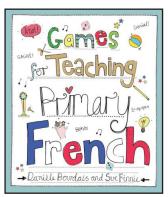


Links to Curriculum for Excellence: Modern Languages – Experience and Outcomes

## **Games for Teaching Primary French**



|                                   | Covered?   |          |  |
|-----------------------------------|--|----------|--|
| TALKING AND LISTENING             |  |          |  |
| Listening for information         |  |          |  |
| 2-01b                             | I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression  | ~        |  |
| 2-01c                             | I can listen to and show understanding of familiar instructions and language from familiar voices and sources  | ~        |  |
| Listening and talking with others |  |          |  |
| 2-02a                             | I explore how gestures, expression and emphasis are used to help understanding. I can listen to and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact | ~        |  |
| 2-03a                             | When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others  | ~        |  |
| 2-05b                             | I can participate in familiar collaborative activities including games, paired speaking and short role plays   | ~        |  |
| Organising and using information  |  |          |  |
| 2-06a                             | I can deliver a brief presentation on a familiar topic using familiar language and phrases   | <b>~</b> |  |
| Using knowledge about language    |  |          |  |
| 2-07a                             | I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation   | ~        |  |
| 2-07b                             | I can use my knowledge about language and pronunciation to ensure that others can<br>understand me when I read aloud or say familiar words, phrases and short texts  | ~        |  |
| READING                           |  |          |  |
| Using knowledge about language    |  |          |  |
| 2-11a                             | I can understand how a bilingual dictionary works and use it with support  | <b>v</b> |  |
| 2-11b                             | I can make comparisons and explore connections between spelling patterns in English and the language I am learning   | ~        |  |
| 2-11c                             | I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far  | ~        |  |
| 2-11d                             | I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning   | ~        |  |
| WRITING                           |  |          |  |
| Organising and using information  |  |          |  |
| 2-13b                             | I can use familiar language to describe myself and to exchange straightforward information   | ~        |  |
| Using knowledge about language    |  |          |  |
| 2-14a                             | I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately   | ~        |  |

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