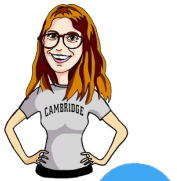




# Hounslow PMFL network

Tuesday 23 May 2023



Rachel Hawkes  
@RachelHawkes60  
[www.rachelhawkes.com](http://www.rachelhawkes.com)  
[rhawkes@combertonvc.org](mailto:rhawkes@combertonvc.org)

# Responses to survey

Phonics	4
Vocabulary	1
(Explicit) Grammar	4
Speaking	1
Assessment   Measuring progress	6
Adaptive teaching	1
Enrichment opportunities	1
Teacher subject knowledge/confidence	1

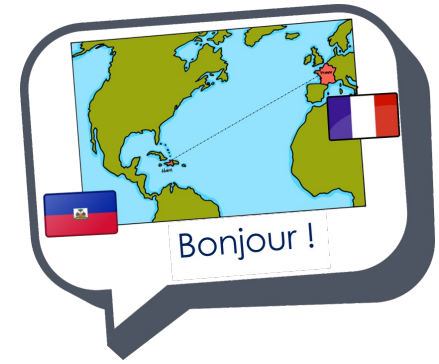
culture

de-colonising the  
curriculum

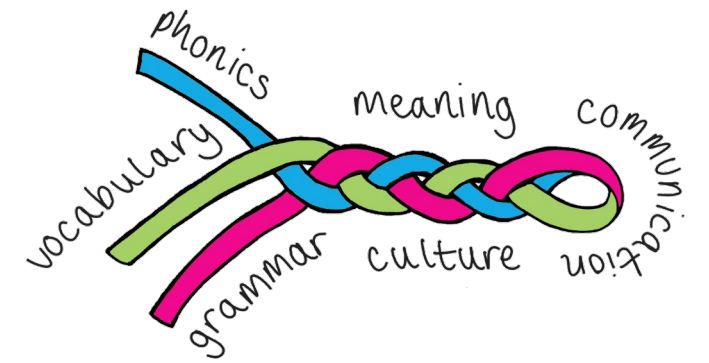
# Ofsted Research Review: languages

Assessments should check the content in the schemes of work and avoid giving too much credit to rote-memorisation of simple fixed phrases at the expense of capacity to recall learnt vocabulary and grammar to construct novel sentences.

Assessment is not used to check pupils have learnt the intended curriculum. Assessment does not check phonics, vocabulary and grammar and how these link in sentences and questions, for example.



# PHONICS

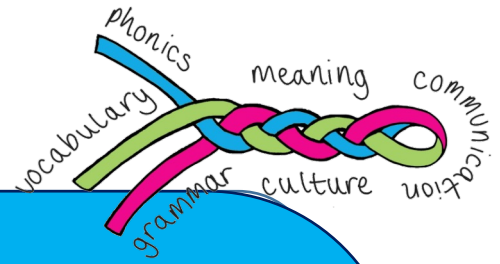


# Phonics

High quality phonics teaching may have the following features:

- Curriculum plans show clear logic behind progression in phonics, including around when to teach differences between English sound–spelling correspondences and those of the target language.
- Planned practice and review of phonemes and how these link to graphemes is in place.
- Curriculum plans show how small differences in sound can unlock meaning for pupils.

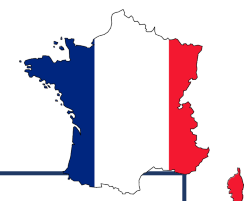
# KS2 curriculum design



**Talk to me first about the phonics in your schemes of learning.**

- How have you identified the different SSC – sound-symbol correspondences to teach?
- How have you sequenced their teaching from Y3 – Y6?
- Which are the first ones you start with, and why those?
- How often do you revisit those?
- Tell me what a typical phonics teaching and practice sequence looks like?
- How do you assess pupils' phonics knowledge?

# Sound-spelling correspondences (SSC)

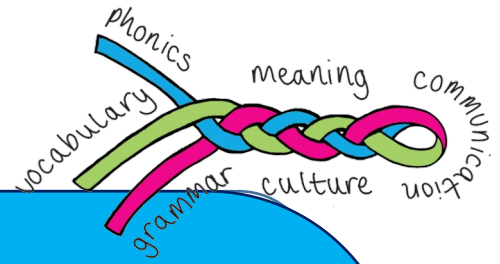


Week Term 1		Week Term 2	SSC	Week Term 2	SSC
1		1	[é] [-er]		
2	Sil	2	[et] [ez]		
3	Sil	3	closed [eu], open [eu]		
4		4	[è   ê]		
5		5	[é] versus [è   ê]		
6		6	[ai]		
7		7	[oi]		
8	[un], liaison c'est un(e)	8	liaison		
9	[ch]	9	[(a)in]		Revisit
10	[on]	10	Revisit	10	Revisit
11	[au/eau/o]	11	Revisit	11	Revisit
12	[u] [ou]			12	[-s-]
13	Revisit			13	Revisit
14	Revisit				

Each SSC has a week of practice each year, plus assessments, so a minimum 8 intentional encounters at KS2.

Phonics activities give opportunities for incidental learning, too! We use unknown words, poems, songs, place names, people names.

# KS2 curriculum design



**Talk to me first about the phonics in your schemes of learning.**

- How have you identified the different SSC – sound-symbol correspondences to teach?
- How have you sequenced their teaching from Y3 – Y6?
- Which are the first ones you start with, and why those?
- How often do you revisit those?
- Tell me what a typical phonics teaching and practice sequence looks like?
- How do you assess pupils' phonics knowledge?





# [ien]



prononcer



good, well



bien

# [ien]



prononcer



chien



bien



ancien



bientôt



combien



Au zoo. Écoute les noms des animaux. C'est [ien] ou [(a)in]?








Puis, prononce les mots.

prononcer

[ien] [(a)in]

[ien] [(a)in]

1	pingou <input type="text"/>		✓
2	féli <input type="text"/>		✓
3	chi <input type="text"/>		✓
4	requ <input type="text"/>		✓
5	python ind <input type="text"/>		✓

6	dalmati <input type="text"/>		✓
7	babou <input type="text"/>		✓
8	dauph <input type="text"/>		✓
9	cobra égypt <input type="text"/>		✓
10	scorpion languedoc <input type="text"/>		✓

# Le scorpion languedocien



lire



Image: Bernard Dupont

le scorpion languedocien est un scorpion jaune. Il se trouve dans le Sud de la France et dans l'Est de l'Espagne.

La piqûre\* du scorpion languedocien est très douloureuse\* mais pas mortelle !

la piqûre – bite, sting  
douloureux - painful

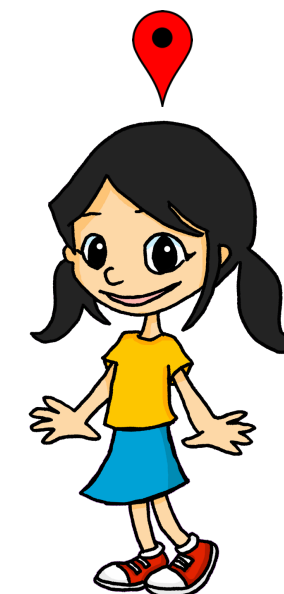


# Follow up 1

Décris la visite d'Eugénie. Elle regarde quoi ?



prononcer



# Follow up 1: La ruta de las monedas

[I] libro [II] llamar

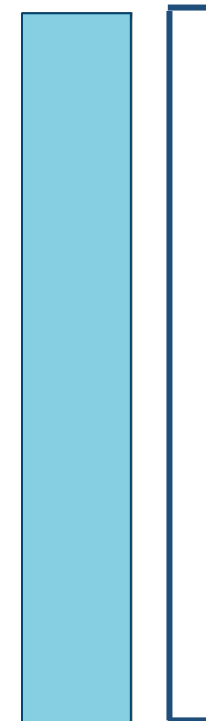


Pronuncia las palabras y colecciona monedas.



Turno 2: Persona B

collar grillo libro llamar lobo amarillo  
llama color ballena camello lavar llave  
calle loro over sol collar



INICIO





## Un poema

[A] Practica. Luego, escucha y repite.




pronunciar


 Un **domingo largo** de **agosto**

 **Galeno** el **gato** lleva **gafas**,



 **Guzman** el **gusano** busca **figuras**



 y **Gala** la **tortuga** **organiza** **regalos**.



Las Fallas, Valencia




[B] Con tu compañero, practica





## Un poema

[A] Practica. Luego

 Un **domingo** l

 **Galeno** el **ga**

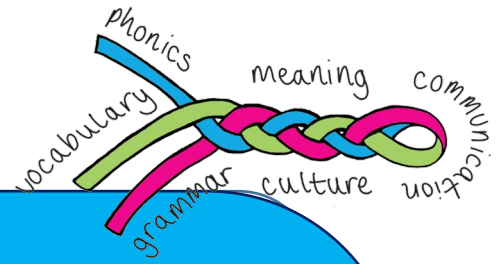
 **Guzman** el **g**

 y **Gala** la **tor**

[B] Con tu



# KS2 curriculum design



**Talk to me first about the phonics in your schemes of learning.**

- How have you identified the different SSC – sound-symbol correspondences to teach?
- How have you sequenced their teaching from Y3 – Y6?
- Which are the first ones you start with, and why those?
- How often do you revisit those?
- Tell me what a typical phonics teaching and practice sequence looks like?
- How do you assess pupils' phonics knowledge?



# Assessment

Research on language learning in primary schools suggests that assessment is both scarce and limited in effectiveness:

- Only 52% of schools carry out an informal assessment of each child.
- Only 16% of schools say that they carry out a formal assessment of each child.
- 15% make no assessment of their pupils' language learning and keep no record of progress
- Assessment information is therefore limited at the point of transition between primary and secondary school.

Bauckham notes that assessment should form a balance between language elements tested in isolation (known as 'achievement tests', such as vocabulary, phonics or grammar) and assessments of integrated language, including open-ended creative language production (written or oral) and listening and reading comprehension.

# Assessing phonics knowledge

- Knowledge of the sound–spelling relations is one of the building blocks of learning a language. Being able to pronounce words from their written form helps reading comprehension and assimilation of vocabulary. Also, being able to segment words when listening to connected speech relies on knowledge of sound–spelling correspondences.
- Therefore, there needs to be formative and summative assessment of phonics knowledge in both reading aloud and dictation.
- Phonics tests can include asking learners to spell or read out words that they have not yet been taught. This tests whether they can link spoken and written forms.

# Describing me and others

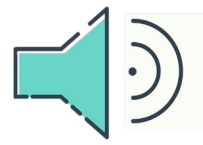


- Phonics
- Christmas



amarillo

**¡Feliz Navidad!** Listen and fill the gaps with the correct letter or letters.



escuchar

	Names
1 	__ lan
2 	__ steban
3 	__ livia
4 	__ __ ro
5 	__ sabel
6 	__ oe
7 	__ __ nstanza
8 	__ __ leste
9 	__ rsula
10 	__ __ milo

# ¡Feliz Navidad!

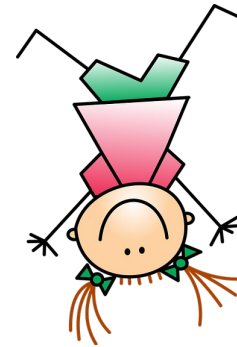
Read aloud the **Spanish name** and the **Christmas present** with the **same initial sound**.

You have **not** learnt these words so use what you know about how to pronounce Spanish.

[a]



abrigo

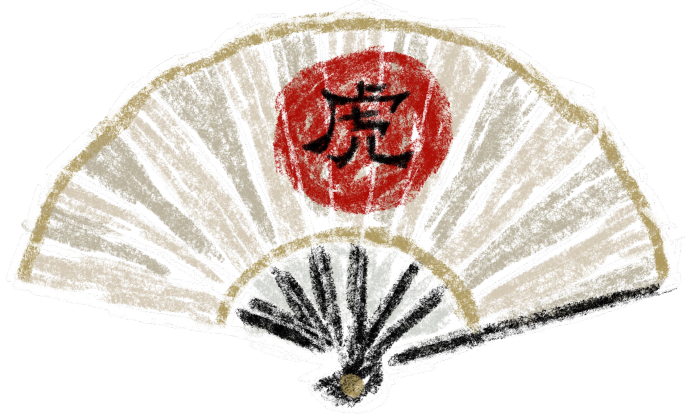


Asún



pronunciar

[a]

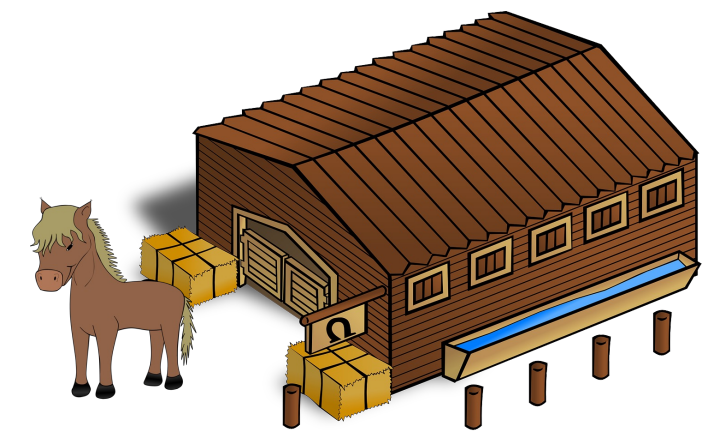


abanico



Alan

[e]



establo



Esteban

[o]



pronunciar



ornamento

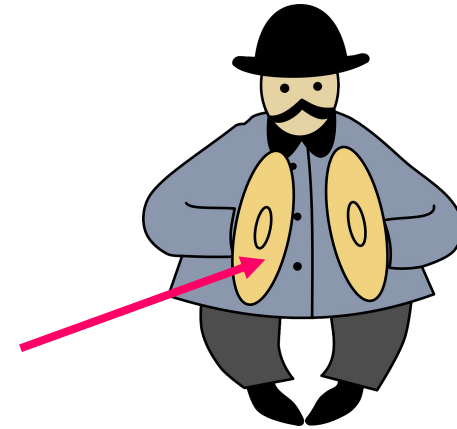


Olivia

[ci]



pronunciar



címbalos



Ciro



[i]

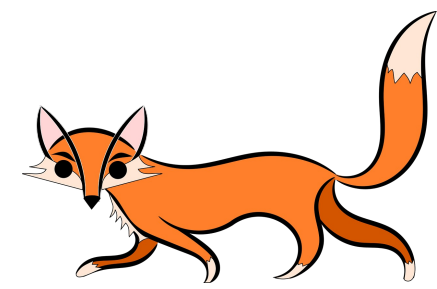


imán



Isabel

[z]



zorro



Zoe

[co]



consola



Constanza

[ce]

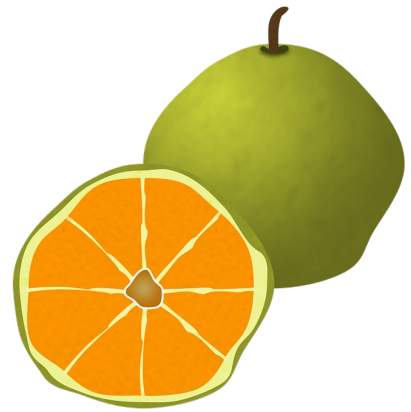


cerdo



Celeste

[u]



ugli



Úrsula

[ca]



camisa



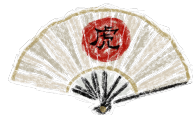
Camilo

# ¡Feliz Navidad!

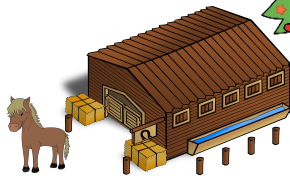
Listen and fill the gaps with the correct letter or letters.



	Names
1	__ lan
2	__ steban
3	__ livia
4	__ __ ro
5	__ sabel
6	__ oe
7	__ __ nstanza
8	__ __ leste
9	__ rsula
10	__ __ milo



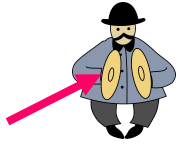
abanico



establo



ornamento



címbalos



imán



zorro



consola



cerdo



ugli



camisa

Pupil name: \_\_\_\_\_

Total score: \_\_\_\_\_ / 20

	Name	Present	SSC [sound-symbol correspondence]	✓ / ✗
	Alan	abanico	a	
	Esteban	establo	e	
	Olivia	ornamento	co	
	Ciro	címbalos	ce	
	Isabel	imán	i	
	Zoe	zorro	z	
	Constanza	consola	o	
	Celeste	cerdo	ci	
	Úrsula	ugli	u	
	Camilo	camisa	ca	

### Note:

- 1) Each item offers two opportunities to assess the same SSC, but only one SSC is assessed per item (e.g. 'abanico' only assesses for 'a', not for 'i' or 'co').
- 2) Teachers award one point for the SSC in each word (max. 2 points per item).

Read aloud the **Spanish name** and the **Christmas present** with the **same initial sound**. You have **not** learnt these words so use what you know about how to pronounce Spanish.

Pupil name: \_\_\_\_\_

Total score: \_\_\_\_ / 20

	Name	Present	SSC [sound-symbol correspondence]	✓ / ✗
1	Alan	abanico	a	
2	Esteban	establo	e	
3	Olivia	ornamento	co	
4	Ciro	címbalos	ce	
5	Isabel	imán	i	
6	Zoe	zorro	z	
7	Constanza	consola	o	
8	Celeste	cerdo	ci	
9	Úrsula	ugli	u	
10	Camilo	camisa	ca	

**Note:**

- 1] Each item offers two opportunities to assess the same SSC, but only one SSC is assessed per item (e.g. 'abanico' only assesses for 'a', not for 'i' or 'co').
- 2] Teachers award one point for the SSC in each word (max. 2 points per item).

Pupil name: \_\_\_\_\_

Total score: \_\_\_\_ / 20

	Name	Present	SSC [sound-symbol correspondence]	✓ / ✗
1	Alan	abanico	a	
2	Esteban	establo	e	
3	Olivia	ornamento	co	
4	Ciro	címbalos	ce	
5	Isabel	imán	i	
6	Zoe	zorro	z	
7	Constanza	consola	o	
8	Celeste	cerdo	ci	
9	Úrsula	ugli	u	
10	Camilo	camisa	ca	

**Note:**

- 1] Each item offers two opportunities to assess the same SSC, but only one SSC is assessed per item (e.g. 'abanico' only assesses for 'a', not for 'i' or 'co').
- 2] Teachers award one point for the SSC in each word (max. 2 points per item).

¡Feliz Navidad!

Listen and fill the gaps with the correct letter or letters.

	Names
1	__ lan
2	__ steban
3	__ livia
4	__ __ ro
5	__ sabel
6	__ oe
7	__ __ nstanza
8	__ __ leste
9	__ rsula
10	__ __ milo



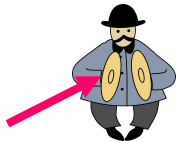
abanico



establo



ornamento



címbalos



imán



zorro



consola



cerdo



ugli



camisa

Read aloud the **Spanish name** and the **Christmas present** with the **same initial sound**. You have **not** learnt these words so use what you know about how to pronounce Spanish.

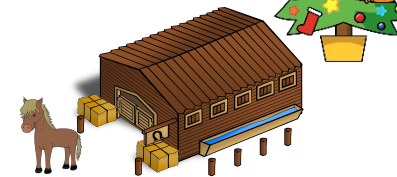
¡Feliz Navidad!

Listen and fill the gaps with the correct letter or letters.

	Names
1	__ lan
2	__ steban
3	__ livia
4	__ __ ro
5	__ sabel
6	__ oe
7	__ __ nstanza
8	__ __ leste
9	__ rsula
10	__ __ milo



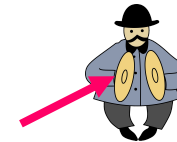
abanico



establo



ornamento



címbalos



imán



zorro



consola



cerdo

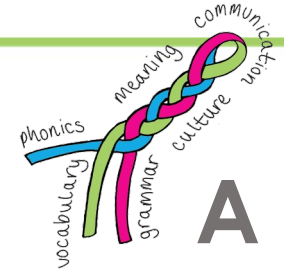


ugli



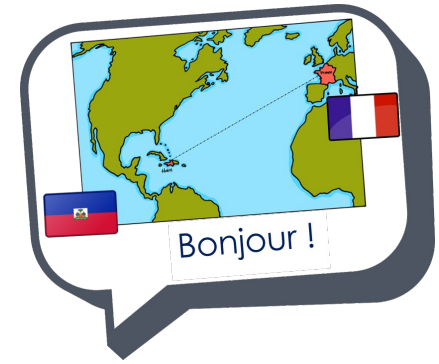
camisa

Read aloud the **Spanish name** and the **Christmas present** with the **same initial sound**. You have **not** learnt these words so use what you know about how to pronounce Spanish.

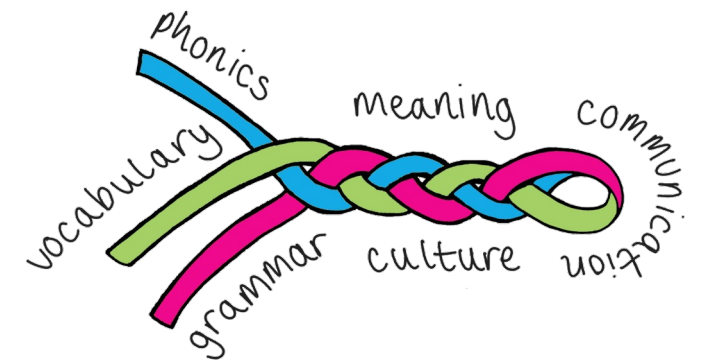


# A teaching sequence for phonics

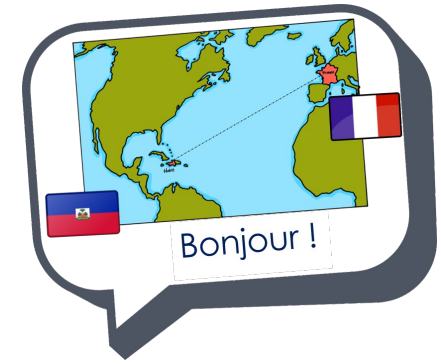
- Teach a 'source' word – key word containing the sound-symbol correspondence (SSC) (with a gesture, if desired)
- Practise reading aloud a small set of 'cluster' words with the same SSC
- Practise listening to distinguish the new SSC from another similar SSC
- Practise listening to recognise and tally the number of times you hear the SSC
- Practise listening to transcribe the SSC with familiar and new words
- Practise reading aloud familiar and new words
- Practise reading aloud short sentences (tongue twisters, poems, rhymes, song lyrics) containing the new SSC (and other previously-taught SSC)



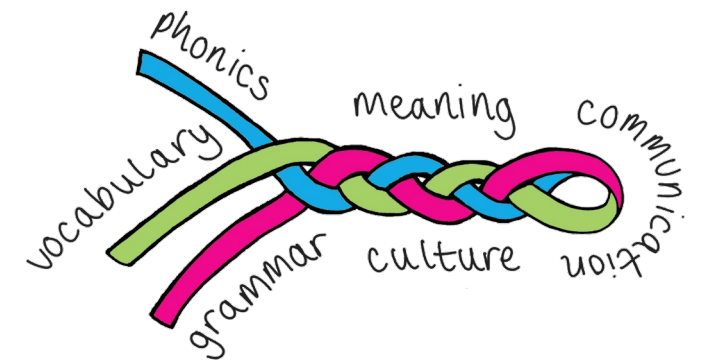
**BREAK**



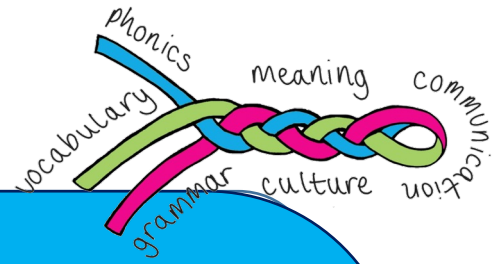




# GRAMMAR



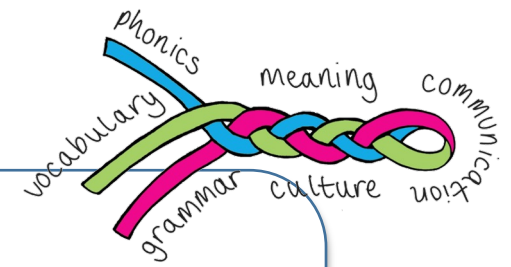
# KS2 curriculum design



Talk to me first about the grammar in your schemes of learning.

- How have you decided what grammar features to teach?
- How have you sequenced their teaching from Y3 – Y6?
- Which are the first ones you start with, and why those?
- How often do you revisit them?
- Tell me what a typical grammar teaching and practice sequence looks like?
- How do you assess pupils' grammar knowledge?

# KS2 Programme of study



## Listening

- 1) Listen and show understanding by **joining in** and **responding**
- 2) Link the **sound, spelling** and **meaning** of words

## Speaking

- 1) **Ask** and **answer** questions
- 2) Express **opinions**
- 3) **Ask for clarification** and help
- 4) Speak in **sentences**
- 5) **Describe** people, places, things

## Grammar

- 1) **Gender** of nouns
- 2) Singular and **plural forms**
- 3) **Adjectives** (place and agreement)
- 4) Conjugation of **key verbs**

## Reading

- 1) Read and show understanding of **phrases** and **simple texts**
- 2) **Read aloud** with accurate pronunciation
- 3) Use a **dictionary**

## Writing

- 1) Write **phrases from memory**
- 2) **Adapt** phrases to create **new sentences.**
- 3) **Describe** people, places, things

# Les couleurs | Los colores

rouge

jaune

rose

verte

violette

bleue

noire

grise

marron

blanche

orange

roja

amarilla

rosa

verde

morada

azul

naranja

negra

marrón

gris

blanca

**Avoir** is introduced in the 2<sup>nd</sup> half of the Autumn Term of Y3/4.

In the 2<sup>nd</sup> week, the 'tu as' form is introduced.

**1 12**

[ch]  
dimanche  
[1235] marché  
**1 9** [280] chercher  
[336] chat  
[3138] bouche  
[1838]

**avoir** [8] **j'ai, il a, elle a, quoi** [297]  
**animal** [1002]  
**chien** [1744] **chat** [3138] **photo** [1412] **table** [1019] **ou** [33]

**tu as** [8] **crayon** [3138] **gomme** [358] **livre** [488] **règle** [488]

**moi** [132] **toi** [510] **cadeau** [2298] **gâteau** [4845] **parfait** [1600] **pour** [10]

**chaque** [151] **jour** [78] revisit days of the week

**avoir** [8] **j'ai, il a, elle a, quoi** [297] **chat** [3138] **crayon** [3138] **dessin** [2624] **message** [792]

**tu as** [8] **question** [144] **réponse** [456] **où** [48] **dans** [11] **sur** [16] **sous** [122]

**moi** [132] **toi** [510] **carte** [955] **idéal** [1429] **de** [6] **pour** [10]

**chaque** [151] **jour** [78] revisit days of the week

to have - I have, s/he has  
**je/j' = I (j' in front of a vowel)**  
**c'est quoi ? [What is it?]**

Initially, just the infinitive and two short forms: j'ai and il/elle a.

In the 3<sup>rd</sup> week, all three singular forms are practised in a story context.

raised intonation questions with **quoi**  
**Il a quoi ? Elle a quoi ?**

Saying what I and others have

The context is 'talking about possessions' – the literal meaning of avoir.

**Jaune:** La chambre de Pierre

Saying what I and others have

**Rouge:** Lulu la tortue  
**Jaune:** La rêve de Jean-Michel

In the 4<sup>th</sup> week, pupils ask and answer questions with avoir + quoi.

In the summer term of Y3/4, singular persons of avoir are revisited in a new context.

**vélo** [4594] **voiture** [881]  
**cher** [803] **gris** [2769]  
**rapide** [672]

**magazine** [2033] **porte** [696] **blanc** [708] **blanche** [708] **noir** [572]  
Revisit nouns: **carte** [955] **chaise** [3419] **chambre** [633] **affiche** [2886] **lit** [1837] **بureau** [273]

un / une – singular indefinite article  
to have - I have, you have  
raised intonation questions - tu as...? J'ai...?  
**Postnominal adjective agreement**

Describing things and people  
**Rouge/Jaune**: describing possessions

**différent** [350] **lent** [2572]  
**vert** [1060] **très** [66]

**groupe** [187] **liste** [924] **personne** [84] **très** [66] **beaucoup (de)** [150]

un / une – singular indefinite article  
to have - I have, you have, s/he has  
raised intonation questions - tu as...? Il/elle a... ?  
Il y a... ?  
**Postnominal adjective agreement**

Describing things and people  
**Rouge/Jaune**: describing possessions

Two weeks later, être and avoir are contrasted to strengthen knowledge.

**cousin, cousine** [3387]  
**femme** [154] **homme** [136]  
**bleu** [1216] **rouge** [987]

**mois** [179] **janvier** [939] **février** [1139] **mars** [868] **avril** [1022] **mai** [943] **juin** [931] **juillet** [1326] **août** [1445] **septembre** [944] **octobre** [826] **novembre** [982] **décembre** [891] **quand** [119] **anniversaire** [2043] **en** [7]

Contrast singular forms of avoir and être (Rouge)  
Asking questions with **quand** (Jaune)

Then avoir's 2<sup>nd</sup> meaning 'be' is introduced, with ages and states.

**an** [76] **faim** [1986] **raison** [72] **soif** [4659] **tort** [1652]

**chaud** [1852] **froid** [1307] **mal** [277] **peur** [755]

**Using avoir to mean 'be'**  
**Avoir + ans for age**  
**Avoir + states**

3 9  
Revisit several SSC  
[SFe] [ç] (and soft -c)  
[-ien] [qu] [j] (soft g)  
[-tion] [r]

Révision

Révision

singular definite articles [le, la]  
plural definite article [les] and omission of article in English  
postnominal adjective agreement  
expressions with avoir  
present tense: singular -ER verbs

The main structures from Y3/4 are revisited here.

3 10

**Rouge & Jaune Term 3 knowledge quiz** (vocabulary, grammar)  
Rouge 10 Assessment PPT with audio | Jaune 10 Assessment PPT with audio  
Rouge Quiz - pupil version | Jaune Quiz - pupil version  
Rouge Quiz - teacher version | Jaune Quiz - teacher version  
**Rouge Knowledge Organiser Term 3 (A & B) | Jaune Knowledge Organiser Term 3 (A & B)**

And then assessed here.

In the 2<sup>nd</sup> half of the Autumn term of Y5/6, pupils revisit avoir singular forms again, in a different context.

Then two plural forms are introduced (we and you plural).

Then 'they' is introduced and contrasted with 'we'.

1 12

dimanche [1235] marché [280] chercher [336] chat [3138] bouche [1838]

1 13

avoir [8] j'ai [8] il a [8] elle a [8] un [3] une [3] animal [1002] chambre [633] livre [358] maison [325] professeur/ professeure [110] **problème** [188] amusant [4695] différent [1429] important [215] inquiet [1392] **lourd** [1026] parfait [1600] sage [2643] strict [1859] très [66]

as [8] a [8] donner [46] organiser [791] parler [106] poser [218] préparer [368] trouver [83] utiliser [45] livre [358] question [144] phrase [2074] problème [188] sac [2343] réponse [456] **solution** [608] **court simple** [212] **spécial** [726] vrai [292] faux [555] des [de-2] calme [1731] difficile [296] facile [822] important [215] indépendant [854] intéressant [1244] rapide [672] utile [1003]

avez [8] nous [31] vous [50] chaise [3419] **cours** [169] enfant [126] **exercice** [1290] où [48] sur [16] ici [167] là [109]

ont [8] ils [13] elles [38] bureau [273] chaise [3419] chose [125] **espace** [870] **fenêtre** [1601] jardin [2284] idée [239] **lampe** [4699] **salle** [812] **beau bon** [393] **bonne** [94] **mauvais nouveau** [274] **nouvelle** [52] **vieux** [671] de2 [2] beaucoup de [150] **chez** [206]

**cheveu** [2296] **médecin** [827] nez [2661] œil, yeux [474] **visage** [1292] bleu [1216] **blond** [4585] brun [>5000] court [545] **crépu** [>5000] gris [2769] **long** [202] noir [572] **ovale** [>5000] **rond** [2268] **roux** [>5000] vert [1060]

avoir [8] j'ai [8] quoi [297] un [3] une [3] **café** [1886] **cinéma** [1623] **hôtel** [1774] **poste** [489] école [477] très [66] **utile** [1003] différent [350] idéal [1429] important [215] indépendant [954] moderne [1239] propre [237] sale [2906]

**centre commercial** [491/908] **église** [1782] **magasin** [1738] **pont** [1889] **rue** [598] **excellent** [1225] différent [350] idéal [1429] important [215] indépendant [954] moderne [1239] propre [237] sale [2906] des [de-2]

avons [8] **avez** [8] nous [31] vous [50] **bâtiment** [1952] **marché** [280] **derrière** [805] **devant** [198] **entre** [55] où [48] dans [11] sur [16] sous [122] ici [167]

ont [8] ils [13] elles [38] bâtiment [1952] café [1886] cinéma [1623] école [477] église [1782] hôtel [1774] magasin [1738] musée [2216] parc [1240] pont [1889] poste [489] rue [598] université [1192] **beau belle** [393] **bon bonne** [94] **mauvais** [274] **nouveau nouvelle** [52] **vieux vieille** [671]

**cheveu** [2296] **acteur** [1552] **actrice** [1552] nez [2661] œil, yeux [474] **visage** [1292] bleu [1216] **blond** [4585] brun [>5000] court [545] **crépu** [>5000] gris [2769] **long** [202] noir [572] **ovale** [>5000] **rond** [2268] **roux** [>5000] vert [1060]

to have - I have vs s/he has, he has vs she has un / une – singular indefinite article regular postnominal adjective agreement (singular)

des + plural noun + regular adjective (plural)

to have - **we have vs you (all) have** des + plural noun + regular postnominal adjective (plural)

to have - **we vs they have** **prenominal adjectives**

des + plural noun + regular postnominal adjective (plural -s)

Saying what I and others have  
**Bleu:** un jour horrible

Interactions  
**Vert:** Échange en ligne - Adèle décrit Lorient

Saying what I and others have  
**Bleu:** ma professeure idéale

Interactions  
**Vert:** ma ville | mon village

Saying what I and others have  
**Bleu:** dans la salle de classe en Angleterre

Interactions  
**Vert:** nous comparons

Saying what I and others have  
**Bleu:** un espace chez nous

Interactions  
**Vert:** en ville

Then all known forms are practised with physical description (hair and eyes).

Then all known forms are assessed.

**Bleu & Vert Term 1 knowledge quiz** (vocabulary, grammar)  
Bleu 13 Assessment PPT with audio | Vert 13 Assessment PPT with audio  
Bleu Quiz - pupil version | Vert Quiz - pupil version  
Bleu Quiz - teacher version | Vert Quiz - teacher version  
**Bleu Knowledge Organiser Term 1 (A & B) | Vert Knowledge Organiser Term 1 (A & B)**

# KS2 curriculum design



Talk to me first about the grammar in your schemes of learning.

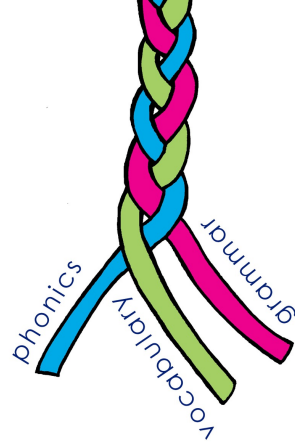
- How have you decided what grammar features to teach?
- How have you sequenced their teaching from Y3 – Y6?
- Which are the first ones you start with, and why those?
- How often do you revisit them?
- Tell me what a typical grammar teaching and practice sequence looks like?
- How do you assess pupils' grammar knowledge?





# Teaching grammar

- Building links with primary English
- Knowledge about language and language analysis
- Explicit explanation
- Input practice before production
- Trapping the form in speaking and writing



# Avoir [to have, having]

The verb **avoir** means 'to have' or 'having':

I

**je** becomes **j'**  
before a vowel.

To say I have, use j'ai.

**J'ai** un chat.

 **I have** a cat.

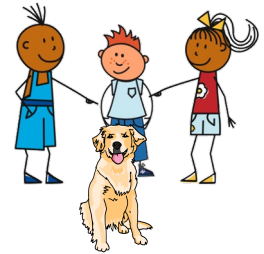


he

To say he has, use il a.

**Il a** un chien.

 **He has** a dog.

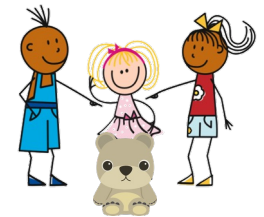


she

To say she has, use elle a.

**Elle a** une peluche.

 **She has** a cuddly toy.

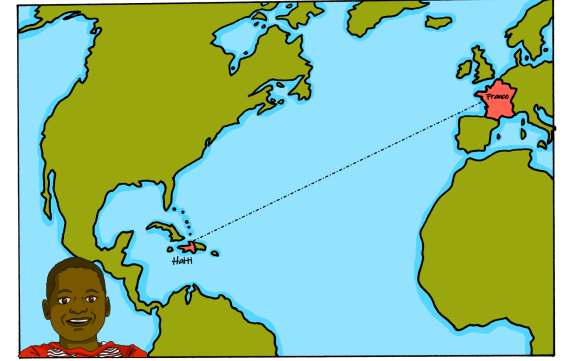


# Pierre écrit des messages à Jean-Michel. C'est 'I have' ou 'she has' ?

Complète les deux listes.



lire



1



4



2




5




3



6



<b>Pierre</b> <i>(I have)</i>	
<input checked="" type="checkbox"/>	<u>cuddly toy</u>
<input checked="" type="checkbox"/>	<u>photo</u>
<input checked="" type="checkbox"/>	<u>ball</u>



<b>Adèle</b> <i>(she has)</i>	
<input checked="" type="checkbox"/>	<u>dog</u>
<input checked="" type="checkbox"/>	<u>bag</u>
<input checked="" type="checkbox"/>	mini <u>motorbike</u>



# Follow up 5



Parle avec un/une partenaire.



parler

Exemple :



J'ai ...

...un chat.



1	I have ... <b>a cat</b> .....
2	

	<b>Pierre</b> <i>(I have...)</i>	<b>Adèle</b> <i>(She has...)</i>
1	<b>un chat</b>	<b>une chaise</b>
2		

**Note:** in Round 1, the speaker is Pierre, so Pierre = I have, Adèle = she has.

# Follow up 5: Les réponses pour A



parler

Les réponses pour la personne A.

1	I have... <b>a drawing</b> ...
2	She has... <b>a message</b> ...
3	She has... <b>a horse</b> .....
4	I have... <b>a chair</b> .....
5	I have... <b>an idea</b> .....
6	She has... <b>a poster</b> .....

	<b>Pierre</b> <i>(I have...)</i>	<b>Adèle</b> <i>(She has...)</i>
1	...un dessin.	...une banane.
2	...un bureau.	...un message.
3	...un chat.	...un cheval.
4	...une chaise.	...un crayon.
5	...une idée.	...un dessin.
6	...une moto.	...une affiche.

# Follow up 5: Les réponses pour B



parler

Les réponses pour la personne B.

1	I have... <b>a chair</b> .....
2	I have... <b>a motorbike</b> .....
3	He has... <b>a cat</b> .....
4	He has... <b>a bedroom</b> .....
5	He has... <b>a desk</b> .....
6	I have... <b>a drawing</b> .....

	<b>Adèle</b> <i>(I have...)</i>	<b>Pierre</b> <i>(He has...)</i>
1	...une chaise.	...un crayon.
2	...une moto.	...un cheval.
3	...un message.	...un chat.
4	...une banane.	...une chambre.
5	...une affiche.	...un bureau.
6	...un dessin.	...une idée.

# KS2 curriculum design



Talk to me first about the grammar in your schemes of learning.

- How have you decided what grammar features to teach?
- How have you sequenced their teaching from Y3 – Y6?
- Which are the first ones you start with, and why those?
- How often do you revisit them?
- Tell me what a typical grammar teaching and practice sequence looks like?
- How do you assess pupils' grammar knowledge?



French	English	Part of speech	Fr	Ter	Wee	Ter	Wee	Spring Assessment ta
chanter	SING infinitive (to sing, singing)	verb	1820	2	1	2	1	GR2-Q
facile	easy	adj	822	2	1	2	1	VR1-T
avec	with	adv	23	2	1	2	2	VL1-T
et	and	conj	6	2	2	2	6	VR2-Q
mais	but	conj	30	2	2	2	6	VL1-Q
aussi	also	conj	44	2	6	2	6	VR1-T
préparer	PREPARE infinitive (to prepare, preparing)	verb	368	2	3	2	2	GR1-T
grand <sup>2</sup>	tall, big	adj	59	2	4	2	4	VL1-Q
petit <sup>2</sup>	short, small, little	adj	138	2	4	2	4	VL1-T
de <sup>1</sup>	of	prep	2	2	4	2	4	VL1-Q
l'ami	friend (m)	noun (m)	467	2	5	2	5	VR2-Q
l'amie	friend (f)	noun (f)	467	2	5	2	5	VR1-Q
mon	my (with mn)	adj (m)	60	2	5	2	5	VR2-T
ma	my (with fn)	adj (f)	60	2	5	2	5	
ton	your (m)	adj	330	2	5	2	5	GW3-T
ta	your (f)	adj	330	2	5	2	5	GW3-T
voici	here is, there is	prep	1103	2	5	2	5	VL1-T
aimer	LIKE infinitive (to like; liking)	verb	242	2	6	2	6	GW4-T
à <sup>3</sup>	to, at, on <sup>3</sup> in <sup>4</sup>	prep	4	2	6	2	7	VL1-T
préférer	PRÉFÉRER infinitive (to prefer, preferring)	verb	597	2	7	2	6	VR1-T
il y a	there is, there are	other	n/a	2	7	2	8	VW-T
en ce moment	at the moment	mwp	n/a	2	7	2	7	GR2-T
un	one <sup>2</sup> (m)	other	3	2	8	2	8	GW1-T
une	one <sup>2</sup> (f)	other	3	2	8	2	8	GW1-T
deux	two	other	41	2	8	2	8	VR1-Q
trois	three	other	115	2	8	2	8	VW-T
quatre	four	other	253	2	8	2	8	VL1-Q
cinq	five	other	288	2	8	2	8	VL1-Q
six	six	other	450	2	8	2	8	VW-Q
sept	seven	other	905	2	8	2	8	VL2-T
huit	eight	other	877	2	8	2	8	VW-T
neuf	nine	other	787	2	8	2	8	
dix	ten	other	372	2	8	2	8	VL1-Q
onze	eleven	other	2447	2	8	2	8	VW-T
douze	twelve	other	1664	2	8	2	8	VL1-Q
combien	how much, how many	pron	800	2	9	2	9	VW-T
des	some	det	2	2	9	2	9	VL1-T
jouer	PLAY infinitive (to play, playing)	verb	219	3	7	2	5	VW-T
chercher	LOOK FOR infinitive (to look for, looking for)	verb	336			2	1	VR1-T
dessiner	DRAW infinitive (to draw, drawing)	verb	2086			2	1	VW-T
présenter	PRESENT infinitive (to present, presenting)	verb	209			2	1	GR2-Q
prononcer	PRONOUNCE infinitive (to pronounce, pronouncing)	verb	706			2	1	GR1-T
une image	picture, image	noun (f)	659			2	1	VW-Q
un mot	a word	noun (m)	220			2	1	GR1-Q
un pays	a country	noun (m)	114			2	1	VR2-T
un texte	a text	noun (m)	631			2	1	GR1-Q
intéressant	interesting	adj	1244			2	1	GR1-Q
organiser	ORGANISE infinitive (to organise, organising)	verb	791			2	2	GW4-T
visiter	VISIT infinitive (to visit, visiting)	verb	1378			2	2	GW4-T
un musée	a museum	noun (m)	2216			2	2	VL2-T

**Sampling:** Term 2 test is made up of a sample of language taken from approximately 50% Term 1, 50% Term 2 words and grammar.

**Note:** This tab shows knowledge coverage of the vocabulary and grammar quiz. Example coding as follows:

VW1-T = (Vocabulary, Writing exercise 1, target word)

GR2-Q = (Grammar, Reading exercise 2, included in question)



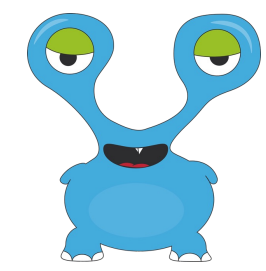
# Saying how many and describing things



- What do I know now?
- Vocabulary and grammar quiz



*jaune*



# Grammar

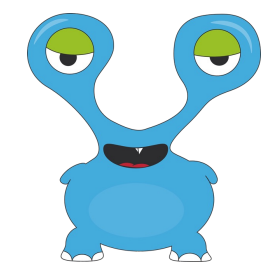
**A** Put a (X) next to the person the sentence is about.



lire

<b>1</b>	<input type="checkbox"/> I <input type="checkbox"/> YOU [singular] <input type="checkbox"/> she/he	...es intéressant.
<b>2</b>	<input type="checkbox"/> I <input type="checkbox"/> YOU [singular] <input type="checkbox"/> she/he	...pré pares un texte.
<b>3</b>	<input type="checkbox"/> I <input type="checkbox"/> YOU [singular] <input type="checkbox"/> she/he	...suis curieux.
<b>4</b>	<input type="checkbox"/> I <input type="checkbox"/> YOU [singular] <input type="checkbox"/> she/he	...ai une idée.

<b>5</b>	<input type="checkbox"/> I <input type="checkbox"/> YOU [singular] <input type="checkbox"/> she/he	...chantes le mardi.
<b>6</b>	<input type="checkbox"/> I <input type="checkbox"/> YOU [singular] <input type="checkbox"/> she/he	... est courageux.
<b>7</b>	<input type="checkbox"/> I <input type="checkbox"/> YOU [singular] <input type="checkbox"/> she/he	...prononces un mot.
<b>8</b>	<input type="checkbox"/> I <input type="checkbox"/> YOU [singular] <input type="checkbox"/> she/he	...a une amie.



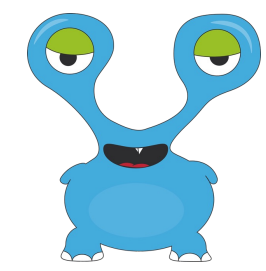
# Grammar

**B** Put a (X) next to the verb meaning that best fits each sentence.

<b>1</b>	Elle chante chaque semaine.	<input type="checkbox"/> She sings <input type="checkbox"/> She is singing
<b>2</b>	Tu présentes en ce moment.	<input type="checkbox"/> You present <input type="checkbox"/> You are presenting



lire



# Grammar



écrire

**C** Write the French word for 'a'.

1. \_\_\_\_\_ message (m)
2. \_\_\_\_\_ carte (f)

**D** Write the French word for 'the'.

1. \_\_\_\_\_ réponse (f)
2. \_\_\_\_\_ crayon (m)
3. \_\_\_\_\_ affiche (f)

**E** Write the French word for 'your'.

1. \_\_\_\_\_ voyage (m)
2. \_\_\_\_\_ télévision (f)

**F** Write the French for the English given in brackets.

1. Tu \_\_\_\_\_ la visite. (organise)
2. Il \_\_\_\_\_ une question. (ask)
3. Je \_\_\_\_\_ l'université. (visit)
4. Tu \_\_\_\_\_ le sport ? (like)

**Total marks available (Grammar): 21**



Y3/4  
Rouge/Jaune



Y3/4  
Rojo/Amarillo



Y3/4  
Rot / Gelb

# Discussion / Next steps



Y5/6  
Bleu/Vert



Y5/6  
Azul/Verde

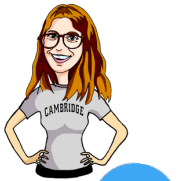


Y5/6  
Blau / Grün



# Hounslow PMFL network

Tuesday 23 May 2023



Rachel Hawkes  
@RachelHawkes60  
[www.rachelhawkes.com](http://www.rachelhawkes.com)  
[rhawkes@combertonvc.org](mailto:rhawkes@combertonvc.org)