



**MFL - French**

	<b>Year 3</b>	<b>Year 4</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• show understanding of a range of familiar spoken phrases, for example greetings, pencil case items, colours, numbers.</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> </ul>	<ul style="list-style-type: none"> <li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> <li>• notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• ask and answer simple questions, for example about personal information</li> <li>• repeat sentences heard and make simple adaptations to them</li> <li>• use mostly accurate pronunciation and speak clearly when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer a range of questions on different topic areas – clothing, days of the week, numbers, parts of the body.</li> <li>• using familiar sentences as models, make varied adaptations to create new sentences</li> <li>• read aloud using accurate pronunciation and present a short learned piece for performance</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• recognise some familiar words and phrases in written form – colours.</li> <li>• read some familiar words aloud using mostly accurate pronunciation</li> <li>• learn and remember new words encountered in reading</li> </ul>	<ul style="list-style-type: none"> <li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> <li>• notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• write some single words from memory</li> <li>• use simple adjectives such as colours and sizes to describe things orally</li> <li>• record descriptive sentences using a word bank</li> </ul>	<ul style="list-style-type: none"> <li>• write words and short phrases from memory</li> <li>• use a range of adjectives to describe things in more detail, such as describing someone's appearance</li> <li>• write descriptive sentences using a model but supplying some words from memory</li> </ul>

<b>Grammar</b>	<ul style="list-style-type: none"> <li>• recognise the main word classes e.g. nouns, adjectives and verbs</li> <li>• understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</li> <li>• have basic understanding of the usual order of words in sentences in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• recognise a wider range of word classes including pronouns and articles, and use them appropriately</li> <li>• understand that adjectives may change form according to the noun they relate to, and select the appropriate form</li> <li>• recognise questions and negative sentences</li> </ul>
	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</li> <li>• identify different ways to spell key sounds, and select the correct spelling of a familiar word</li> </ul>	<ul style="list-style-type: none"> <li>• understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard</li> <li>• apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• take part in conversations and express simple opinions giving reasons</li> <li>• adapt known complex sentences to reflect a variation in meaning</li> <li>• begin to use intonation to differentiate between sentence types</li> </ul>	<ul style="list-style-type: none"> <li>• engage in longer conversations, asking for clarification when necessary</li> <li>• create his/her own sentences using knowledge of basic sentence structure - shapes, colours, parts of the body, pets, character (physical description, siblings, likes and dislikes, birthday, numbers 1-31)</li> <li>• use pronunciation and intonation effectively to accurately express meaning and engage an audience</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• read aloud and understand a short text containing mostly familiar language (family members, animals, colours, pets), using fairly accurate pronunciation</li> <li>• learn a song or poem using the written text for support</li> <li>• use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</li> <li>• attempt to read a range of texts independently, using different strategies to make meaning</li> <li>• use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</li> <li>•</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</li> <li>• use a wide range of adjectives to describe people and things, and use different verbs to describe actions</li> </ul>	<ul style="list-style-type: none"> <li>• write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic – Draw and write about a monster, create a mini fact book on themselves, animal flap-book.</li> <li>• select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</li> <li>• begin to use some adverbs</li> </ul>

***‘Building Strong Foundations for the Years Ahead’***

<b>Grammar</b>	<ul style="list-style-type: none"><li>• know how to conjugate some high frequency verbs</li><li>• understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</li><li>• adapt sentences to form negative sentences and begin to form questions</li></ul>	<ul style="list-style-type: none"><li>• know how to conjugate a range of high frequency verbs</li><li>• understand how to use some adverbs in sentences</li><li>• have an awareness of similarities and differences in grammar between different languages</li></ul>
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