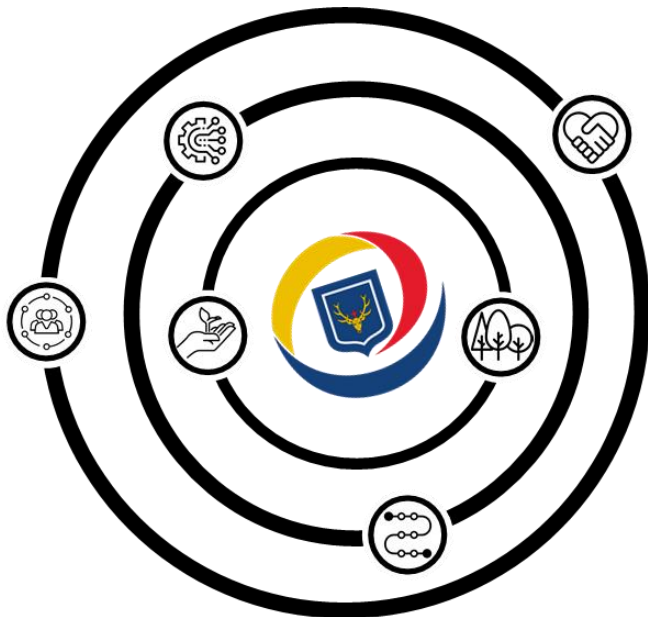


# OUR LADY AND ST. HUBERT'S PRIMARY

MFL Knowledge and Skills Progression: French



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



OUR LADY AND  
ST HUBERT'S  
CATHOLIC PRIMARY SCHOOL

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## Intent of the MFL Curriculum

The intention of our MFL curriculum at OLSH is to teach the French language to all children in Key Stage 2. We will use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The four key language learning skills: listening, speaking, reading and writing will be taught, alongside the three pillars of language learning (phonics, vocabulary and grammar) in an age-appropriate way, ensuring that our pupils' knowledge of French progresses within each academic year. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between French and English. We will also help strengthen their sense of identity through learning about French and comparing it with their own. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences, whilst working towards becoming life-long language learners.

## Implementation of the MFL Curriculum

The MFL curriculum is taught using the high-quality foreign languages scheme of work and resources provided by Language Angels, which is in line with the National Curriculum and has been designed to progressively develop skills in French. The units ensure children progressively acquire a bank of vocabulary, skills and grammatical knowledge organised around varied topics and themes, leading them to build blocks of language into more complex, fluent and authentic language. Furthermore, the units are progressive within themselves, as subsequent lessons within a unit build on the language and knowledge taught in previous lessons, allowing pupils to build their knowledge and develop the complexity of the language they use. As French was only introduced in 2019, the subject leader and a curriculum planner from Language Angels, worked together to create a 4-year plan, so that children are introduced to the language in a progressive way, enabling them to secure the basic understanding of the language, before moving on to the other areas. By 2023-2024, the long-term overview will be fixed. Language Angels aids and supports teaching staff with their own subject knowledge. KS2 has access to 30 minutes of high-quality MFL lessons every week. Children will practise the four skills in a variety of ways and teachers have the flexibility to adjust and change lessons to suit the needs of their classes. The use of Rosenshine's Principles underpins teaching strategies for all and supports the teaching of MFL, as it will be delivered in small steps and children will review prior knowledge constantly.

## Impact of the MFL Curriculum

Pupils will have a secure understanding of the key techniques and methods for each key area of the MFL curriculum: speaking, listening, reading and writing. They will continuously build on their previous knowledge as they progress, and previous language will be recycled, revised, recalled and consolidated whenever possible. As each unit offers a pupil-friendly knowledge organiser, pupils will be aware of their own learning goals and progression and can review their own learning at the start and at the end of each unit. They will know and

will be able to articulate if they have or have not met their learning objectives and can keep their knowledge organisers and books as a record of what they have learnt from unit to unit and from year to year. Furthermore, unit assessments will show evidence over time that pupils know and remember more. Moreover, staff are provided with ongoing CPD based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide-reaching and positive.

# The National Curriculum for MFL

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of Key Stage 2, pupils should be able to:

- 1) Listen attentively to spoken language and show understanding by joining in and responding.
- 2) Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- 3) Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- 4) Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- 5) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- 6) Present ideas and information orally to a range of audiences.
- 7) Read carefully and show understanding of words, phrases and simple writing.
- 8) Appreciate stories, songs, poems and rhymes in the language.
- 9) Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 10) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- 11) Describe people, places, things and actions orally and in writing.
- 12) Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

# MFL Teaching Coverage – Curriculum Map

Year 3	Year 4	Year 5	Year 6
<p><b><u>Autumn:</u></b></p> <p>La phonétique 1 <i>(Phonetics 1)</i></p> <p>J'apprends le français <i>(I Am Learning French)</i> <i>Pupil self-assessment</i></p> <p>Les animaux <i>(Animals)</i> <i>EUA assessment</i></p> <p><b><u>Spring:</u></b></p> <p>Les instruments <i>(Instruments)</i> <i>Pupil self-assessment</i></p> <p>Les fruits <i>(Fruits)</i> <i>EUA assessment</i></p> <p><b><u>Summer:</u></b></p> <p>Les glaces <i>(Ice-Creams)</i> <i>EUA assessment</i></p> <p><b><u>Curriculum Enrichment Day Focus:</u></b></p> <p>Le Carnaval <i>[The Nice Carnival]</i></p>	<p><b><u>Autumn:</u></b></p> <p>La phonétique 2 <i>(Phonetics 2)</i></p> <p>Je me présente <i>(Presenting Myself)</i> <i>Pupil self-assessment</i></p> <p>Ma famille <i>(My Family)</i> <i>EUA assessment</i></p> <p><b><u>Spring:</u></b></p> <p>En classe <i>(In the Classroom)</i> <i>Pupil self-assessment</i></p> <p>Au salon de thé <i>(At the Tea Room)</i> <i>EUA assessment</i></p> <p><b><u>Summer:</u></b></p> <p>Quel temps fait-il? <i>(What Is the Weather?)</i> <i>EUA assessment</i></p> <p><b><u>Curriculum Enrichment Day Focus:</u></b></p> <p>La Galette des Rois <i>[The Cake of the Kings]</i></p>	<p><b><u>Autumn:</u></b></p> <p>La phonétique 3 <i>(Phonetics 3)</i></p> <p>Chez Moi <i>(My Home)</i> <i>Pupil self-assessment</i></p> <p>As-tu un animal? <i>(Do you have a pet?)</i> <i>EUA assessment</i></p> <p><b><u>Spring:</u></b></p> <p>La date <i>(The date)</i> <i>Pupil self-assessment</i></p> <p>Les Jeux olympiques <i>(The Olympics)</i> <i>EUA assessment</i></p> <p><b><u>Summer:</u></b></p> <p>Les vêtements <i>(Clothes)</i> <i>EUA assessment</i></p> <p><b><u>Curriculum Enrichment Day Focus:</u></b></p> <p>Le Poisson d'Avril <i>[April Fool's Day]</i></p>	<p><b><u>Autumn:</u></b></p> <p>La phonétique 4 <i>(Phonetics 4)</i></p> <p>À l'école <i>(At School)</i> <i>Pupil self-assessment</i></p> <p>Le week-end <i>(The Weekend)</i> <i>EUA assessment</i></p> <p><b><u>Spring:</u></b></p> <p>Manger et Bouger <i>(Healthy Lifestyles)</i> <i>Pupil self-assessment</i></p> <p>Les Vikings <i>(Vikings)</i> <i>EUA assessment</i></p> <p><b><u>Summer:</u></b></p> <p>Moi dans le monde <i>(Me in the World)</i> <i>EUA assessment</i></p> <p><b><u>Curriculum Enrichment Day Focus:</u></b></p> <p>Le Bleuet de France <i>[Remembrance]</i></p>

# MFL Progression Overview

	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>				
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).               <ul style="list-style-type: none"> <li>• <i>recall, retain and use vocabulary</i></li> <li>• <i>ask and answer questions.</i></li> </ul> </li> <li>• Speak aloud familiar words or short phrases in chorus.               <ul style="list-style-type: none"> <li>• <i>speak clearly and confidently</i></li> </ul> </li> <li>• Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</li> <li>• Communicate with others using simple words and short phrases covered in the units.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate by asking and answering a wider range of questions, using longer phrases and sentences.               <ul style="list-style-type: none"> <li>• <i>practise asking and answering questions with a partner</i></li> <li>• <i>devise and perform simple role-plays.</i></li> </ul> </li> <li>• Present short pieces of information to another person.               <ul style="list-style-type: none"> <li>• <i>learn and say several sentences on a topic.</i></li> </ul> </li> <li>• Apply phonic knowledge to support speaking (also reading and writing).</li> <li>• Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in short conversations using sentences and familiar vocabulary.               <ul style="list-style-type: none"> <li>• <i>focus on correct pronunciation and intonation</i></li> <li>• <i>ask and answer questions</i></li> <li>• <i>use tone of voice and gesture to help to convey meaning.</i></li> </ul> </li> <li>• Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.               <ul style="list-style-type: none"> <li>• <i>remember, retain and recall words, phrases and sentences</i></li> <li>• <i>memorise and present a set of instructions.</i></li> </ul> </li> <li>• Understand and express simple opinions using familiar topics and vocabulary.               <ul style="list-style-type: none"> <li>• <i>agree and disagree with statements</i></li> <li>• <i>understand and express like and dislikes.</i></li> </ul> </li> <li>• Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.               <ul style="list-style-type: none"> <li>• <i>participate in simple conversations on familiar topics</i></li> <li>• <i>describe incidents or tell stories from their own experience, in an audible voice.</i></li> <li>• <i>agree or disagree with statements made about a spoken passage.</i></li> </ul> </li> <li>• Present to an audience about familiar topics               <ul style="list-style-type: none"> <li>• <i>recite a short piece of narrative either from memory or by reading aloud from text</i></li> <li>• <i>develop a sketch, role-play or presentation and perform to the class.</i></li> </ul> </li> <li>• Use conjunctions to link together what they say to add fluency.</li> <li>• Learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> </ul>
<b>Listening</b>				
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Listen and respond to familiar spoken words, phrases and sentences               <ul style="list-style-type: none"> <li>• <i>repeat words and phrases modelled by the teacher</i></li> <li>• <i>remember a sequence of spoken words</i></li> <li>• <i>use physical response, mime and gesture to convey meaning and show understanding.</i></li> </ul> </li> <li>• Develop understanding of the sounds of individual letters and groups of letters (phonics).</li> <li>• Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for and identify specific words and phrases in instructions, stories and songs.               <ul style="list-style-type: none"> <li>• <i>identify specific sounds e.g. rhymes, letters, words</i></li> <li>• <i>compare different sounds.</i></li> </ul> </li> <li>• Follow a text accurately whilst listening to it being read.</li> <li>• Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences in longer passages of French (e.g. instructions given, songs and extended listening exercises).               <ul style="list-style-type: none"> <li>• <i>understand the main points from speech, which includes unfamiliar language.</i></li> </ul> </li> <li>• Undertake longer listening exercises and be able to identify key words or phrases to answer questions.               <ul style="list-style-type: none"> <li>• <i>remember, retain and recall words, phrases and sentences</i></li> <li>• <i>memorise and present a set of instructions.</i></li> </ul> </li> <li>• Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points in passages of French with authentic pronunciation and at authentic speed.               <ul style="list-style-type: none"> <li>• <i>listen attentively, re-tell and discuss the main ideas</i></li> </ul> </li> <li>• Understand and identify longer and more complex phrases and sentences               <ul style="list-style-type: none"> <li>• <i>participate in simple conversations on familiar topics</i></li> <li>• <i>describe incidents or tell stories from their own experience, in an audible voice.</i></li> <li>• <i>agree or disagree with statements made about a spoken passage.</i></li> </ul> </li> <li>• Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> </ul>

Reading				
Knowledge and skills	<ul style="list-style-type: none"> <li>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</li> <li><i>understand words displayed in the classroom</i></li> <li><i>identify and read simple words</i></li> <li><i>read and understand simple messages.</i></li> <li>Read aloud familiar words or short phrases in chorus.</li> <li><i>read aloud a familiar sentence, rhyme or poem.</i></li> <li>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</li> <li><i>pronounce accurately the most commonly used characters, letters and letter strings</i></li> <li>Understand the meaning in English of short words read in French.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately read and understand familiar written words, phrases and short sentences</li> <li><i>match phrases and short sentences to pictures or themes</i></li> <li><i>identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.</i></li> <li>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</li> <li><i>read aloud words which they use on a regular basis, e.g. numbers, colours, greetings</i></li> <li><i>pronounce letter strings, words and phrases accurately with good pronunciation.</i></li> <li>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</li> <li>Understand most of what is read in French when it is based on familiar language.</li> <li><i>make links between spoken and written words</i></li> <li><i>identify common spelling patterns in letter strings.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of simple texts in different but authentic formats.</li> <li><i>read fiction and non-fiction texts, e.g. extracts from stories, song lyrics (covering familiar topics), reading exercises with set questions, example emails or letters and texts from the Internet.</i></li> <li>Understand longer passages in French and start to decode meaning of unknown words using cognates and context.</li> <li>Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with expression and accurate pronunciation.</li> <li><i>read and respond to eg an extract from a story, an e-mail message or song</i></li> <li><i>give true or false responses to statements about a written passage</i></li> <li><i>read descriptions of people in the school or class and identify who they are.</i></li> <li>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats.</li> <li><i>read for enjoyment an e-mail message, short story or simple text from the Internet</i></li> <li><i>read and understand the gist of a familiar news story or simple magazine article.</i></li> <li>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</li> <li>Decode unknown language using bilingual dictionaries.</li> </ul>
	Writing			
Knowledge and skills	<ul style="list-style-type: none"> <li>Write some familiar simple words from memory or using supported written materials</li> <li><i>write simple, familiar words using a model</i></li> <li><i>write some single words from memory.</i></li> <li><i>create name labels and complete differentiated worksheets</i></li> <li>Write familiar words &amp; short phrases using a model or vocabulary list. (e.g.,: 'I play the piano'. 'I like apples'.)</li> </ul>	<ul style="list-style-type: none"> <li>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</li> <li><i>write labels for work on wall displays and in books</i></li> <li><i>complete a semi-completed message/email to someone else</i></li> <li>Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate. (e.g., My name, where I live and my age).</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</li> <li><i>choose words, phrases and sentences and write them into a gapped text or as picture captions</i></li> <li>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc).</li> <li>Check spellings with a bilingual dictionary.</li> <li>Write a paragraph using familiar language incorporating conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. (e.g., My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).</li> </ul>	<ul style="list-style-type: none"> <li>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</li> <li>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</li> <li>Identify and correctly use adjectives (e.g. colours or size) and conjunctions placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</li> <li><i>apply most words correctly</i></li> <li><i>construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.</i></li> <li>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</li> <li>Begin to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives. (e.g., A presentation or description of a typical school day including subjects, time and opinions).</li> </ul>



Grammar				
Knowledge and skills	<ul style="list-style-type: none"> <li>Start to understand the concept of gender (masculine, feminine) and how this is shown in French.</li> <li>Use the first person singular version of high frequency verbs. <i>For example: I like, I have, I am called and I play.</i></li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>Introduce and use the negative form.</li> <li>Begin to look at what a fully conjugated verb looks like. <i>For example: (to be) Je suis/ Tu es</i></li> <li>Introduce simple adjectival agreement (e.g., adjectival agreement when describing nationality) and possessive adjectives. <i>For example: I have/I do not have. In my pencil there is/In my pencil case there is not.</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of gender (masculine &amp; feminine) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>Use the negative form, possessives, and conjunctions - improving sentence structure and length by learning to use simple conjunctions like 'and' <i>et</i> and 'but' <i>mais</i>.</li> <li>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Begin to explore full verb conjugation <i>For example: (to wear) Je porte/ tu portes/ vous portez</i></li> <li>Be able to describe clothes in terms of colour</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives <i>Units such as At School. What subjects they like or do not like but also explaining why.</i></li> <li>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. <i>For example: (to finish) Je finis/ tu finis/ vous finissez Stem: fini</i></li> <li>Be able to identify and correctly use adjectives (e.g. colours or size) and conjunctions and understand the concept of adjectival agreement (where relevant).</li> </ul>
	Intercultural understanding			
Wider curriculum/Citizenship	<p>Learn about the different languages spoken by children in the school.</p> <ul style="list-style-type: none"> <li>increase awareness of linguistic and cultural diversity.</li> </ul> <p>Locate country/countries where French is spoken. Identify social conventions at home and in other cultures.</p> <ul style="list-style-type: none"> <li>know some facts about one country, e.g. climate, main towns, famous landmarks, produce.</li> </ul> <p>Compare traditional stories</p> <ul style="list-style-type: none"> <li>compare characteristics of simple stories between cultures.</li> </ul>	<p>Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> <li>compare pastimes of children of different cultures and countries</li> </ul> <p>To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> <li>revise the location of country/countries where the language is spoken</li> <li>identify a route from own locality to specified destination.</li> </ul> <p>Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> <li>have contact with a native speaker</li> <li>view a video or media resource about the country</li> <li>send an e-mail, letter or postcard to a partner school.</li> </ul>	<p>Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> <li>consider aspects of everyday life of children in their own and different countries</li> <li>reflect on cultural issues using empathy and imagination to understand other people's experiences.</li> </ul> <p>Recognise similarities and differences between places</p> <ul style="list-style-type: none"> <li>identify geographical features of contrasting locality</li> <li>learn about buildings and places in different countries.</li> </ul> <p>Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> <li>learn about symbols representing their own country</li> <li>learn about symbols and products from another.</li> </ul>	<p>Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> <li>recognise similarities and differences in attitudes amongst children in different cultures</li> <li>learn about role models for children in different cultures.</li> </ul> <p>Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> <li>discuss similarities and differences between the cultures they have learned about</li> <li>recognise and challenge stereotypes.</li> </ul> <p>Present information about an aspect of culture</p> <ul style="list-style-type: none"> <li>perform songs, plays, dances</li> </ul> <p>Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> <li>learn how different cultures celebrate special days</li> <li>identify similarities and differences</li> <li>learn simple phrases to celebrate festivals.</li> </ul>
	Knowledge about Language			
Understanding of language	<ul style="list-style-type: none"> <li>Recognise commonly used rhyming sounds.</li> <li>Imitate pronunciation of sounds.</li> <li>Hear main word classes.</li> <li>Recognise question forms and negatives.</li> <li>Recognise how sounds are represented in written form.</li> <li>Notice the spelling of familiar words.</li> <li>Recognise that languages describe familiar things differently.</li> <li>Recognise that many languages are spoken in the UK and across the world.</li> <li>Recognise conventions of politeness.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce and extend recognition of word classes and understand their function.</li> <li>Recognise and apply simple agreements, singular and plural.</li> <li>Use question forms.</li> <li>Recognise that texts in different languages will often have the same conventions of style and layout.</li> <li>Identify a different writing system.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise patterns in simple sentences.</li> <li>Manipulate language by changing an element in a sentence.</li> <li>Apply knowledge of rules when building sentences.</li> <li>Develop accuracy in pronunciation and intonation.</li> <li>Understand and use negatives.</li> <li>Appreciate that different languages use different writing conventions.</li> <li>Recognise the typical conventions of word order in the foreign language.</li> <li>Understand that words will not always have a direct equivalent in the language.</li> <li>Notice different text types and deal with authentic texts.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise patterns in the foreign language.</li> <li>Notice and match agreements.</li> <li>Use knowledge of words, text and structure to build simple spoken and written passages.</li> <li>Use knowledge of word order and sentence construction to support the understanding of the written text.</li> <li>Use knowledge of word and text conventions to build sentences and short texts.</li> <li>Devise questions for authentic use.</li> </ul>







## End of Year Expectations

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Understand numbers 1-10 and be able to say, read and write them.</li> <li>• Be familiar with the days of the week and be able to say them and recognise them in written form.</li> <li>• Use simple greetings (e.g. saying hello and goodbye, saying how they are).</li> <li>• Ask and answer simple questions about name and age.</li> <li>• Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).</li> <li>• Use simple adjectives (e.g. colours).</li> <li>• Use some simple verbs in the first person "I" form (e.g. I am and I play).</li> <li>• Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</li> <li>• Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</li> <li>• Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).</li> <li>• Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).</li> <li>• Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).</li> <li>• Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the alphabet to assist in correct spelling and pronunciation.</li> <li>• Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</li> <li>• Be able to say, read and write the date including the day, number and month of the year.</li> </ul> <p>All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.</p> <ul style="list-style-type: none"> <li>• Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).</li> <li>• Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).</li> <li>• Be able to read longer passages of text and answer questions (orally or in writing about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).</li> <li>• Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).</li> <li>• Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). This can be done using familiar verbs such as "to wear" regarding clothes and they can then build sentences about what they and their friends are wearing).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).</li> <li>• Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.</li> <li>• Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc).</li> <li>• Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).</li> <li>• Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)</li> <li>• Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.</li> <li>• Use conjunctions to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)</li> <li>• Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy).</li> <li>• Use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in French. Use the language learning skills to decode meaning and gist from more complex passages.</li> <li>• Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.</li> </ul>



## The 6Cs and MFL

### How our 6Cs will be evident through our MFL curriculum

 <p>Character</p>	 <p>Citizenship</p>	 <p>Communication</p>
<p>By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for tasks. Strategies explored in MFL lessons can also be used for learning in other subjects. Children also explore other cultures and show respect for others.</p>	<p>Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values.</p>	<p>Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation, and how these influence meaning, and to adapt language in formal and informal contexts.</p>
 <p>Collaboration</p>	 <p>Creativity</p>	 <p>Critical thinking</p>
<p>Children will have many opportunities to collaborate during MFL lessons as they will be engaging in conversations with each other and playing games to embed the new learning. Using their communication and character skills, they will realise that working together will help to embed learning.</p>	<p>Children will have opportunities to use their own creativity to present their learning. They can create presentations, role-plays, written work such as newspaper reports, songs/raps, role-plays to present their learning for the four key skills.</p>	<p>Children will show an understanding of language rules and phonemes used in French and apply these accordingly. They can find similarities and differences between the English and French language as they learn new words/phrases and create ways to recall new vocabulary.</p>