

## MFL (FRENCH)

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	EARLY LANGUAGE TEACHING		INTERMEDIATE LANGUAGE TEACHING	PROGRESSIVE LANGUAGE TEACHING
SPEAKING	<p>Pupils will begin to:</p> <ul style="list-style-type: none"> <li>Repeat and recall from memory with good pronunciation and high accuracy on a variety of nouns and articles</li> <li>Build up a bank of core vocabulary that they can relate to and re-use</li> <li>Create short, spoken simple sentences integrating first person singular of high frequency verbs. ('My name is...', 'I play the violin', 'I like apples') We begin to move from single words to short, simple phrases.</li> <li>Use key spoken everyday useful and relevant language. Key salutations ('hello' and 'goodbye') along with basic phrases ('how are you?', 'I am fine', 'please' and 'thank-you').</li> <li>Engage in short, simple spoken tasks using supported short conversation scaffolds and role-play activities. Pupils will learn to both ask and answer a variety of simple key questions ('What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.')</li> <li>Give a simple positive and/or negative opinion in spoken form. ('Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.')</li> <li>Explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.</li> </ul>		<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Build up a larger bank of spoken vocabulary with an increase of recall and frequency.</li> <li>Learn nouns with the appropriate definite, indefinite and/or partitive articles.</li> <li>Further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary.</li> <li>Move towards developing and learning short-spoken sentences with accurate pronunciation, retention and recall.</li> <li>Learn to include verbs, adjectives and conjunctions in their spoken sentences.</li> <li>Create longer spoken sentences using first person verb conjugations</li> <li>Continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units.</li> <li>Engage in longer conversations asking and answering questions using accurate pronunciation within the framework of a topic.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation.</li> <li>Recall language with ease and accuracy; recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.</li> <li>Speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic.</li> <li>Start to be able to move from speaking in the first person singular (speaking about themselves) to third person singular (speaking about someone else) or third person plural (speaking about groups of other people).</li> <li>Be continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this now embedded core language.</li> <li>Engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary.</li> <li>Recall key regular and irregular verbs, adjectives and conjunctions and use them accurately.</li> </ul>



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			<ul style="list-style-type: none"> <li>Be able to give a simple opinion in spoken form with natural fluency and quick recall.</li> <li>Continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning/recalling from memory songs and raps.</li> <li>Be encouraged to pronounce and recite the short poems and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Quickly and easily use and give a variety of positive and negative opinions in spoken form.</li> <li>Learn vocabulary skills that will enable them to include a justification for their opinion.</li> <li>Pupils continue to explore, understand and mimic the patterns of sound and language.</li> </ul>
<b>LISTENING</b>	Pupils will begin to: <ul style="list-style-type: none"> <li>Understand very short passages of spoken language that they hear which is based on the language they have been taught.</li> <li>Learn to match the language they hear to images and/or words that they have been taught in their lessons.</li> <li>Listen to short, familiar stories (Little Red Riding Hood) and songs in the foreign language.</li> <li>Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear</li> </ul>		Pupils will: <ul style="list-style-type: none"> <li>Learn to listen for longer periods of time.</li> <li>Begin to understand very short passages of spoken language, based on taught language with new language weaved in.</li> <li>Appreciate familiar stories (Goldilocks &amp; the Three Bears) and songs in the foreign language.</li> <li>They will be expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Learn to listen for much longer periods of time and more frequently during lessons.</li> <li>Be taught to understand longer, more complex passages of spoken language that is based on taught language with new and unfamiliar vocabulary weaved in.</li> <li>Learn to use and understand the language to gather the 'gist' of the language to complete tasks set.</li> <li>Listen to more authentic foreign language material which is delivered at a near-native speed, covering a wider-range of topics.</li> </ul>



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READING	Pupils will begin to: <ul style="list-style-type: none"> <li>Learn to get the 'gist' of their reading material by skimming and scanning for key words in a sentence</li> <li>Identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text.</li> </ul>		Pupils will: <ul style="list-style-type: none"> <li>Move on to reading short passages of text based on the units they are studying. They should be able to understand most of what they read.</li> <li>Decode passages of text by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.</li> <li>Improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Read longer, more authentic passages of text.</li> <li>Become more confident in their ability to decode text they read using a dictionary for language they are less familiar with.</li> <li>Read age-appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding).</li> </ul>



Pupils will begin to:

- Develop their writing by filling in missing letters with relative accuracy for vocabulary (predominantly nouns and articles).
- Attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory).
- Be encouraged to challenge themselves, including attempting translations.

Pupils will:

- Start writing full sentences with increased ease and improved accuracy using language and vocabulary taught. Sentences will include the correct use nouns, articles and verbs.
  - Can use the aid of word banks and not necessarily spell all words from memory.
- Write a short text applying their knowledge of correct word order in the foreign language.
- Ensure grammatical accuracy and awareness in their written work. (gender, plurality of nouns, etc.)
- Write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary ("My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters.")
- Learn how to write positive and negative statements. ('In my pencil case I have a pen' or 'In my pencil case I do not have a pencil')
- Use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.
  - Use a dictionary to improve knowledge of genders when introducing unknown nouns.
- Create written sentences using first and (possibly) third person singular or plural form.
- Translate short sentences from the foreign language into English with high accuracy and vice versa.

Pupils will:

- Write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications.
  - Can use the aid of word banks and not necessarily spell all words from memory.
- Make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications.
- Be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.
- Now be able to write from memory about themselves and others (using both first and third person format) incorporating a greater variety of verbs (both regular and irregular).
- Translate longer sentences and short passages from the foreign language into English with high accuracy and vice versa.
- Use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations.
- Begin to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class.
- Combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills.
- Describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy.



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GRAMMAR	Pupils will begin to: <ul style="list-style-type: none"> <li>Understand the concept of gender.</li> <li>Understand the concept of nouns and articles.</li> <li>Have a better knowledge &amp; recall of the first person singular of high frequency verbs (I am, I have, I live, I am called, I play).</li> </ul>		Pupils will: <ul style="list-style-type: none"> <li>Develop an understanding of the use of possessives, first person and possibly other forms too.</li> <li>Develop the concept of adjectives and how they change depending on the gender and plurality of the noun.</li> <li>Begin to use conjunctions ('and' and 'but') to improve sentence structure and length.</li> <li>Develop an understanding of the negative form and how to change something from the positive into the negative.</li> <li>Be introduced the concept of whole regular verb conjugations.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Use opinions and justifications; learning to give a variety of positive and negative opinions.</li> <li>Be introduced to the concept of whole irregular verb conjugations.</li> </ul>

