

Module 5
Lesson Plans 21-25
Niveau blanc
Summer Term First Half
Year 4



niveau blanc

Learning Objectives for module 5

Leçon 21

- ask questions using *Où est...?*
- understand which form of the definite article to use with nouns, e.g. *le furet, la coccinelle, l'araignée*
- learn about the subject pronouns *il* and *elle*

Leçon 22

- talk about favourite animals
- revise all 4 forms of the definite article; *le, la, l', les*
- learn about subject pronouns in the plural – *ils* and *elles*
- learn a plural verb form - *sont*

Leçon 23

- talk about likes and dislikes using *j'aime* and *je n'aime pas...*
- be understand the function of the negative adverb *ne...pas*
- learn the plural indefinite article – *des* – and know that it can not be omitted in French

Leçon 24

- participate in conversations about which animals I like
- ask and answer questions about how many things there are
- use a numeral as a determiner
- be introduced to the concept of elision in spoken language
- understand how elision affects the spelling of words (use of the apostrophe to replace missing letters)

Leçon 25

- learn how to use the adverbial pronoun *en*
- practise talking about Paris, using a growing bank of words

Vocabulary

Question words / Questions and answers

Où est... ? *Where is... ?*
Il est... / Elle est... *It is*

Quel est ton animal préféré ?
What is your favourite animal?

Mon animal préféré, c'est...
My favourite animal is...

Tu aimes... ? *Do you like... ?*
j'aime... *I like...*
je n'aime pas... *I don't like...*

Question words / Questions and answers

Tu aimes quels animaux ?
Which animals do you like?

Il y a combien de... ?
How many [nouns] are there?

Subject pronouns

il *he / it*
elle *she / it*

Plural indefinite article

des *some, any (or can be omitted in English)*

Negative adverb

ne...pas *not*

Adverbial pronoun

en *of them (replaces de+noun phrase)*

Paris Landmarks

L'Île de la Cité
L'Île Saint-Louis
La Conciergerie
Le Palais de Justice
La Sainte-Chapelle

Grammar and Pronunciation

① Grammar Point – subject pronoun

A noun can be replaced by a pronoun: masculine singular nouns by *il*, and feminine singular nouns by *elle*. The plural forms are *ils* and *elles*.

① Grammar Point – verb

A verb can describe an action or a state of being. The French verb *est* means *is*. The plural form, *sont*, means *are*.

① Grammar Point – plural form of noun and determiner

A French noun generally adds an 's' in the plural. The determiner must match the plural form of the noun, e.g. *les furets, les chats*.

① Grammar Point – negative adverb *ne...pas*

A negative adverb is used to change a positive statement into a negative statement. In English, the adverb *not* is used. In French, the adverb *ne...pas* is wrapped around the verb, e.g. *j'aime / je n'aime pas*.

① Grammar Point – plural form of the indefinite article

In English, this can be included – *There are some ferrets* – or omitted – *There are ferrets*. In French, the determiner can not be omitted – *Il y a des furets*.

① Grammar Point – numeral as determiner

A numeral can be a determiner, e.g. *deux coccinelles, trois chats*.

① Grammar Point – question word *combien de*

Combien de asks how many.

① Grammar Point – adverbial pronoun *en*

The pronoun *en* can replace *de + noun*, e.g. *Il y a combien de méduses? Il y en a 5*. It can be omitted in English, but not in French.

① Pronunciation Point – elision

Elision is the omission of a sound or syllable when speaking.

① Spelling Point – elision

When elision occurs in speaking, the written form uses an apostrophe to replace the missing letter(s).

Using the Internet

- Île de la Cité - www.notredamedeparis.fr/On-the-Ile-de-la-Cite
- la Conciergerie - <http://conciergerie.monuments-nationaux.fr/>
- la Sainte-Chapelle - <http://sainte-chapelle.monuments-nationaux.fr/>

Resources

- cuddly toy, soft ball
- picture cards of animals
- placemats:
 - ❖ leçon 21 speaking frame
 - ❖ leçon 22 slide 5 speaking frame
 - ❖ leçon 22 slide 27 speaking frame
 - ❖ leçon 23 slide 7 speaking frame
 - ❖ leçon 23 slide 28 speaking frame
 - ❖ leçon 24 speaking frame
 - ❖ leçon 25 slide 11 speaking frame
 - ❖ leçon 25 slide 16 Paris frame

Teacher guidance

Cultural guidance

<i>L'Île de la Cité</i>	<p>The <i>Île de la Cité</i> is one of two remaining natural islands in the Seine within the city of Paris (the other being the <i>Île Saint-Louis</i>). It is the centre of Paris and the location where the medieval city was refounded.</p> <p>The western end has held a palace since Merovingian times, and its eastern end since the same period has been consecrated to religion, especially after the 10th century construction of a cathedral preceding today's <i>Notre Dame</i>. The land between the two was, until the 1850s, largely residential and commercial, but since has been filled by the city's <i>Prefecture de Police</i>, <i>Palais de Justice</i>, <i>Hôtel-Dieu</i> hospital and <i>Tribunal de Commerce</i>. Only the westernmost and northeastern extremities of the island remain residential today, and the latter preserves some vestiges of its 16th century canon's houses. The <i>Mémorial des Martyrs de la Déportation</i>, a memorial to the 200,000 people deported from Vichy France to the Nazi concentration camps during the Second World War, is located at the upriver end of the island.</p>
<i>L'Île Saint-Louis</i>	<p>The <i>Île Saint-Louis</i> is one of two natural islands in the Seine river in Paris, (the other natural island is <i>Île de la Cité</i>; the <i>Île aux Cygnes</i> is artificial).</p> <p>The <i>Île Saint-Louis</i> is connected to the rest of Paris by four bridges to both banks of the river, and to the <i>Île de la Cité</i> by the <i>Pont Saint-Louis</i>. This island was formerly used for the grazing of market cattle and stocking wood.</p>
<i>La Conciergerie</i>	<p>The <i>Conciergerie</i> is a former prison in Paris, located on the west of the <i>Île de la Cité</i>. It was part of the former royal palace, the <i>Palais de la Cité</i>, which consisted of the <i>Conciergerie</i>, <i>Palais de Justice</i> and the <i>Sainte-Chapelle</i>. Hundreds of prisoners during the French Revolution were taken from the <i>Conciergerie</i> to be executed on the guillotine at a number of locations around Paris.</p>
<i>Le Palais de Justice</i>	<p>The <i>Palais de Justice</i> is located on the <i>Île de la Cité</i> in central Paris. Among the oldest surviving buildings of this former royal palace are the <i>Sainte Chapelle</i> and the <i>Conciergerie</i>. The justice of the state has been dispensed at this site since medieval times. From the sixteenth century to the French Revolution this was the seat of the <i>Parlement de Paris</i>. The building was reconstructed between 1857 and 1868 and was opened in October 1868. Security is maintained by gendarmes.</p>
<i>La Sainte-Chapelle</i>	<p>The <i>Sainte-Chapelle</i> (Holy Chapel) is a royal medieval Gothic chapel, located on the <i>Île de la Cité</i> in the heart of Paris. Begun some time after 1239 and consecrated on 26 April 1248, the <i>Sainte-Chapelle</i> is considered among the highest achievements of the Rayonnant period of Gothic architecture. Its erection was commissioned by King Louis IX of France to house his collection of Passion Relics, including Christ's Crown of Thorns - one of the most important relics in medieval Christendom. Along with the <i>Conciergerie</i>, the <i>Sainte-Chapelle</i> is one of the earliest surviving buildings of the Capetian royal palace on the <i>Île de la Cité</i>. Although damaged during the French revolution, and restored in the 19th century, it retains one of the most extensive in-situ collections of 13th-century stained glass anywhere in the world.</p>

Source - Wikipedia

Lesson 21

Language content: *Où est... ?* (Where is... ?) ; il (he/it), elle (she/it) ; *l'Île de la Cité*.

Learning focus	Teaching sequence
Starter activity New vocabulary <i>Où est... ?</i>	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Having earlier hidden items known to the children, such as <i>Nounours</i> and <i>Annick</i>, or any other toys that help you with French, pretend to look for them. Ask the question <i>Où est Nounours ?</i> or <i>Où est Annick ?</i> and use vocal expression and body language to help the children understand that you are looking for something. When you find the item, you could say <i>Ah, voilà Nounours ! Ah, voilà Annick ! (Ah, there is Annick!)</i>. If you wish to continue this game, or play it add odd times through the week, ask the children to close their eyes as you (or a child) move round the room and hide the object. <p style="text-align: right;">Slide 2</p>
Question and answer using the definite article <i>Où est le/la/l' ?</i>	<ul style="list-style-type: none"> Using slide 3, show the question <i>Où est... ?</i> Can the children identify <i>où</i> (the question word, <i>where</i>) as a homophone of <i>ou</i>, (the conjunction, <i>or</i>)? Can the children identify <i>où</i> as a question word? Slide 4 can be used as a prompt. Using slides 5-10, ask questions about nouns and places known to the children. This activity can be extended without the use of images, by inviting the children to use their imagination, e.g. <i>Où est la Tour Eiffel ? La Tour Eiffel est à Paris. Où est le renard ? Le renard est à Paris</i>. Invite children to take turns in creating their own questions and answers using this model. <p style="text-align: right;">Slides 3-10</p>
New vocabulary Subject pronouns <i>il</i> and <i>elle</i>	<ul style="list-style-type: none"> Using slides 11-19, invite children, in turn, to ask you the questions on each slide. You answer using a subject pronoun, instead of repeating the noun. Can the children work out the meaning of <i>il</i> and <i>elle</i>? Can they say why there are 2 pronouns? (One to replace masculine nouns, and the other feminine). Using slide 20 as a speaking frame, invite children to create questions and answers using this model. Allow children 2 or 3 minutes to work with a partner, using the speaking frame, to practise creating questions and answers. If helpful, a placemat is available. <p style="text-align: right;">Slides 11-20; Placemat leçon 21</p>
ⓘ Grammar Point – a pronoun ⓘ Grammar Point – a verb	<ul style="list-style-type: none"> Using slide 21, explore the function of a pronoun. A pronoun can replace a noun or a noun phrase. A masculine noun is replaced by <i>il</i>, and a feminine noun is replaced by <i>elle</i>. Encourage the children to relate this to their knowledge of English. For example, which pronouns would we use to replace <i>the Eiffel Tower, the duck, Nora or Julien</i>? Using slide 22, explore the function of a verb. In French, <i>est</i> is a verb. In English, it means <i>is</i>. <p style="text-align: right;">Slides 21 & 22</p>
Knowledge about France <i>l'Île de la Cité</i>	<ul style="list-style-type: none"> Invite the children to discover a beautiful part of Paris, an island in the middle of the River Seine, the <i>Île de la Cité</i>. <p style="text-align: right;">Slide 23</p>
End of lesson	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 24</p>

Lesson 22

Language content: *Quel est ton animal préféré ?* (What is your favourite animal?); *Mon animal préféré, c'est...* (My favourite animal is...); *l'île Saint-Louis.*

Learning focus	Teaching sequence
Starter activity New vocabulary <i>Quel est ton animal préféré ?</i> <i>Mon animal préféré, c'est...</i>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Holding up a picture card or a toy, tell the children what your favourite animal is, e.g. <i>Mon animal préféré, c'est le renard.</i> Use tone of voice and facial expression to support the meaning. Invite the children to guess the meaning of what you are saying. Using slides 3 and 4, model the question and answer. ▪ Using slide 5 as a backdrop, invite individual children to choose a picture card to show the class (or to point to an animal on the slide), and to say what their favourite animal is when you ask them the question. ▪ Using slide 5 as a backdrop, start a question and answer chain around the class, in which children in turn ask and then answer the question, e.g. <i>James, quel est ton animal préféré ? Mon animal préféré, c'est la baleine.</i> A placemat can be used if helpful. ▪ Slide 6 can provide material to help the children remember a range of question words in English. The question <i>Quel est ton animal préféré ?</i> means <u>Which</u> or <u>What</u> is your favourite animal? <p style="text-align: right;">Slides 2-5 ; Picture cards of animals; Placemat Speaking Frame Leçon 22 slide 5</p>
① Grammar Point – plural forms of nouns, pronouns and verbs New vocabulary Subject pronouns <i>ils</i> and <i>elles</i> Plural verb form <i>sont</i>	<ul style="list-style-type: none"> ▪ Using picture cards, or slides 7-12, remind the children about the concept of singular and plural and how this can be represented in French. Can the children think of equivalents in English, and explain why there are 4 forms of the definite article in French? (3 singular forms: <i>le</i> with masculine nouns beginning with a consonant, <i>la</i> for feminine nouns beginning with a consonant, and <i>l'</i> for all nouns beginning with a vowel; 1 plural form – <i>les</i> – for all nouns). Slide 13 can provide a backdrop for this discussion. ▪ Using slides 14 and 15, model a question and answer about plural nouns. Emphasise the pronoun <i>ils</i>, which replaces a masculine plural noun, and the pronoun <i>elles</i>, which replaces a feminine plural noun. Emphasise also the verb – <i>sont</i> – which is a plural form. ▪ Slides 16 to 26 provide an opportunity to practise asking and answering the question using a variety of nouns and adverbs. ▪ Using slide 27, or the placemats, allow the children time to practise asking and answering the question in pairs or small groups. <p style="text-align: right;">Slides 6-11; Placemat Speaking Frame Leçon 22 slide 27</p>
① Grammar Point – a pronoun ① Grammar Point – a verb	<ul style="list-style-type: none"> ▪ Use slides 28 and 29 to revisit the function of a pronoun. A pronoun can replace a noun or a noun phrase. A masculine plural noun is replaced by <i>ils</i>, and a feminine plural noun is replaced by <i>elles</i>. Encourage the children to relate this to their knowledge of English. For example, which pronouns would we use to replace the noun phrase in <i>The ducks are in the garden. ?</i> ▪ Use slide 30 to revisit the function of a verb. In French, <i>sont</i> is a verb. In English, it means <i>are</i>. <p style="text-align: right;">Slides 28-30</p>
Knowledge about France <i>l'île Saint-Louis</i>	<ul style="list-style-type: none"> ▪ Invite the children to discover another island in the middle of the River Seine, the <i>île Saint-Louis</i>. <p style="text-align: right;">Slide 31</p>
End of lesson.	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 32</p>

Lesson 23

Language content: *Tu aimes...? (Do you like...?); j'aime... (I like...); je n'aime pas... (I don't like...); des (plural indefinite article); La Conciergerie.*

Learning focus	Teaching sequence
Starter activity Revision of adverbs <i>oui</i> and <i>non</i> New vocabulary <i>Tu aimes...? J'aime...</i>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Remind the children of the meaning of the response words <i>oui</i> and <i>non</i>. Nod your head, saying <i>oui</i>, shake your head, saying <i>non</i>. ▪ Using pictures, or slides 3-6, model the phrases <i>J'aime...</i> and <i>Je n'aime pas...</i> with a variety of animals or other nouns. Ask the children the question about a variety of animals, e.g. <i>Tu aimes les furets?</i> Children may respond initially with just <i>Oui</i> or <i>Non</i>. Encourage children gradually to use a full sentence when they answer, e.g. <i>Oui, j'aime les furets / Non, je n'aime pas les furets</i>. ▪ Using slide 8 as a speaking frame, invite the children to ask and answer questions. ▪ Allow children time to use the speaking frame to practise with a partner. A placemat is available. <p style="text-align: right;">Slides 2-8 ; Placemat leçon 23 slide 7</p>
📌 Grammar Point – <i>verb j'aime</i> <i>negative adverb ne...pas</i>	<ul style="list-style-type: none"> ▪ Discuss the difference between positive and negative statements, using examples in English. Can children recognise the difference between them? The simplest way to answer a question negatively is simply to say <i>no</i> (English) or <i>non</i> (French). To respond with a complete sentence, we use the negative adverb <i>not</i> (English) or <i>ne...pas</i> (French). The 2 parts of the French negative adverb must wrap around the verb, for instance if the verb is <i>aime</i>, it becomes <i>je n'aime pas</i>. The 'e' in <i>ne</i> is omitted and replaced by an apostrophe, when the following word begins with a vowel. <p style="text-align: right;">Slides 8 & 9</p>
Revision of <i>il y a</i> + singular noun New vocabulary <i>des</i> (plural indefinite article)	<ul style="list-style-type: none"> ▪ Using picture cards or slides 10-15, model some sample sentences that show nouns in the singular and in the plural. Pointing to some examples, ask questions such as <i>Il y a un lapin ou des lapins?</i> ▪ Using slides 16-27, model some questions and answers, and invite the children to answer some of the questions. Slide 28 can be used as a speaking frame to allow practice in asking and answering questions using plural nouns. A placemat is available. <p style="text-align: right;">Slides 10-27; Placemat leçon 23 slide 28</p>
📌 Grammar Point – the plural form of the indefinite article	<ul style="list-style-type: none"> ▪ Invite the children to share what they can remember about determiners, and in particular about the indefinite article. In English, the plural indefinite article can be omitted, e.g. <i>In the woods, there are ferrets and ladybirds</i>. It can be included if desired, e.g. <i>In the woods, there are some ferrets and some ladybirds</i>. In French, it can not be omitted: <i>Il y a des furets et des coccinelles</i>. <p style="text-align: right;">Slides 29-31</p>
Knowledge about France <i>La Conciergerie</i>	<ul style="list-style-type: none"> ▪ Invite the children to discover the <i>Conciergerie</i>, a former prison on an island in the middle of the River Seine in Paris. <p style="text-align: right;">Slide 32</p>
End of lesson.	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 33</p>

Lesson 24

Language content: *Tu aimes quels animaux ?* (Which animals do you like ?); *Il y a combien de... ?* (How many [nouns] are there?); *Le Palais de Justice*

Learning focus	Teaching sequence
Starter activity New vocabulary – <i>Tu aimes quels animaux ?</i> Revision of known vocabulary and structures	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Model a new question - <i>Tu aimes quels animaux ?</i> The children can respond using vocabulary and structures they already know, e.g. <i>J'aime les baleines</i>. By using the conjunction <i>mais</i> (but), they can link together two sentences, e.g. <i>J'aime les baleines, mais je n'aime pas les furets</i>. Slide 3 can be used as a speaking frame, to practise this model of question and answer. A placemat is available. <p style="text-align: right;">Slides 2&3; placemat leçon 24</p>
Revision of numbers New vocabulary – <i>il y a combien de</i> [+ nouns]? Using a numeral as a determiner	<ul style="list-style-type: none"> ▪ Revise numbers known by the children. Using slides 4-9, or picture cards combined with number cards, invite the children to identify the number of nouns they can see. Now, using slides 10-15, invite the children to use a complete sentence when answering the question, e.g. <i>Il y a combien de furets? Il y a cinq furets</i>. ▪ Using slides 16 and 17, allow children to take turns asking and answering questions. ▪ Using slide 18, allow children time to practise asking and answering questions in pairs or small groups. A placemat is available. <p style="text-align: right;">Slides 4-18</p>
<p>① Grammar Point – a numeral as a determiner</p> <p>① Grammar Point – question words, e.g. <i>combien</i></p> <p>① Pronunciation Point – elision</p>	<ul style="list-style-type: none"> ▪ Discuss how a numeral can be used as a determiner. Slide 19 could be used as a backdrop for this discussion. ▪ Revisit the function of question words. Have the children noticed that there are two parts to the question word “How many...?” – <i>Combien de... ?</i> When the noun begins with a consonant, there is no change in this question word, e.g. <i>Il y a combien de furets?</i> However, when the noun begins with a vowel, the ‘de’ must lose its vowel, e.g. <i>Il y a combien d'abeilles?</i> This can also happen in English, e.g. I do not like chocolate → I don't like chocolate. The omission of a sound (such as a vowel) or syllable, in order to make the words easier to pronounce, is known as “elision”. <p style="text-align: right;">Slides 19, 20 & 21</p>
Knowledge about France <i>Le Palais de Justice</i>	<ul style="list-style-type: none"> ▪ Invite the children to discover the <i>Palais de Justice</i>, part of a former royal palace on the <i>Île de la Cité</i>, an island in the middle of the River Seine in Paris. <p style="text-align: right;">Slide 22</p>
End of lesson.	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 23</p>

Lesson 25

Language content: The adverbial pronoun *en* (of them) ; *La Sainte-Chapelle*

Learning focus	Teaching sequence
Starter activity Practising known questions and answers	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys all exchange greetings. ▪ Throw a soft ball to individual children and exchange greetings, or ask a variety of well-known questions. ▪ Using picture cards, or simply using the imagination, ask children to say how many nouns there are, e.g. <i>Il y a combien d'araignées? Il y a trois araignées.</i> <p style="text-align: right;">Slide 2</p>
New vocabulary: the pronoun <i>en</i>	<ul style="list-style-type: none"> ▪ Using slides 3 and 4, model the question and answer, showing that the noun phrase can be replaced by the pronoun <i>en</i>. We are asking "How many fish are there?" "There are five [of them]." ▪ Using slides 5-10, give the children some practice in asking and answering questions, using this format. ▪ Using slide 11 as a speaking frame, provide an opportunity for children to work in pairs or small groups, creating questions and answers. A placemat is available. <p style="text-align: right;">Slides 3-11; Placemat leçon 25 slide 11</p>
① Grammar Point – the adverbial pronoun <i>en</i>	<ul style="list-style-type: none"> ▪ Using slide 12, revisit the function of a pronoun – a pronoun replaces a noun or a noun phrase. ▪ Using slides 13 and 14, explain the function of the French adverbial pronoun <i>en</i>. Here, the pronoun <i>en</i> can be used to replace the 'de + noun' phrases. In a sentence with a modifier such as a numeral plus noun, <i>en</i> replaces the noun and the modifier or number is placed at the end of the sentence. Note that "of it" and "of them" are usually optional in English, but <i>en</i> can not be omitted in French. <p style="text-align: right;">Slides 12-14</p>
Knowledge about France <i>La Sainte-Chapelle</i>	<ul style="list-style-type: none"> ▪ Invite the children to discover the <i>Sainte-Chapelle</i>, the chapel belonging to a former royal palace on the <i>Île de la Cité</i>, an island in the middle of the River Seine in Paris. The <i>Sainte-Chapelle</i> has one of the most extensive collections of 13th-century stained glass anywhere in the world. <p style="text-align: right;">Slide 15</p>
Talking about Paris	<ul style="list-style-type: none"> ▪ Using slide 16, provide an opportunity for children to talk about Paris, either in a plenary or in pairs or small groups. <p style="text-align: right;">Slide 16; Placemat leçon 25 slide 16</p>
End of lesson.	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 17</p>

Assessment



Learning focus	I can...
Knowledge about France and the UK	<ul style="list-style-type: none"> I have further developed my knowledge about Paris. I can name, and pronounce correctly, five Paris landmarks: <i>l'Île de la Cité, l'Île Saint-Louis, la Conciergerie, le Palais de Justice and la Sainte-Chapelle.</i> I can talk knowledgeably about Paris and many of its monuments, parks, gardens, squares and islands in the River Seine.
Vocabulary	<ul style="list-style-type: none"> I can say which animals I like or don't like using <i>J'aime</i> and <i>Je n'aime pas.</i> I can recognise a growing range of question words in French, e.g. <i>comment, quel, où, que</i> and <i>combien.</i>
Asking and answering questions	<ul style="list-style-type: none"> I can ask and answer questions using question words such as <i>comment, quel</i> and <i>combien.</i> I can ask and answer questions about likes and dislikes, and about how many animals there are.
Pronunciation	<ul style="list-style-type: none"> I know that elision is the omission of a sound or a syllable, in order to make the words easier to say.
Language Learning Skills	<ul style="list-style-type: none"> I can use a wide variety of speaking frames to help me to ask and answer questions, and to hold simple conversations. 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.
Spelling skills	<ul style="list-style-type: none"> I understand the concept of elision in spoken language, and how it means that, in writing, an apostrophe is used to replace any missing letters in words. I can use writing frames and other reference sources to help me spell words accurately.
Knowledge about language (Grammar)	<ul style="list-style-type: none"> I know that a noun can be replaced by a pronoun: masculine singular nouns by <i>il</i>, and feminine singular nouns by <i>elle</i>. The plural forms are <i>ils</i> and <i>elles</i>. I know that a verb can describe an action or a state of being. The French verb <i>est</i> means is. The plural form, <i>sont</i>, means are. I know that a French noun generally adds an 's' in the plural. The determiner must match the plural form of the noun, e.g. <i>les furets, les chats</i>. I know that in French, the determiner can not be omitted – <i>Il y a <u>des</u> furets</i>. In English, it can be included – <i>There are <u>some</u> ferrets</i> – or omitted – <i>There are ferrets</i>. I know that a numeral can be a determiner, e.g. <i><u>deux</u> coccinelles, <u>trois</u> chats</i>. I know that a negative adverb can be used to make a negative statement., e.g. <i>Je <u>n'aime pas</u> les araignées</i> – <i>I do <u>not</u> like spiders</i>. I know that the pronoun en can replace <i>de + noun</i>, e.g. <i>Il y a <u>combien de méduses</u>? Il y <u>en</u> a 5</i>. It can be omitted in English, but not in French.
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> I can join in singing a song such as <i>La poule grise</i>. I can recite a rhyme such as <i>Un petit lapin</i> from memory. I have listened to a story such as <i>Le chien avec une maison sur la tête</i>.