i>	<ul style="list-style-type: none"> <li>▪ Invite the children discover another vibrant square in Paris, the <i>Place d'Italie</i>.</li> </ul> <p style="text-align: right;"><b>Slide 15</b></p>
End of lesson.	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i></li> </ul> <p style="text-align: right;"><b>Slide 16</b></p>

## Lesson 20

Language content: *La Place Vendôme*.

Learning focus	Teaching sequence
Starter activity Practising greetings	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys all exchange greetings.</li> <li>▪ Throw a soft ball to individual children and exchange greetings, or ask a variety of well-known questions.</li> </ul> <p style="text-align: right;"><b>Slide 2</b></p>
Using a writing frame – developing written sentences using an adverbial opener, a verb, nouns, adjectives and conjunctions	<ul style="list-style-type: none"> <li>▪ Display the writing frame on slide 3. Use the frame for some speaking practice, to ensure that children understand how to use the frame to create sentences. Focus on the gender of nouns, and on agreement of adjectives with the noun. Slide 4 gives examples of sentences that can be created from the writing frame. Discuss the importance of correct punctuation, such as a capital letter on the first word of the sentence, and the use of the comma and full stop.</li> <li>▪ Allow children to create a number of written sentences. A placemat can be given to children who would find this helpful.</li> <li>▪ Informal peer assessment: allow children to check each other's work, and to offer praise, encouragement and support, as well as suggestions for improvement.</li> <li>▪ Some children might be able to create compound sentences.</li> <li>▪ In a plenary, share some of the sentences written by the children. Offer praise and encouragement for what the children have achieved, and discuss some of the sentences, inviting children to identify grammatical features, or to suggest improvements.</li> </ul> <p style="text-align: right;"><b>Slides 3-4; Placemat leçon 20 writing frame</b></p>
<b>📌 Grammar Point – the roles of a conjunction</b>	<ul style="list-style-type: none"> <li>▪ Using slide 5, discuss with the children how a conjunction can be used to link together the final two nouns in a sequences, or the final two adjectives. There are examples of this on the slide. Some children might be able to show how a compound sentence can be created using a conjunction to link two sentences.</li> </ul> <p style="text-align: right;"><b>Slide 5</b></p>
Knowledge about France <i>La Place Vendôme</i>	<ul style="list-style-type: none"> <li>▪ Invite the children to discover another large square in Paris, the <i>Place Vendôme</i>. The column in the centre of the Place was erected by napoleon 1 to commemorate the Battle of Austerlitz.</li> </ul> <p style="text-align: right;"><b>Slide 6</b></p>
Talking about Paris	<ul style="list-style-type: none"> <li>▪ Using slide 7, provide an opportunity for children to talk about Paris, either in a plenary or in pairs or small groups.</li> </ul> <p style="text-align: right;"><b>Slide 7</b></p>
End of lesson.	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i></li> </ul> <p style="text-align: right;"><b>Slide 8</b></p>

## Assessment



Learning focus	I can...
Knowledge about France and the UK	<ul style="list-style-type: none"> <li>▪ I have further developed my knowledge about Paris and its large squares.</li> <li>▪ I can name, and pronounce correctly, five Paris squares: <i>la Place du Tertre, la Place de la Bastille, la Place de la Concorde, la Place d'Italie</i> and <i>la Place Vendôme</i></li> <li>▪ I can talk about Paris and its monuments, parks, gardens and squares.</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>▪ I know an increasing range of sentence starters (fronted adverbials), such as <i>dans la mer, dans le jardin, dans les bois, à Paris, à Londres.</i></li> <li>▪ I can recognise a range of question words in French, e.g. <i>comment, quel, où</i> and <i>que,</i></li> </ul>
Dictionary skills	<ul style="list-style-type: none"> <li>▪ I can place words into alphabetical order by their first letter, or their first two letters.</li> </ul>
Asking and answering questions	<ul style="list-style-type: none"> <li>▪ I can ask and answer questions using question words such as <i>comment, que</i> and <i>quel.</i></li> <li>▪ I can recognise a spoken question if a question word is used, and by the tone of voice or rising intonation.</li> <li>▪ I can recognise a written question if a question word is used, and by the question mark at the end.</li> </ul>
Language Learning Skills	<ul style="list-style-type: none"> <li>▪ I can use speaking frames to help me to create simple spoken sentences using several word types, and can apply my knowledge of gender and agreement.</li> <li>▪ I can use writing frames to help me create simple written sentences using several word types, with largely accurate spelling and syntax, and can apply my knowledge of gender, agreement and punctuation.</li> </ul>
Spelling skills	<ul style="list-style-type: none"> <li>▪ I can recognise certain nouns by hearing the spelling.</li> <li>▪ I can spell certain nouns accurately.</li> </ul>
Knowledge about language (Grammar)	<ul style="list-style-type: none"> <li>▪ I know that a homophone is a word that sounds exactly the same as another word, when the words are pronounced, e.g. <i>ou, où.</i></li> <li>▪ I know about adjectival agreement: when an adjective describes a noun, the adjective must agree with the gender of the noun.</li> <li>▪ I know that when an adjective describes a feminine noun, it must agree by adding an 'e', unless it already ends in an 'e'.</li> <li>▪ I know that question word is used to ask a question, such as <b>what, when, where, who, why</b> and <b>how.</b></li> <li>▪ I know that an adverb gives information about the verb, such as when, where or how the action is taking place.</li> <li>▪ I know that an adverb of place identifies where the action is taking place.</li> <li>▪ I know that a fronted adverbial is followed by a comma in written sentences.</li> <li>▪ I know that a conjunction can be used to link the last 2 nouns in a sequence, or the last 2 adjectives in a sequence.</li> </ul>
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> <li>▪ I can join in singing a song such as <i>Une souris verte.</i></li> <li>▪ I can recite a rhyme such as <i>Monsieur l'escargot</i> from memory.</li> <li>▪ I have listened to a story such as <i>Le petit éléphant et les contraires.</i></li> </ul>