



MFL Overview

Intent statement:

French is our chosen target language and is taught across Key Stage Two. Our MFL curriculum intent is very much to encourage a 'thirst for knowledge' and give our children the opportunity to learn about different countries, communities, cultures and traditions so that they can begin to see beyond their own experiences. We aim to introduce a love of learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing in engaging and interesting ways. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures, and though they may not leave us as linguists, we hope to lay the foundations and a real interest and love for future language learning. The world really is a big place and is there to be explored by them!



'Here To Learn Happily'

Lower Key Stage Two				
Overarching Skills				
	Listening	Speaking	Reading	Writing
	<p>Can understand a few familiar spoken words and phrases.</p> <p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases</p>	<p>Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.</p> <p>Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p>	<p>Can recognise and read out a few familiar words and phrases.</p> <p>Can understand simple written phrases. Can match sounds too familiar written words.</p>	<p>Can write or copy a few simple words or symbols as an emergent writer of the target language.</p> <p>Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>
Year 3	<ul style="list-style-type: none"> ☐ Listen attentively and understand instructions. ☐ Recognise and respond to sound patterns and words. ☐ Listen and respond to simple rhymes, stories and songs. <p>Listen attentively and show understanding by joining in and responding.</p>	<ul style="list-style-type: none"> ☐ Speak with increasing confidence. ☐ Perform simple communicative tasks using single words, phrases and short sentences. ☐ Imitate pronunciation and intonation so that others can understand. 	<ul style="list-style-type: none"> ☐ Recognise some familiar words in written form. ☐ Read and understand a range of familiar written phrases. ☐ Read some familiar words and phrases aloud and pronounce them accurately. ☐ Use cognates and familiar language to help deduce meaning. 	<p>Experiment with the writing of simple words.</p> <ul style="list-style-type: none"> ☐ Write simple words and phrases using a model. <p>Grammar</p> <ul style="list-style-type: none"> ☐ Nouns. ☐ Gender. ☐ Singular and plural forms. ☐ Definite and indefinite article. ☐ Recognise and use high frequency verbs. ☐ Develop an awareness of the place of the adjective in the sentence.

Year 4	<ul style="list-style-type: none"> ☐ Listen and respond to simple rhymes, stories and songs. ☐ Listen for sounds rhyme and rhythm. ☐ Follow a short familiar text listening and reading at the same time. 	<ul style="list-style-type: none"> ☐ Make links between some phonemes, rhymes and spellings ☐ Recognise questions and negatives and politeness conventions. ☐ Ask and answer questions on several topics. ☐ Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> ☐ Respond to written language from a range of sources. ☐ Appreciate stories, songs and poems in the language ☐ Follow a short familiar text listening and reading at the same time. ☐ Make links between some phonemes, rhymes and spellings. ☐ Apply phonic knowledge of the foreign language in order to decode text. ☐ Begin to use a dictionary to look words up and find meaning. 	<ul style="list-style-type: none"> ☐ Write some phrases from memory. ☐ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory <p>Grammar</p> <ul style="list-style-type: none"> ☐ Develop an awareness of sound spelling link to be able to write with increasing accuracy. ☐ Recognise different word classes e.g. nouns, verbs, adjectives. ☐ Personal pronouns I, you, it, they. ☐ Question words. ☐ Develop an awareness of adjectival agreements. ☐ Simple adverbs of time (time phrases including O'clock) ☐ Develop an awareness of word order. ☐ Apply knowledge of language rules and conventions when building short sentences
Upper Key Stage Two				

Overarching Skills				
	Listening	Speaking	Reading	Writing
	Can understand the main points from a series of spoken sentences (including questions) may require some repetition.	. Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can understand the main point(s) from a short-written passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Year 5	<ul style="list-style-type: none"> ☐ Follow a short familiar text listening and reading at the same time. ☐ Listen for gist. 	<p>Speak with increasing fluency.</p> <ul style="list-style-type: none"> ☐ Prepare a short presentation on a familiar topic. ☐ Understand and express simple opinions. ☐ Initiate and sustain conversations and tell stories. 	<ul style="list-style-type: none"> ☐ Read carefully and show understanding of words, phrases and simple writing. ☐ Re-read frequently a variety of short texts. ☐ Read and understand the main points and some detail from a short written passage. <p style="text-align: center;">☐ Broaden vocabulary</p>	<ul style="list-style-type: none"> ☐ Write phrases from memory and adapt these to make new sentences. ☐ to write words, short phrases and short sentences, using a reference. ☐ Write sentences on a range of topics using a model. <p>All above and:</p> <ul style="list-style-type: none"> ☐ Personal pronouns. ☐ I , you, he, she, it, we, they. ☐ Develop an awareness of verb patterns. ☐ Conjugate regular high frequency verbs. <p>.</p> <ul style="list-style-type: none"> ☐ À + definite article. ☐ De + definite article. ☐ Prepositions. ☐ Use a range of adverbs to make messages more interesting.

				<ul style="list-style-type: none"> ☐ Apply correct verb endings to write accurately. ☐ Verbal phrases - talk about yesterday or tomorrow in a simple way eg <i>il y avait, había, eg gab.</i>
Year 6	<ul style="list-style-type: none"> ☐ Listen attentively and understand more complex phrases and sentences; join in to show understanding. ☐ Understand longer and more complex phrases / sentences. ☐ Pick out main details from a story, poem, song, conversation or passage. 	<ul style="list-style-type: none"> ☐ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. ☐ Speak in sentences using familiar vocabulary, phrases and basic language structures. ☐ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. ☐ Speak with increasing spontaneity. ☐ Use repair strategies to keep a conversation going 	<ul style="list-style-type: none"> ☐ Identify different text types and read short, authentic texts for enjoyment or information. ☐ Match sound to sentences and paragraphs. ☐ Broaden vocabulary. ☐ Develop strategies for understanding new words in familiar material including using a dictionary. ☐ Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> ☐ Express ideas clearly. ☐ Be able to write at varying length, for different purposes and audiences. ☐ Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.
				<p>All above and:</p> <ul style="list-style-type: none"> ☐ Conjugate some basic high frequency irregular verbs. ☐ Begin to use adjectival agreements with accuracy. ☐ Use of prepositions ☐ Use a range of adverbs to make messages more interesting. ☐ Apply correct verb endings to write accurately. ☐ Verbal phrases - talk about yesterday or tomorrow in a simple way eg <i>il y avait, había, eg gab.</i>