

Bucks KS2 French SOW – Y4 Overview

Year 4

Module	KS2 Framework links	New language and structures	Revision/consolidation Passive understanding Sound work	Expectations at the end of this unit
<p>Year 4 Module 1 Siblings and Numbers to 69</p>	<p>Oracy O 4.1, O 4.2, O 4.4</p> <p>Literacy L 4.1, L 4.2, L 4.3</p> <p>Intercultural Understanding</p> <p>KAL - Apply phonic knowledge of the language to support reading and writing - Use question forms - Use context and previous knowledge to determine meaning and pronunciation - Practise new language with a friend and outside the classroom - Plan and prepare for a language activity - Read and memorise words</p> <p>LLS - Use mental associations to help remember words - Use context and previous knowledge to determine meaning and pronunciation - Practise new language with a friend and outside the classroom - Read and memorise words.</p>	<p><i>J'ai frères</i> I have brothers</p> <p><i>J'aidemi-frères</i> I have step/half brothers</p> <p><i>J'aisœurs</i> I have sisters</p> <p><i>J'aidemi-sœurs</i> I have step/half sisters</p> <p><i>Je suis fils/fille unique</i> I am an only child</p> <p><i>As- tu des frères ou des sœurs?</i> Do you have any brothers or sisters ?</p> <p><i>trente → trente-neuf</i></p> <p><i>quarante → quarante-neuf</i></p> <p><i>cinquante → cinquante -neuf</i></p> <p><i>soixante → soixante-neuf</i></p>	<p>Passive understanding: <i>pair</i> - even <i>impair</i> - odd <i>plus haut</i> - higher <i>plus bas</i> - lower</p> <p>Revision of: personal information numbers to 29</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to answer questions about themselves including how many brothers and sisters they have. - be able to ask questions to find out about other children. - be able to recognise and say numbers from 31 to 69. - be able to play games using this knowledge. - be able to recognise the numbers in written form. - be able to write numbers using a model.

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<p>Year 4 Module 2 Birthdays</p>	<p>Oracy O 4.1, O 4.2, O 4.3, O 4.4</p> <p>Literacy L 4.1, L 4.2, L 4.3, L 4.4</p> <p>Intercultural Understanding IU 4.1, IU 4.2</p> <p>KAL - Use question forms - Apply phonic knowledge of the language to support reading and writing - Identify a different writing system</p> <p>LLS - Use mental associations to help remember words - Use context and previous knowledge to determine some of the meaning and pronunciation - Practise new language with a friend - Read and memorise words - Apply knowledge about letters and simple grammatical knowledge to experiment with writing - Use a dictionary to look up spellings - Access information sources</p>	<p><i>Quelle est la date de ton anniversaire?</i> - When is your birthday ?</p> <p><i>Mon anniversaire est le</i> - My birthday is</p>	<p>Revision of: months of the year</p> <p>Consolidation of : numbers to 31</p> <p>Sound work: <i>é</i> sound in <i>février</i> and <i>décembre</i></p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to say when their birthday is and ask the date of other people's birthdays. - be able to compare how they celebrate their birthday with how birthdays are celebrated in France - be aware of the French tradition of Saints Days. - be able to identify key information from a spoken text - be able to write a short text using a model. - be able to take part in a conversation giving personal information.

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<p>Year 4 Module 3 Clothes</p>	<p>Oracy O 4.1, O 4.2</p> <p>Literacy L 4.2, L 4.3, L 4.4</p> <p>Intercultural Understanding</p> <p>KAL - Apply phonic knowledge of the language to support reading and writing - Use question forms - Reinforce and extend recognition of word classes and understand their function - Recognise and apply simple agreements, singular and plural</p> <p>LLS - Use mental associations to help remember words - Use context and previous knowledge to determine meaning and pronunciation - Read and memorise words</p>	<p><i>un pull</i> - a jumper <i>un t-shirt</i> - a t-shirt <i>une robe</i> - a dress <i>une jupe</i> - a skirt <i>une écharpe</i> - a scarf <i>un chapeau</i> - a hat <i>un imperméable</i> - a raincoat <i>les bottes</i> - boots <i>les chaussettes</i> - socks <i>les chaussures</i> – shoes</p> <p><i>un pantalon</i> - trousers (note: singular in French, plural in English) <i>un short</i> - shorts (note: singular in French, plural in English)</p> <p><i>C'est correct</i> - That's right <i>Ce n'est pas correct</i> - That's not right</p> <p><i>C'est....</i> - It's.... <i>Ce sont....</i> - They are....</p> <p><i>Je porte</i> - I am wearing....</p>	<p>Revision of: colours position of adjectives</p> <p>Additional language: <i>Devinez</i> - Guess <i>Qu'est- ce que c'est?</i> - What is it ? <i>Qu'est – ce qui manque ?</i> - What's missing ? <i>Je pense à</i> - I'm thinking of ... <i>Qu'est-ce que tu portes ?</i> - What are you wearing ? <i>en colère</i> - angry <i>content</i> - happy</p> <p>Sound work: revision of 'qu' as in 'Qu'est-ce que c'est'</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to recognise and pronounce the words for a variety of items of clothing. - be able to recognise items of clothing in written form. - be able to form verbal sentences about clothing using <i>c'est</i> and <i>ce sont</i>. - be able to say which items of clothing they are wearing. - be able to qualify clothes with adjectives of colour. - be able to ask other people what they are wearing and understand the answer. - be able to recognise phrases when heard and link them to the written word. - be able to write short phrases about different items of clothing.

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<p>Year 4 Module 4 Mr Wolf's Week</p>	<p>Oracy O 4.1, O 4.2, O 4.4</p> <p>Literacy L 4.1, L 4.2, L 4.3, L 4.4</p> <p>Intercultural Understanding</p> <p>KAL - Use question forms - Recognise that texts in different languages will often have the same conventions of style and layout. - Reinforce and extend recognition of word classes and understand their function - Apply knowledge about letters and simple grammatical knowledge to experiment with writing</p> <p>LLS - Use context and previous knowledge to determine meaning and pronunciation - Practise new language with a friend and outside the classroom - Read and memorise words - Use mental associations to help remember words</p>	<p><i>il y a des nuages</i> – it's cloudy <i>il y a du soleil</i> – it's sunny <i>il fait froid</i> – it's cold <i>il fait chaud</i> – it's warm <i>il y a du brouillard</i> – it's foggy <i>il pleut</i> – it's raining <i>il neige</i> – it's snowing <i>il y a du vent</i> – it's windy <i>il fait beau</i> – it's nice <i>il fait mauvais</i> – it's bad</p> <p><i>Quel temps fait-il?</i> – What is the weather like ?</p> <p><i>quand</i> - when</p>	<p>Revision of: months, days, dates</p> <p>Consolidation of : clothes and adjectival position</p> <p>Additional language: '<i>C'est un bon choix?</i>' - Is it a good choice?</p> <p>Sound work: revision of silent letters</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to read aloud, build and write extended sentences about weather and clothes using a model. - be able to extract information from short spoken sentences about the weather. - be able to follow a written story and join in with some phrases.

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<p>Year 4 Module 5 Christmas</p>	<p>Oracy O 4.2</p> <p>Literacy L 4.1, L 4.2, L 4.3, L4.4</p> <p>Intercultural Understanding IU 4.1</p> <p>KAL - Apply phonic knowledge of the language to support reading and writing - Reinforce and extend recognition of word classes and understand their function</p> <p>LLS - Use mental associations to help remember words - Use context and previous knowledge to determine meaning and pronunciation - Practise new language with a friend - Read and memorise words - Use dictionary to look up spellings</p>	<p><i>sur</i> - on <i>sous</i> - under <i>devant</i> - in front of <i>derrière</i> - behind <i>entre</i> - between <i>dans</i> - in <i>est</i> - is</p> <p>Pupils will be able to recognise: <i>le gui</i> – the mistletoe <i>la fenêtre</i> – the window <i>un panier</i> – a basket <i>la cheminée</i> – the fireplace, the mantelpiece <i>une chaussette</i> – a sock <i>une cloche</i> – a bell <i>une papillote</i> – ‘a cracker’ – (see note in lesson plans) <i>une étoile</i> – a star <i>le Père Noël</i> – Father Christmas <i>un sapin</i> – a fir tree <i>un sapin de Noël</i> – a Christmas tree <i>le houx</i> - the holly <i>un cadeau</i> – a present <i>une boule</i> – a bauble <i>une bougie</i> – a candle <i>la dinde</i> – the turkey</p>	<p>Revision of: <i>un nounours</i> – a teddy bear <i>un chat</i> – a cat <i>un chien</i> – a dog <i>un oiseau</i> – a bird <i>une fille</i> – a girl <i>un garçon</i> – a boy <i>un ours</i> – a bear <i>un chapeau</i> – a hat <i>une écharpe</i> – a scarf <i>des gants</i> – some gloves <i>un renard</i> – a fox <i>un mouton</i> – a sheep</p> <p>Additional language: <i>le berger</i> – the shepherd <i>les Trois Rois Mages</i> – the three Wise Men <i>l'étable</i> – the stable <i>le bébé Jésus</i> – baby Jesus <i>le berceau</i> – the cradle/crib <i>la crèche</i> – nativity scene <i>la paille</i> – straw, <i>un âne</i> – a donkey <i>l'église</i> – church <i>le bonhomme de neige</i> – snowman</p> <p>Sound work: revision of silent letters.</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to use the French to English section of a bilingual dictionary to find nouns and prepositions. - be able to read and understand short sentences containing prepositions. - be able to build short sentences containing prepositions using a model. - be aware of customs surrounding the nativity scene and Twelfth Night in France. - be aware that familiar carols and songs sometimes have different words in French.

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<p>Year 4 Module 6 Pets and Family</p>	<p>Oracy O 4.2, O 4.3, O 4.4</p> <p>Literacy L 4.1, L 4.2, L 4.3, L4.4</p> <p>Intercultural Understanding IU 4.2</p> <p>KAL - Use question forms - Apply phonic knowledge of the language to support reading and writing - Reinforce and extend recognition of word classes and understand their function - Recognise that texts in different languages will often have the same conventions of style and layout</p> <p>LLS - Use mental associations to help remember words - Use context and previous knowledge to determine meaning and pronunciation - Practise new language with a friend - Apply knowledge about letters and simple grammatical knowledge to experiment with writing</p>	<p><i>J'ai</i> - I have <i>Je n'ai pas de</i> - I don't have <i>As-tu...?</i> - Do you have....?</p> <p><i>un chien</i> - a dog <i>un chat</i> - a cat <i>une souris</i> - a mouse <i>un lapin</i> - a rabbit <i>un cochon d'Inde</i> - a guinea pig <i>une gerbille</i> - a gerbil <i>un hamster</i> - a hamster <i>un oiseau</i> - a bird <i>un poisson</i> - a fish</p> <p><i>un cousin</i> - a boy cousin <i>une cousine</i> - a girl cousin <i>un père</i> - a father <i>une mère</i> – a mother</p>	<p>Revision of: <i>un / des frère(s)</i> - a / some brothers <i>une / des sœur(s)</i> - a / some sisters <i>sur</i> - on <i>sous</i> - under <i>devant</i> - in front of <i>derrière</i> - behind <i>entre</i> - between <i>dans</i> – in</p> <p>Consolidation of : pets and animals from Y3 numbers for giving age</p> <p>Sound work: 'oi' in <i>poisson, oiseau</i></p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to say what pets they have at home. - be able to say which family members they have. - be able to ask others if they have any pets. - be able to ask others about their family members. - be able to follow a written text and match it to a pictorial description. - be able to write words and phrases using a model. - be able to read what they have written to perform their rap. - know that <i>j'ai</i> is I have and <i>je n'ai pas</i> is I do not have.

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<p>Year 4 Module 7 Monsters</p>	<p>Oracy O 4.1, O 4.2, O 4.3, O 4.4</p> <p>Literacy L 4.1, L 4.2, L 4.3, L 4.4</p> <p>Intercultural Understanding</p> <p>KAL - Apply phonic knowledge of the language to support reading and writing - Reinforce and extend recognition of word classes and understand their function - Use question forms - Recognise and apply simple agreements, singular and plural</p> <p>LLS - Use mental associations to help remember words - Use context and previous knowledge to determine meaning and pronunciation - Practise new language with a friend - Apply knowledge about letters and simple grammatical knowledge to experiment with writing - Discuss language learning and share ideas and experiences - Read and memorise words</p>	<p><i>Il a</i> - He has</p> <p><i>Elle a</i> – She has</p> <p><i>Il n’a pas de...</i> – He does not have any....</p> <p><i>Elle n’a pas de...</i> – She does not have any</p>	<p>Revision of: <i>J’ai</i> – I have body parts</p> <p>Consolidation of : numbers and Colours position of colour adjectives</p> <p>Additional language: <i>long</i> – long <i>petit</i> – short <i>grand</i> - big</p> <p>plurals</p> <p>agreement of colour adjectives</p> <p>Sound work: silent letters</p> <p>changes in pronunciation of numbers in front of words beginning with vowels</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to read and show understanding of short sentences containing body parts, numbers and colours. - be able to build short written and spoken sentences containing body parts, numbers and colours. - be able to extract most information from a short text. - be able to use ‘<i>j’ai, il a and elle a</i>’ appropriately in spoken sentences. - be able to pronounce most numbers correctly before a word starting with a vowel. - be able to identify correct spellings of some body parts.

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<p>Year 4 Module 8 Ice Creams</p>	<p>Oracy O 4.2, O 4.3, O 4.4</p> <p>Literacy L 4.1, L 4.3, L 4.4</p> <p>Intercultural Understanding IU 4.2</p> <p>KAL - Use question forms - Reinforce and extend recognition of word classes and understand their function - Apply phonic knowledge to the language to support reading and writing - Recognise and apply simple agreements, singular and plural</p> <p>LLS - Use context and previous knowledge to determine meaning and pronunciation - Practise new language with a friend - Read and memorise words - Sort words into categories - Apply simple grammatical knowledge to experiment with writing - Ask for repetition and clarification - Plan and prepare for a language activity</p>	<p><i>J'aime</i> – I like <i>Je n'aime pas</i> – I don't like <i>Tu aimes... ?</i> – Do you like... ?</p> <p><i>une glace à la vanille</i> – a vanilla ice cream <i>une glace à la fraise</i> – a strawberry ice cream etc <i>une glace au chocolat</i> – a chocolate ice cream etc.</p> <p>Use of 'à la', 'à l'' and 'au' in this context.</p> <p>Use of <i>le / la / les / l'</i> in this context and note where different from English (e.g. <i>J'aime le chocolat</i> – I like chocolate)</p>	<p>Revision of: <i>la poire</i> – pear <i>la fraise</i> - strawberry <i>la prune</i> – plum <i>l'orange</i> – orange <i>la pomme</i> – apple <i>la banana</i> – banana <i>la pêche</i> - peach <i>le melon</i> – melon <i>le raisin</i> – grape other fruits introduced in Y3.</p> <p>Consolidation of : fruits, colours singular and plural concept of gender of nouns</p> <p>Additional language: <i>le chocolat</i> - chocolate <i>la limonade</i> - lemonade <i>le café</i> – coffee</p> <p><i>J'adore</i> – I love <i>Je déteste</i> – I hate <i>Je voudrais</i> – I would like <i>mais</i> – but</p> <p>Sound work: identify rhyming words</p>	<p>most children will:</p> <ul style="list-style-type: none"> - be able to express likes and dislikes within a range of different contexts – e.g. colours, fruits, ice creams, food and animals. - be able to ask and answer questions relating to likes and dislikes. - be able to sort nouns into groups according to gender using vocabulary lists for support. - be able to apply the <i>à la, au, à l'</i> pattern for ice cream flavours using a prompt sheet. - be able to understand and build simple and compound sentences about likes and dislikes of ice creams. - be able to extract information from sentences spoken by native speakers. - be able to collect, present and interpret data in French. - be able to build written sentences about likes and dislikes.

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<p>Year 4 Module 9 Adjectives</p>	<p>Oracy O 4.1, O 4.2, O 4.3</p> <p>Literacy L 4.2, L 4.3, L 4.4</p> <p>Intercultural Understanding</p> <p>KAL - Reinforce and extend recognition of word classes and understand their function - Recognise and apply simple agreements</p> <p>LLS - Use mental associations to help remember words - Use context and previous knowledge to determine meaning and pronunciation - Apply knowledge about letters and simple grammatical knowledge to experiment with writing - Read and memorise words - Plan and prepare for a language activity</p>	<p><i>Je suis ..</i> - I am <i>Je ne suis pas..</i> - I am not ... <i>il/elle est....</i> – he/she is <i>Il/Elle s'appelle</i> he/she is called</p> <p><i>grand/e</i> - big/tall <i>petit/e</i> - small/short <i>belle</i> - beautiful <i>beau</i> - handsome <i>méchant/e</i> - naughty <i>amusant/e</i> – funny <i>sage</i> - good/well-behaved <i>farfelu/e</i> – scatterbrained <i>parfait/e</i> - perfect <i>maladroit/e</i> - clumsy <i>intelligent/e</i> - intelligent <i>charmant/e</i> - charming <i>timide</i> - shy <i>triste</i> - sad <i>heureux/heureuse</i> - happy</p>	<p>Revision of: adjectival agreement Pets</p> <p>Consolidation of : position of adjectives singular and plural concept of gender of nouns use of bilingual dictionary</p> <p>Sound work: listening for adjective agreement (when appropriate)</p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to use a bilingual dictionary to find out the meaning of words. - be able to recognise the different position of an adjective in French in relation to the noun. - understand that adjectives agree in French and be able to recognise this agreement. - start to recognise exceptions. - be able to write one or two sentences describing themselves (one positive and one negative) using the appropriate adjectives and agreements. - be able to write about a character or pet in the third person using appropriate adjectives and present this to the class.

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<p>Year 4 Module 10 Music</p>	<p>Oracy O 4.1, O 4.2, O 4.3, O 4.4</p> <p>Literacy L 4.1, L 4.2, L 4.3, L 4.4</p> <p>Intercultural Understanding IU 4.2</p> <p>KAL - Recognise that texts in different languages will often have the same conventions of style and layout - Apply phonic knowledge of the language to support reading and writing - Reinforce and extend recognition of word classes and understand their function - Use question forms</p> <p>LLS - Use context and previous knowledge to determine meaning and pronunciation - Read and memorise words - Sort words into categories - Practise new language with a friend - Use mental associations to remember words - Plan and prepare for a language activity - Use a dictionary to look up spellings</p>	<p><i>Tu joues du/de la... ?</i> - Do you play the ... ? <i>Je joue du/ de la ...</i> - I play the ... <i>un saxophone</i> - saxophone <i>une guitare</i> - guitar <i>un piano</i> - piano <i>un violon</i> – violin <i>une clarinette</i> - clarinet <i>de la batterie</i> - drums <i>la musique pop</i> - pop music <i>la musique jazz</i> - jazz music <i>la musique classique</i> - classical music <i>la musique reggae</i> - reggae music <i>la musique folklorique</i> - folk music <i>le lion</i> – lion <i>l'éléphant</i> - elephant <i>le coq</i> - cockerel <i>le kangourou</i> – kangaroo <i>le coucou</i> – cuckoo <i>l'âne</i> - donkey <i>la poule</i> - chicken <i>le cygne</i> - swan</p> <p><i>C'est chouette!</i> - It's great <i>C'est génial!</i> - It's brilliant <i>C'est super!</i> - It's fantastic <i>C'est nul!</i> - It's useless <i>C'est affreux!</i> - It's dreadful/awful <i>C'est ennuyeux!</i> - It's boring</p>	<p>Passive understanding: animal noises:- cat: (mew) <i>miaou</i>, (purr) <i>ron-ron</i> dog: <i>ouah, ouah</i> pig: <i>groin-groin</i> cockerel: <i>cocorico</i> hen: <i>cot-cot (or cot cot cot codet)</i> songbird: <i>cui-cui</i> duck: <i>coin-coin</i> sheep: <i>bêêê</i> frog: <i>coââ-coââ</i> onkey: <i>hee-han</i> turkey: <i>glou-glou</i></p> <p>Revision of: animal names learned in previous units</p> <p>Consolidation of : <i>C'est</i> - It's <i>C'est qui?</i> - Who is it? <i>J'aime...</i> - I like <i>Je n'aime pas...</i> - I don't like <i>Tu aimes....?</i> - Do you like....? <i>Je préfère ...</i> - I prefer... <i>Je déteste ...</i> - I detest... <i>mais</i> - but</p> <p>Additional language: The noises made by different animals in French</p> <p>Sound work: « <i>ou</i> » sound as in <i>poule</i>, <i>cou-cou</i>, “<i>u</i>” as in <i>libellule</i>, <i>furet</i>,</p>	<p>Most children will: - be able to pronounce and recognise the names of some animals. - be able to pronounce and recognise the names of some musical instruments. - show understanding of the use of ‘<i>du, de la</i>’ in the context of playing instruments. - be able to express an opinion about music. - be able to ask and answer questions about music. - be able to identify the graphemes for <i>ou</i> and <i>u</i> sounds and be able to pronounce and recognise these sounds when heard. - be able to follow a familiar written text in a song. - be able to write their own verse for the song. - be able to join in the singing of the song and perform some of it from memory.</p>

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<p>Year 4 Module 11 Little Red Riding Hood</p>	<p>Oracy O 4.2, O 4.3</p> <p>Literacy L 4.1, L 4.2, L 4.3, L 4.4</p> <p>Intercultural Understanding IU 4.3</p> <p>KAL - Recognise that texts in different languages will often have the same conventions of style and layout - Apply phonic knowledge of the language to support reading and writing - Reinforce and extend recognition of word classes and understand their function</p> <p>LLS - Use context and previous knowledge to determine meaning and pronunciation - Discuss language learning and share ideas and experiences - Read and memorise words - Sort words into categories - Practise new language with a friend and outside the classroom.</p>	<p><i>maman</i> - mummy <i>papa</i> - daddy</p> <p><i>la mère</i> - mother <i>la belle-mère</i> - step mother <i>le père</i> - father <i>le beau-père</i> - step father</p> <p><i>la grand-mère</i> - grandmother <i>le grand-père</i> – grandfather</p> <p><i>le panier</i> – basket</p> <p><i>du beurre(m)</i> - some butter <i>des biscuits(m)</i> - some biscuits <i>des fleurs(f)</i> - some flowers</p> <p><i>le loup</i> - wolf</p>	<p>Passive understanding: <i>le bûcheron</i> - woodcutter</p> <p>Revision of: Parts of the body : <i>les yeux</i> - eyes <i>un œil</i> - eye <i>les oreilles(f)</i> - ears <i>le nez</i> - nose <i>les dents(m)</i> - teeth</p> <p>Sound work: nasal sounds of :- - “an” in <i>grand-mère, maman, mange, dans.</i> - “on” in <i>chaperon, bûcheron, son.</i> - “en” in <i>pense, entre, ventre, dents, rentrer.</i></p>	<p>Most children will:</p> <ul style="list-style-type: none"> - be able to pronounce and recognise the names of immediate family members. - be able to show understanding of the use of ‘<i>mon, ma, mes</i>’ in the context of family trees. - be able to build sentences about the names of family members. - be able to recognise and read aloud nouns in the story. - be able to copy familiar words accurately including accents. - be able to identify the graphemes for nasal sounds and pronounce and recognise nasal sounds when heard. - be able to follow a familiar written text. - be able to sequence sentences in a familiar story. - be able to read aloud familiar written sentences. - be able to join in the retelling of the story.

