

# French Topic Overview - Greetings

Greetings – Les Salutations													
<b>Phrases &amp; Sentences:</b> Bonjour, comment ça va ? Ça va ____ merci, et toi ? <i>Hello, how are you? I am ____ thank you, and you?</i>  Comment tu t'appelles (or) Comment t'appelles-tu ? Je m'appelle ____ et toi ? <i>What is your name? My name is ____ and you?</i>  Ou habite-tu ? J'habite à Bromley en Angleterre, et toi ? <i>Where do you live? I live in Bromley in England, and you?</i>  USK2 – Linking & expanding: <i>Comment ça va ? Ça va mal parce que je suis malade, et toi ?</i>  Comment t'appelles-tu ? Je m'appelle ____ ça s'écrit _____ et toi ? <i>What is your name? My name is ____ you spell it _____ and you?</i>				<b>Rhymes &amp; Songs:</b> Greetings song & Quel age a tu? Up to 12. <a href="https://www.youtube.com/watch?v=NXkJ88ygPY0">https://www.youtube.com/watch?v=NXkJ88ygPY0</a> Bonjour, comment ça va? <a href="https://www.youtube.com/watch?v=Kkff4xjkWjE">https://www.youtube.com/watch?v=Kkff4xjkWjE</a> Alain le Lait – Bonjour song <a href="https://www.youtube.com/watch?v=atNkl6QFZ50">https://www.youtube.com/watch?v=atNkl6QFZ50</a> If you are happy and you know it: <a href="https://www.youtube.com/watch?v=mw5o8qxM0tg">https://www.youtube.com/watch?v=mw5o8qxM0tg</a> Deux petits oiseaux: <a href="https://www.youtube.com/watch?v=c--AoZcxcUc">https://www.youtube.com/watch?v=c--AoZcxcUc</a>									
<b>Grammar:</b> Conjunction : et ( <i>and</i> )  Question word: Comment? ( <i>how</i> )  Prepositions: à and en ( <i>a is for a city, en is for a country. Example: J'habite à Bromley, J'habite en Angleterre</i> )				<b>Books/Stories/Animations:</b> BBC Teach: Where do you live: <a href="https://www.youtube.com/watch?v=VMt3dpxYYx8">https://www.youtube.com/watch?v=VMt3dpxYYx8</a> Content, fache (read in French) <a href="https://www.youtube.com/watch?v=DZ8GF7QRMoE">https://www.youtube.com/watch?v=DZ8GF7QRMoE</a> Tu es comme moi? (Read in French) : <a href="https://www.youtube.com/watch?v=hD9ZbdaHuk4&amp;t=79s">https://www.youtube.com/watch?v=hD9ZbdaHuk4&amp;t=79s</a> Hardcopy Books : Emilie – la mauvaise humeur (emotions) Monsieur Heureux (Mr Happy)									
<b>Games:</b> *Please refer to the Language Games document for further explanation of these games and more ideas! <table border="1" data-bbox="103 1438 1439 1606"> <tr> <td>Flashfun</td> <td>Teacher “flashes” cards and children say corresponding phrases, emotions etc.</td> </tr> <tr> <td>Find a Partner</td> <td>Children must walk around the classroom with an emotion symbol, walk around the room to find the person who has the same emotion in written word</td> </tr> <tr> <td>Introduce your partner</td> <td>Children take it in turns to use learnt phrases to introduce their partner’s name and how they are feeling (GD children could expand on this with reasons why their partner is feeling that way)</td> </tr> </table>				Flashfun	Teacher “flashes” cards and children say corresponding phrases, emotions etc.	Find a Partner	Children must walk around the classroom with an emotion symbol, walk around the room to find the person who has the same emotion in written word	Introduce your partner	Children take it in turns to use learnt phrases to introduce their partner’s name and how they are feeling (GD children could expand on this with reasons why their partner is feeling that way)	<b>Accents:</b>  Introduce the “Cedilla” which looks like a little 5 underneath a C. It makes the C sound like an S.  Link: Comment ça va?		<b>Phonics:</b> <b>2. Manon</b> Manon stands for on the nasal sound (don't stress the /n/)  Link: Bonjour comment t'appelle-tu? NB: Teach that Bonne is a different sound Bonne après-midi (Bun)	
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<b>Linguascope Links:</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>						
<b>Greetings</b>	Bonjour	Bonjour	Bonjour	Bonjour	Bonjour	Bonjour	Bonjour						
		Ca va?	Ca va?	Ca va?	Ca va?	Ca va?	Ca va?						

KEY: Elementary – Houlala Beginner Not resourced by Linguascope

Skills Progression	YR	Y1	Y2	Y3	Y4	Y5	Y6								
Greetings	<b>SPEAKING &amp; LISTENING</b>		<b>SPEAKING &amp; LISTENING</b>		<b>SPEAKING &amp; LISTENING</b>		<b>SPEAKING &amp; LISTENING</b>		<b>SPEAKING &amp; LISTENING</b>		<b>SPEAKING &amp; LISTENING</b>				
	Hello / Good day	Bonjour	How are you?	Comment ça va ?	Good evening	Bonsoir	I am happy	Je suis content	And you?	Et toi ? Et vous?	I am very well	Ça va très bien	Because	Parce que	
	Good afternoon	Bonne après midi	Things are going well	Ça va bien	Where do you live?	Ou habite-tu ?	In between	Comme-ci comme ça			I am tired	Je suis fatigué	But	Mais	
	Goodbye	Au revoir	Things are not going well	Ça ne va pas bien	I live in England	J'habite en Angleterre	I am sad	Je suis triste			I am sick	Je suis malade	Linking example : I am well because I am happy	Ça va bien parce que je suis content	
	What is your name?	Comment t'appelles-tu ?													Ça ne va pas bien parce que je suis malade
	My name is	Je m'appelle	Hi	Salut !							I am not well	Ça va mal !	I am not well because I am sick		
	And you ?	Et toi ?													
	Repeat words modelled by teacher Show understanding with actions Understand and respond to a few familiar spoken words and short phrases		Repeat words modelled by teacher Show understanding with actions Understand and respond to a few familiar spoken words and short phrases		Listen attentively to spoken language and show understanding by joining in and responding (i.e. with an action) Understand and respond to a few familiar spoken words and short phrases Use common phrases to communicate in French		Listen attentively to spoken language and show understanding by joining in and responding Pick out known vocab in a conversation Understand and respond to a range of familiar words & short phrases Perform short role-plays in French		Begin to show understanding of more complex sentences in a conversation and respond appropriately Able to pick out known vocabulary and use it to piece together sentences Understand the main points of a short, spoken passage Perform short role-plays in French with several exchanges		Show understanding of more complex sentences in a conversation by responding in full sentences Able to pick out known vocabulary and use it to piece together sentences Understand the main points of a short, spoken passage Produce short phrases independently to discuss a subject		Show understanding of more complex sentences in a conversation by responding in full sentences Able to pick out known vocabulary and use it to piece together sentences Understand the main points of a short, spoken passage Produce short phrases independently to discuss a subject		
	<b>READING</b>		<b>READING</b>		<b>READING</b>		<b>READING</b>		<b>READING</b>		<b>READING</b>		<b>READING</b>		
	Always introduce new vocabulary prior to showing written word		Always introduce new vocabulary prior to showing written word		Begin to recognise written vocab/ single taught words Begin to recognise common written phrases		Begin to recognise simple written phrases and articulate vocabulary correctly Understand a range of familiar written phrases		Recognise simple written phrases and articulate vocabulary correctly Understand a range of familiar written phrases Use understanding of prior key vocab and new vocab to read and understand 'role-play' conversations		Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on current topic by answering questions Use understanding of prior key vocab and new vocab to read and understand 'role-play' conversations		Practice reading longer texts aloud, containing taught phrases and vocab Understand short text made of varying sentence structures and familiar language Use understanding of prior key vocab and new vocab to read and understand 'role-play' conversations		
<b>WRITING</b>		<b>WRITING</b>		<b>WRITING</b>		<b>WRITING</b>		<b>WRITING</b>		<b>WRITING</b>		<b>WRITING</b>			
Children can do « fill in the blanks » activities and air writing but there is no expectation of written work		Children can do « fill in the blanks » activities and air writing but there is no expectation of written work		Trace and copy simple vocabulary Write single nouns from memory including article (with plausible spelling) Fill in blanks with appropriate learnt vocab		Write simple words and several short phrases from memory Use plausible spelling With support, substitute one element in a simple phrase to vary meaning		Write words, phrases and short, simple sentences from memory with understandable spelling Evidence of use of French phonics to support spelling		Write words, phrases and more complex sentences from memory with understandable spelling Evidence of use of French phonics to support spelling		Adapt taught phrases to create new sentences Write short, simple texts from memory (using word banks for new learning) using simple sentences about a familiar topic with reasonable spelling			