

Enmore Church of England Primary School

'Those who are taught here must
go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you
should do as I have done for you.'

John 13: 15

Modern Foreign Languages at Enmore

Background



Learning a foreign language provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Enmore follows the Early Years Foundation Stage Curriculum which can be found [here](#), and the National Curriculum programmes of study which can be found [here](#).

Vision



The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how MFL is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.

Vision

- To have high expectations

What this looks like in MFL

- Learning behaviours are excellent
- Poor behaviour is uncommon and is challenged
- Marking is high quality
- teaching spaces are kept tidy and are well- organised

Vision

- A broad curriculum offer

What this looks like in MFL

- Displays and work in folders reflects a broad curriculum
- classes have topics but discrete subjects are taught
- Cross- curricular links used when possible

Vision

- An inclusive curriculum

What this looks like in MFL

- All children have access to the curriculum
- Pre, post and during interventions used as appropriate, aimed at removing barriers to learning

Vision

- A mastery approach

What this looks like in MFL

- Whole class teaching is predominant
- children who have mastered topics are given opportunities to support less confident
- low stakes testing and retrieval exercises used where appropriate

Vision

- Expose children to diversity

What this looks like in MFL

- Differences and similarities across cultures celebrated and explored
- Learn about and from French speaking cultures across the world
- Understand migration and how this impacts the UK

Vision

- Ask Big Questions

What this looks like in MFL

- Encourage children to explore and ask questions about why cultures differ, celebrate and observe occasions
- Explore diversity, and how it enriches life experiences

Vision

- Close vocabulary gap for disadvantaged children

What this looks like in MFL

- Build on phonics and vocabulary already learnt in English.
- Develop learning techniques through songs, rhymes and repetition to support vocabulary development

Vision

- Reinforce school, Christian and British values

What this looks like in MFL

- Understand how values are seen through the learning process
- Consider similarities and differences of values across the UK and other cultures.

Vision

- To develop the children as individuals and give responsibility

What this looks like in MFL

- Give responsibility to children for their own learning and the support of others
- Encourage children to think about their future roles and jobs where MFL would be beneficial

Subject Intent/Rationale

Research shows that the best results are achieved when MFL is taught little and often, and includes a balance of PHONICS/PRONUNCIATION, VOCABULARY and GRAMMAR.

MFL is introduced early in KS1, with songs, rhymes and simple vocabulary.

From there, French is taught weekly in classes across KS2.

The curriculum overview covers all of the national Curriculum objectives, spread across Classes 2 to 5.

ENMORE

NCMFL Objectives					
Pupils should be taught to:					
Area of Study	Class 2	Class 3	Class 4	Class 5	
Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Speaking and Listening	<ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Speaking and Listening	<ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Speaking and listening Literacy	<ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Present ideas and information orally to a range of audiences*	Speaking and listening	<ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Read carefully and show understanding of words, phrases and simple writing	Literacy	<ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Appreciate stories, songs, poems and rhymes in the language	Speaking and Listening Literacy Cultural Understanding	<ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Speaking and listening Literacy	<ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Literacy	<ul style="list-style-type: none"> In the classroom Transport Circle of life 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Describe people, places, things and actions orally* and in writing	Speaking and listening	<ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
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.	Literacy	<ul style="list-style-type: none"> French greetings with puppets (Visual Composition) Playground games 	<ul style="list-style-type: none"> French greetings with puppets Clothes Numbers, calendars and birthdays Weather and water cycle French food Transport 	<ul style="list-style-type: none"> Monster pets Space explorers Shopping French speaking world A week in the life Meet the family 	<ul style="list-style-type: none"> Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town

Class 2

Class 2

Units of study	French greetings with puppets (5 lessons)	French adjectives of colour, size and shape (5 lessons)	Playground games (5 lessons)
	Pupils learn how to introduce themselves, to ask how someone is feeling and to say how they are feeling	Pupils learn to say the names of colours, describe shapes using the adjectives of colour and size, create an animal from 2D shapes, and works of art inspired by French artist Matisse	Children count, recognise and use the numbers to twelve, ask how old someone is and say how old they are and compare sentence structures in French and English
Content	Speaking and Listening Introductions Speaking and Listening Expressing how you feel	Speaking and Listening Colours and shapes Speaking and Listening Recognising and using adjectives of size and colour	Speaking and Listening Counting 1-12 Speaking and Listening Literacy Saying your age
Skills	Speaking and Listening Literacy Listening and responding Literacy Appreciating stories, songs and rhymes	Speaking and Listening Presenting ideas and information orally Speaking and Listening Developing accurate pronunciation	Literacy Exploring patterns and sounds of language Speaking and Listening Speaking in sentences
Links	Music	Art	Maths

Class	Topics	Key Skills/coverage	Rationale
2	<p>Who am I? / The Stories</p> <p>People Tell</p> <p>The Great Fire of London / Sensational</p> <p>Flowers and Insects / All Dressed Up</p> <p>I'm Alive/ Buildings</p> <p>Titanic / Seeing the Light</p> <p>Our World / Hooray! Let's go on Holiday</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>describe people, places, things and actions orally</p> <ul style="list-style-type: none"> French greetings with puppets French adjectives of colour, size and shape Playground games In the classroom Transport 	<p>Emphasis on enjoying/speaking French with conversation/songs/games/puppets</p> <p>Early understanding that other languages are spoken. Some early French picture dictionaries available.</p> <p>Cultural capital: developing awareness of other cultures.</p> <p>Based on home and school life to allow the children to draw parallels with their own lives.</p> <p>Basic sentences formed.</p>

Class 3

Class 3

Units of study	French greetings with puppets YR3 (5 lessons)	Transport YR3 (5 lessons)	Clothes YR4 (5 lessons)	Numbers, calendars and birthdays YR4 (5 lessons)	Weather and the water cycle YR4 (5 lessons)	French food YR4 (5 lessons)
	Pupils learn how to introduce themselves, to ask how someone is feeling and to say how they are feeling	Children decipher new vocabulary using their knowledge of cognates, develop their understanding of sentence structure, identify sounds and perfect their punctuation	Children name items of clothing and the different forms of the indefinite article and possessive adjective and practice using the correct adjectival agreement	Children learn the days of the week dates and seasons through maths, songs, surveys and the research of French festivals finishing with a birthday celebration	Children describe the weather, make statements about the weather in French cities, including compass points and temperatures and learn about the water cycle	Pupils apply their understanding within a new context; using number when paying for items in a café, and their language detective skills to interpret authentic French menus Express likes and dislikes
Content	Speaking and Listening Introductions Speaking and Listening Expressing how you feel	Speaking and Listening Types of transport Speaking and Listening Literacy Saying how and where you are travelling to/from	Speaking and Listening Literacy Describing clothes Speaking and Listening Literacy Possessive adjectives	Speaking and Listening Literacy Counting 1-31 Speaking and Listening Literacy Days and dates Intercultural understanding French celebrations	Speaking and Listening Literacy Weather and temperature reporting Intercultural understanding French cities The water cycle	Speaking and Listening Literacy Ordering food and drinks Intercultural understanding French food Healthy eating
Skills	Speaking and Listening Literacy Listening and responding Literacy Appreciating stories, songs and rhymes	Literacy Linking spelling, sound and meaning of words Speaking and Listening Adapting phrases to create new sentences	Literacy Reading carefully and showing understanding of phrases and simple writing Speaking and Listening Literacy Understanding basic grammar – gender and adjectival agreement	Speaking and Listening Developing accurate pronunciation and intonation Speaking and Listening Exploring the patterns and sounds of language through songs and rhymes	Speaking and Listening Literacy Developing ability to understand new words Speaking and Listening Presenting ideas and information orally	Speaking and Listening Listening and responding to spoken language Engaging in conversations
Links		Geography		Maths	Science	Science

3	Explorers and Adventurers/ Shaping Up Footprints from the Past/ What's on the Menu? /Romans Gateways to the World/ Inventions that Changed the World Chocolate/ Pictures and Photographs Different Places, Similar lives (WWII) Treasure/ Do you live around here?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 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.	Typical conversation taught through repetition: <table border="1"> <tr><td>Bonjour</td><td></td></tr> <tr><td>Salut</td><td></td></tr> <tr><td>Ca va?</td><td>Ca va bien. Ca va mal. Et toi?</td></tr> <tr><td>Comment tu t'appelle?</td><td>Je m'appelle..... Et toi?</td></tr> <tr><td>Quel âge as-tu?</td><td>J'ai ____ ans.</td></tr> <tr><td>Avez-vous un chien/chat?</td><td>Oui/Non. J'ai un ____./Elle s'appelle ____.</td></tr> <tr><td>Avez-vous un sour/frère/chat/chien?</td><td>Oui/Non. J'ai un ____./Elle s'appelle ____. Il/elle a les yeux ____ et les cheveux ____.</td></tr> <tr><td>Tu aimes ____?</td><td>Oui, j'aime ____. Non, Je n'aime pas ____.</td></tr> <tr><td>Vous aimez?</td><td>Je voudrais ____.</td></tr> <tr><td>Que lest la date de ton anniversaire?</td><td></td></tr> <tr><td>Au revoir</td><td></td></tr> </table>	Bonjour		Salut		Ca va?	Ca va bien. Ca va mal. Et toi?	Comment tu t'appelle?	Je m'appelle..... Et toi?	Quel âge as-tu?	J'ai ____ ans.	Avez-vous un chien/chat?	Oui/Non. J'ai un ____./Elle s'appelle ____.	Avez-vous un sour/frère/chat/chien?	Oui/Non. J'ai un ____./Elle s'appelle ____. Il/elle a les yeux ____ et les cheveux ____.	Tu aimes ____?	Oui, j'aime ____. Non, Je n'aime pas ____.	Vous aimez?	Je voudrais ____.	Que lest la date de ton anniversaire?		Au revoir	
		Bonjour																							
Salut																									
Ca va?	Ca va bien. Ca va mal. Et toi?																								
Comment tu t'appelle?	Je m'appelle..... Et toi?																								
Quel âge as-tu?	J'ai ____ ans.																								
Avez-vous un chien/chat?	Oui/Non. J'ai un ____./Elle s'appelle ____.																								
Avez-vous un sour/frère/chat/chien?	Oui/Non. J'ai un ____./Elle s'appelle ____. Il/elle a les yeux ____ et les cheveux ____.																								
Tu aimes ____?	Oui, j'aime ____. Non, Je n'aime pas ____.																								
Vous aimez?	Je voudrais ____.																								
Que lest la date de ton anniversaire?																									
Au revoir																									
<ul style="list-style-type: none"> • Portraits • Clothes • Numbers, calendars and birthdays • Weather and water cycle • French food • Eurovision 	Basic conversation taught to ensure early success and paired work. Write sentences. Develop awareness of cultural similarities and differences: French festivals, climate, food and art. Grammatical sentences developed to include description, adjectives and asking questions. Bi-lingual dictionaries used to look up and translate new words. Enjoyment through songs. Cross-curricular links made. Connections made to own life experiences, such as celebrating birthdays. Expressing opinions.																								

Class 4

Class 4						
Units of study	Monster pets (5 lessons)	Space explorers (5 lessons)	Shopping (5 lessons)	French speaking world (5 lessons)	A week in the life (5 lessons)	Meet the family (5 lessons)
	Children use their 'detective skills' to extract information, identify and sort nouns by their gender, understand their sentence structure and describe their own monster pet in writing	Children develop their scientific vocabulary as well as their grammar, write their own poems using figurative language and develop their sentence structure by adding adjectives, making comparisons and giving reasons using 'because'	Pupils develop vocabulary associated with a trip to France, as well as building their understanding of sentence structures, questions and phrases. They also apply their language detective skills when faced with an unfamiliar text	Pupils learn to give and follow directions in French and to use comparative language, which they practise as they explore different French speaking countries	Pupils learn the verbs 'avoir' and 'être', identify the infinitive and other forms of verbs, and learn to use the correct verbending for different subject pronouns, whilst recognising that some verbs are irregular	Pupils learn how to describe family members and what they like and dislike, using the correct form of 'être', 'ma' and 'mes', and making sure of adjectival agreement, before preparing a <u>short, written</u> presentation
Content	Speaking and Listening <u>Literacy</u> Understanding a non-fiction text Speaking and Listening <u>Literacy</u> Body parts and descriptions	<u>Literacy</u> Writing explanations	Speaking and Listening Asking for things and quantities of things Speaking and Listening <u>Literacy</u> Numbers 1 to 100 and beyond, working with Euros	Speaking and Listening <u>Literacy</u> Inter-cultural understanding French speaking countries Comparing physical features and climate	Speaking and Listening <u>Literacy</u> Days and times Speaking and Listening <u>Literacy</u> Regular verb forms	Speaking and Listening <u>Literacy</u> Introducing family members Speaking and Listening <u>Literacy</u> Comparing what people like
Skills	Speaking and Listening <u>Literacy</u> Describing things orally and in writing <u>Literacy</u> Understanding and responding to written language from an authentic source	Speaking and Listening Exploring patterns and sounds of language Speaking and Listening Reading carefully and showing understanding of simple writing	<u>Literacy</u> Developing an appreciation of a range of writing Speaking and Listening Developing the ability to understand new words	Speaking and Listening <u>Literacy</u> Describing places orally and in writing Speaking and Listening Developing accurate pronunciation	<u>Literacy</u> Listening attentively to spoken language Speaking and Listening <u>Literacy</u> Understanding basic grammar – verbs	Speaking and Listening <u>Literacy</u> Expressing opinions and responding to those of others Speaking and Listening <u>Literacy</u> Speaking in sentences using familiar vocabulary
Links		Science		Geography		

4	Being Human/ AD900 (Mayans) Going Global/ Space Explorers Full Power/ What a Wonderful World/ Rainforest (10W week) Fairgrounds/Weather and Climate Building A Village/ Vikings/ Mountains The Holiday Show/ Bahrain/Investigators	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 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.	Developing understanding on structure of language, including masculine and feminine. Build vocabulary through description, poetry and figurative language. Build knowledge of France through planning trips, using maps and timetables. Cultural capital: explore other countries speak French around the world. Build useful phrases bank. Develop pronunciation to include reading unknown words. Begin to conjugate verbs, identifying regular and irregular patterns. Work towards extended writing piece. Use bi-lingual dictionaries to extend vocabulary and translate longer passages.
	<ul style="list-style-type: none"> • Monster pets • Space explorers • Shopping • French speaking world • A week in the life • Meet the family 		

Class 5

Class 5

Units of study	<p>French sport and the Olympics (6 lessons) Pupils learn to conjugate the verb 'aller'- to go and which preposition to use to express going to a country. They learn sports vocabulary, how to express preferences and expand their knowledge of country names. They develop their cultural knowledge of <i>Pétanque</i>, the Tour de France and the Olympics and consolidate their learning by writing a magazine article about participating in the Olympic Games</p>	<p>French football champions (5 lessons) Pupils learn strategies which they can use in their future learning of other languages and subjects as well as developing their speaking and listening <i>skills</i>, asking and responding to questions and adapting written football player profiles</p>	<p>Life at home (5 lessons) Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and <i>vocabulary</i> they have learned by writing a letter to describe their family, home and bedroom</p>	<p>Planning a holiday in France (5 lessons) The children learn to use a combination of present and near future <i>tenses</i>, and become familiar with holiday related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France</p>	<p>A visit to a town in France (5 lessons) In learning directional and transport vocabulary and prepositional phrases, <i>the children</i> explore their journey to school and what places in town are worth a visit and why. They practise giving opinions and talk about a trip to France</p>
Content	<p>Speaking and Listening <i>Literacy</i> Talking and writing about sports, preferences and visiting countries</p> <p>Speaking and Listening <i>Literacy</i> Conjugating a verb and using prepositions</p> <p><i>Intercultural understanding</i> Learning about particular sporting events in France and Olympic sports</p>	<p>Speaking and Listening <i>Literacy</i> Talking and writing about football and learning new vocabulary</p> <p>Speaking and Listening <i>Literacy</i> Decipher a football profile and learn to write one</p> <p>Speaking and Listening <i>Literacy</i> Talking and writing about which country a person comes from</p> <p><i>Intercultural understanding</i> Understanding about French football, players and teams</p>	<p>Speaking and Listening <i>Literacy</i> Describing rooms and objects in the house</p> <p>Speaking and Listening <i>Literacy</i> Describing the position of objects and room</p>	<p>Speaking and Listening <i>Literacy</i> Developing and using the vocabulary for planning a trip</p> <p>Speaking and Listening <i>Literacy</i> Justifying ideas and opinions orally and in writing</p>	<p>Speaking and Listening <i>Literacy</i> <i>Intercultural understanding</i> Comparing cities</p> <p>Speaking and Listening <i>Literacy</i> Giving directions</p>
Skills	<p><i>Literacy</i> Learning new vocabulary and writing a magazine interview</p> <p>Speaking and Listening Engaging in conversations</p> <p><i>Intercultural understanding</i> Developing awareness of cultural sporting events</p>	<p><i>Literacy</i> Learning to spot cognates and develop strategies to work out what a word might mean and strategies for learning and recalling new words</p> <p><i>Literacy</i> Learning new vocabulary and writing a sports profile</p>	<p><i>Literacy</i> Speaking and Listening Using prepositions Reading and understanding text</p> <p>Asking and answering questions <i>Intercultural understanding</i> Corresponding with a French school</p>	<p><i>Literacy</i> Speaking and Listening Responding to language from a variety of authentic sources</p> <p><i>Literacy</i> Writing using a variety of grammatical structures</p>	<p>Speaking and Listening Finding ways of communicating what they want to say</p> <p><i>Literacy</i> Communicating for practical purposes</p>
Links	PE History Geography	PE Geography			

5	<p><i>Myths and Legends/ Fascinating Forces/ Making New Materials (Bake It)</i></p> <p><i>The Time Tunnel/ Existing Extinct Endangered</i></p> <p><i>They see the World Like This/ Isle of Wight/ Growing Up (yr6)</i></p> <p><i>Making the News/ Go with the flow/ Christmas cookery</i></p> <p><i>Champions for Change/ Look Hear</i></p> <p><i>Making Things Go / Art- specialist unit/ Growing Up (yr6)</i></p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>talk in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>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</p> <ul style="list-style-type: none"> • Sport and the Olympics • French football champions • Life at home • Planning a holiday • Visit to a town 	<p>Extend vocabulary, and use in context.</p> <p>Conjugate verbs and include correct prepositions. Learn French games and develop cultural awareness, comparing with their own life experiences.</p> <p>Write articles and passages with increasing independence, using more advanced bi-lingual dictionaries independently.</p> <p>Identify cognates, yet pronounce words correctly understanding French phonics.</p> <p>Develop precise language, to include a range of prepositions.</p> <p>Understand how to manipulate tenses and use a variety of grammatical structures.</p> <p>Understand how languages are similar, beyond French and English.</p> <p>Give opinions written and orally, and be able to ask relevant questions.</p> <p>Learn about towns and cities in France, making comparisons and talking about their own lives in French.</p>
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Progression/Key "sticky" Knowledge

To Ensure progression across of the key areas of MFL, the following document details each area and what will be covered, showing clear development.

	NC	C2	C3	C4	C5
Reading	Read carefully and show understanding of words, phrases and simple writing	<ul style="list-style-type: none"> Recognising some familiar words in written form e.g. numbers, colours 	<ul style="list-style-type: none"> Noticing and discussing cognates e.g. café 	<ul style="list-style-type: none"> Recognising features of different text types e.g. recipe, scientific text Using a range of strategies to decode new vocabulary 	<ul style="list-style-type: none"> Reading and understanding the main points and some detail from a short, written passage e.g. football Reading short, authentic texts for enjoyment or information e.g. Olympics
	Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none"> Reading aloud a familiar sentence, rhyme or poem 	<ul style="list-style-type: none"> Following a short familiar text, listening and reading at the same time 	<ul style="list-style-type: none"> Reading and adapting a range of different format short texts e.g. Monsieur Mangetout 	<ul style="list-style-type: none"> Reading and responding to e.g. an extract from a story, an e-mail message or song
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<ul style="list-style-type: none"> Beginning to develop dictionary skills, e.g. alphabetical animals 	<ul style="list-style-type: none"> Understanding how to use a bilingual dictionary Making comparisons of word order in French and English 	<ul style="list-style-type: none"> Using contextual clues and cues to make predictions about meanings e.g. fact file, recipe Recognising key information within a text 	<ul style="list-style-type: none"> Beginning to recognise different verb form endings Using a bilingual dictionary to select alternative vocabulary for sentence building e.g. description of a town
Intercultural understanding	Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.	<ul style="list-style-type: none"> Recognising that different languages are spoken in the community/world Naming the capital of France and some other countries where French is spoken Knowing that some of the great artists that come from France Appreciating and imitating the works of Matisse 	<ul style="list-style-type: none"> Recognising landmarks e.g. Transport links and routes Comparing birthday celebrations in France and UK Discovering some of the major cities of France Comparing shops and high streets of France and UK Recognising and using the Euro currency 	<ul style="list-style-type: none"> Identifying and locating other countries in the world where French is spoken Comparing geographical features and climates of different French-speaking countries 	<ul style="list-style-type: none"> Discovering and researching some French international football players Planning a journey to and around France

	NC	C2	C3	C4	C5
Speaking	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<ul style="list-style-type: none"> Asking simple questions e.g. feelings, asking if you have something, how many Saying if you have or don't have something 	<ul style="list-style-type: none"> Asking and giving personal information e.g. birthdays Asking and giving an opinion e.g. food Conversational phrases e.g. ordering food 	<ul style="list-style-type: none"> Forming a question in order to ask for information e.g. family Presenting factual information in extended sentences including justification e.g. planets 	<ul style="list-style-type: none"> Expressing and justifying an opinion e.g. sport Planning and asking extended questions e.g. rooms in the house Engaging in purposeful dialogue e.g. buying a ticket
	Speak in sentences, using familiar vocabulary, phrases	<ul style="list-style-type: none"> Using short phrases to give information e.g. it is ..., age Beginning to adapt phrases from a known rhyme/song 	<ul style="list-style-type: none"> Using a model to form a spoken sentence e.g. Café Speaking in full sentences using known vocabulary e.g. weather, temperature 	<ul style="list-style-type: none"> Rehearsing and recycling extended sentences orally e.g. running dictation Planning and presenting a short descriptive text e.g. family 	<ul style="list-style-type: none"> Planning and presenting a short text e.g. description of route to school Modifying, expressing and comparing opinions
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<ul style="list-style-type: none"> Listening and repeating key phonemes with care e.g. playground games, colours Repeating short phrases accurately, including liaison of final consonant before vowel 	<ul style="list-style-type: none"> Comparing sounds and spelling patterns with English Practising speaking with a partner 	<ul style="list-style-type: none"> Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, unknown vocabulary 	<ul style="list-style-type: none"> Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and accuracy
	Present ideas and information orally to a range of audiences	<ul style="list-style-type: none"> Introduce yourself with simple phrases e.g. name, age 	<ul style="list-style-type: none"> Planning and performing a short presentation e.g. weather report 	<ul style="list-style-type: none"> Adapting a story and retelling to the class e.g. A week in the life 	<ul style="list-style-type: none"> Responding to questions orally, including giving and justifying opinions e.g. Sport
	Describe people, places and things and actions orally	<ul style="list-style-type: none"> Recognising and using adjectives e.g. colour, size 	<ul style="list-style-type: none"> Using appropriate adjectives e.g. to describe food, weather, clothing 	<ul style="list-style-type: none"> Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family Using language of comparison e.g. planets 	<ul style="list-style-type: none"> Recognising and using a wide range of descriptive phrases e.g. town, sightseeing

	NC	C2	C3	C4	C5
Writing	Write phrases from memory, and adapt these to create new sentences to express ideas clearly	<ul style="list-style-type: none"> Recalling and writing simple words from memory e.g. colours, numbers 	<ul style="list-style-type: none"> Selecting and writing short words and phrases e.g. food menu 	<ul style="list-style-type: none"> Making a short text using word and phrase cards Completing a gapped text with key words/phrases, e.g. planets 	<ul style="list-style-type: none"> Choosing words, phrases and sentences and writing as a text or captions Using a bilingual dictionary to check the spelling of familiar words
	Use familiar vocabulary in phrases and simple writing	<ul style="list-style-type: none"> Experimenting with simple writing, copying with accuracy e.g. colours 	<ul style="list-style-type: none"> Making short phrases or sentences using word cards 	<ul style="list-style-type: none"> Making short phrases or sentences using a model 	<ul style="list-style-type: none"> Constructing a short text on a familiar topic
	Describe people, places and things and actions in writing	<ul style="list-style-type: none"> Recognising and using adjectives e.g. colour, size 	<ul style="list-style-type: none"> Using adapted phrases to describe someone's outfit 	<ul style="list-style-type: none"> Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family Using language of metaphor and comparison e.g. planets 	<ul style="list-style-type: none"> Using a wide range of descriptive phrases e.g. town, sightseeing Recognising and using verbs in different tenses
Grammar	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 to build sentences and how these differ from or are similar to English	<ul style="list-style-type: none"> Identifying plurals of nouns Recognising placement of adjectives, compared with English Beginning to understand that verbs have patterns Noticing the negative form 	<ul style="list-style-type: none"> Using pronouns he/ she Recognising and applying rules for placement and agreement of adjectives Using indefinite article in the plural 'some' Recognising and using possessive adjective 'my' Beginning to use regular singular verb endings (l/he/she) Recognising and using the negative form Beginning to recognise gender of nouns, definite and indefinite article 	<ul style="list-style-type: none"> Applying rules for adjectives to new vocabulary Recognising and using the partitive article 'some of' Using comparative language Exploring verbs in infinitive form and recognising them in the dictionary Recognising and applying verb endings for present regular 'er' verbs Memorising key verb patterns for 'have' and 'be' 	<ul style="list-style-type: none"> Identifying word classes within a sentence Understanding how word order differs between French and English Learning and using some common irregular verbs, e.g. 'to make', 'to go' Recognising and beginning to form some verbs in future tense

Class 3

Units of study	French greetings with puppets YR3 (5 lessons)	Transport YR3 (5 lessons)	Clothes YR4 (5 lessons)	Numbers, calendars and birthdays YR4 (5 lessons)	Weather and the water cycle YR4 (5 lessons)	French food YR4 (5 lessons)
	<p>Pupils learn how to introduce themselves, to ask how someone is feeling and to say how they are feeling</p>	<p>Children decipher new vocabulary using their knowledge of cognates, develop their understanding of sentence structure, identify sounds and perfect their punctuation</p>	<p>Children name items of clothing and the different forms of the indefinite article and possessive adjective and practice using the correct adjectival agreement</p>	<p>Children learn the days of the week dates and seasons through maths, songs, surveys and the research of French festivals finishing with a birthday celebration</p>	<p>Children describe the weather, make statements about the weather in French cities, including compass points and temperatures and learn about the water cycle</p>	<p>Pupils apply their understanding within a new context; using number when paying for items in a café, and their language detective skills to interpret authentic French menus Express likes and dislikes.</p>
Content	<p>Speaking and Listening Introductions</p> <p>Speaking and Listening Expressing how you feel</p>	<p>Speaking and Listening Types of transport</p> <p>Speaking and Listening Literacy Saying how and where you are travelling to/from</p>	<p>Speaking and Listening Literacy Describing clothes</p> <p>Speaking and Listening Literacy Possessive adjectives</p>	<p>Speaking and Listening Literacy Counting 1-31</p> <p>Speaking and Listening Literacy Days and dates</p> <p>Intercultural understanding French celebrations</p>	<p>Speaking and Listening Literacy Weather and temperature reporting</p> <p>Intercultural understanding French cities The water cycle</p>	<p>Speaking and Listening Literacy Ordering food and drinks</p> <p>Intercultural understanding French food Healthy eating</p>
Skills	<p>Speaking and Listening Literacy Listening and responding</p> <p>Literacy Appreciating stories, songs and rhymes</p>	<p>Literacy Linking spelling, sound and meaning of words</p> <p>Speaking and Listening Adapting phrases to create new sentences</p>	<p>Literacy Reading carefully and showing understanding of phrases and simple writing</p> <p>Speaking and Listening Literacy Understanding basic grammar – gender and adjectival agreement</p>	<p>Speaking and Listening Developing accurate pronunciation and intonation</p> <p>Speaking and Listening Exploring the patterns and sounds of language through songs and rhymes</p>	<p>Speaking and Listening Literacy Developing ability to understand new words</p> <p>Speaking and Listening Presenting ideas and information orally</p>	<p>Speaking and Listening Listening and responding to spoken language</p> <p>Engaging in conversations</p>
Links		Geography		Maths	Science	Science

MFL Progression

	NC	C2	C3	C4	C5
Listening	Listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> Responding to single words & short phrases e.g. greetings, numbers Following instructions Pointing to objects and repeating a sequence 	<ul style="list-style-type: none"> Identifying items by colour adjective Listening and selecting information e.g. weather, points of compass Decoding vocabulary e.g. Shopping items 	<ul style="list-style-type: none"> Gisting information from an extended text e.g. solar system Listening and following the sequence of an unfamiliar story 	<ul style="list-style-type: none"> Indicating the position of objects from a descriptive paragraph Understanding phrases to describe, e.g. route to school Recognising present and future tense sentences
	Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words	<ul style="list-style-type: none"> Listening and joining in with rhymes, e.g. puppets and songs e.g. numbers Beginning to identify vowel sounds and combinations e.g. colours Listening and noticing rhyming words e.g. songs 	<ul style="list-style-type: none"> Joining in with songs and noticing patterns in sounds e.g. days of week Noticing and beginning to predict word patterns and spellings e.g. numbers 	<ul style="list-style-type: none"> Matching unknown written words as they hear new vocabulary e.g. body parts Recognising common spelling patterns and blends and select words by sound 	<ul style="list-style-type: none"> Recalling and performing an extended song or rhyme Making increasingly accurate attempts to read unfamiliar words and phrases

Each class has designated Sticky Knowledge.

MFL: Sticky Knowledge	
French	
Class 2	<ul style="list-style-type: none"> Know how to greet others and respond to a greeting in French Know 5 colours in French Be able to count to 12 in French Be able to say their own age and ask someone's age in French Say a sentence in French Know that there are dictionaries to help translate languages Know that French is one of many languages spoken around the world

MFL: Sticky Knowledge	
French	
Class 3	<ul style="list-style-type: none"> Know 5 body parts in French Know that some words can be either masculine or feminine in French Know numbers to 31 and multiples of 10 in French Know all the days of the week in French Know all the months of the year in French Know how to conjugate the verb to like in French Know the French for <i>England</i> Know how to say 5 common foods in French Know how to use a bilingual dictionary with support

MFL: Sticky Knowledge	
French	
Class 4	<ul style="list-style-type: none"> ○ Know how to ask 5 questions in French about someone they meet ○ Know how to say 5 sentences about their family in French ○ Know how to read a short text aloud with mostly correct French pronunciation ○ Know at least 3 countries that have French as the main language ○ Know at least 5 adjectives in French and place them within a sentence ○ Know how to count to 100 in French ○ Recognise and apply verb ending for 3 present regular 'er' verbs in French ○ Know how to conjugate the verbs 'have' and 'be' in French ○ Know how to use a bilingual dictionary independently

MFL: Sticky Knowledge	
French	
Class 5	<ul style="list-style-type: none"> ○ Know how to ask and answer 5 questions in French to find out about a person's home or family ○ Know how to give directions using 'left' and 'right' in French ○ Know how to write, read, present and pronounce correctly a text in French (<u>15-20 line</u> text) ○ Know how to give opinions in French ○ Know how to ask questions in French when buying tickets for travel ○ Know how to conjugate 5 regular and irregular verbs 'to make' and 'to go' in French ○ Know how word order differs between French and English within a sentence. ○ Know 5 countries where French is the main language ○ Know details of national holidays/celebrations in France <u>e.g.</u> Bastille Day, Epiphany (Galette de <u>Rois</u>), All saints Day.

Subject Implementation



This subject is generally taught in discrete lessons following topics from the KAPOW French planning. The objectives within the National Curriculum have been cross-referenced with the plans to ensure coverage.

Planning sample:

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> To recognise, read and respond to directional language I can recognise and use the points of the compass in French I can speak clearly, using accurate pronunciation I can recall number vocabulary and use it to describe distance 	<p>Watch</p> <ul style="list-style-type: none"> Teacher video: <i>Heading off</i> <p>Listen</p> <ul style="list-style-type: none"> Presentation: <i>Key vocabulary and pronunciation</i> <p>Presentation: <i>Key vocabulary and pronunciation</i></p> <p>Play the audio files to hear sound recordings in French</p> <p>Have ready</p> <ul style="list-style-type: none"> Presentation: <i>Compass points</i> 1 split pin per spinner (per pair) 1 counter per pair (eg a tiddlywink or a counting cube) <p>Print</p> <ul style="list-style-type: none"> Activity: <i>Compass spinner template</i> (See Classroom resources) - one per pupile, on card if available Activity: <i>Treasure map</i> (see Classroom resources) - per pair of pupils)
Attention grabber	

Display Presentation:Compass points.

Presentation: Compass points
Show on your interactive whiteboard

Display slide 2, which shows a compass rose and ask pupils to discuss and agree which label belongs to each compass point.
Listen and repeat the names for the four compass points then call one out and ask the children to use their arms as compass needles to point in that direction.
For further challenge, ask the children to guess the names of the intermediate points:

nord-est
nord-ouest
sud-est
sud-ouest

Show slide 4 to show the children if they guessed correctly.

Language point
à l' and au mean 'to the'
à + le + au
à + l' if the following noun begins with a vowel or an 'h'

Main event

Give out the Activity: *Compass spinner templates* (one per pupil). Children cut out and construct their compass spinners, using a split pin to attach the needle to the centre of the compass and label the compass points.

Working in pairs, they take turns for a few minutes to spin and name the compass points, to familiarise themselves with the compass points and the French words.
Display slide 5 of the Presentation: *Compass points*. Get the children into pairs and give each pair a copy of the Activity: *Treasure map* and a counter. Demonstrate the game the children are going to play using slide 5.

The map is on a grid of squares and shows a number of features on an island, including places where treasure is hidden.

The children will take it in turns to give each other directions to move their counter from the start point to reach one of the piles of treasure, going round any obstacle. When they land on a square with treasure, they say, '**J'ai trouvé le trésor!**' ('I've found the treasure!').

The directions should take the form of the number of metres (squares) in a compass point direction. For example, '**Tu vas deux mètres au nord**' (You go two metres north). As the partner moves, they should say '**Je vais deux mètres au nord**' (I go two metres north).

Assign and label each wall of the classroom with a compass point. Then ask a volunteer 'pirate' to leave the classroom or close their eyes, and hide some 'treasure' under one child's seat. The pirate then re-enters the classroom or opens their eyes, and chooses a ship's mate from the class to direct them to the treasure.
 The ship's mate must give directions to the treasure in French (instead of 'mètres' you can use 'pas' 'steps'), avoiding hazards such as chairs or desks.
 For example:
Trois pas au nord, deux pas au nord-est, quatre pas à l'est... Tu as trouvé le trésor!
 Three steps north, two steps north east, four steps east... You have found the treasure!

Glossary

To hear how these words are pronounced in French, listen to the *Presentation: Key vocabulary and pronunciation*

- au nord - to the North
- au sud - to the South
- à l'est - to the East
- à l'ouest - to the West
- nord-est - North East
- nord-ouest - North West
- sud-est - South East
- sud-ouest - South West
- je vais - I'm going
- mètres - metres
- pas - steps
- j'ai trouvé le trésor - I've found the treasure

Assessing pupils' understanding and progress

Could the children
 • Recognise and respond to different directional vocabulary?
 • Manipulate directional and number language?
 • Use a range of strategies for communicating with their partner?

Pupils with secure understanding indicated by: being able to recognise and respond to directions, and form directional phrases of their own.

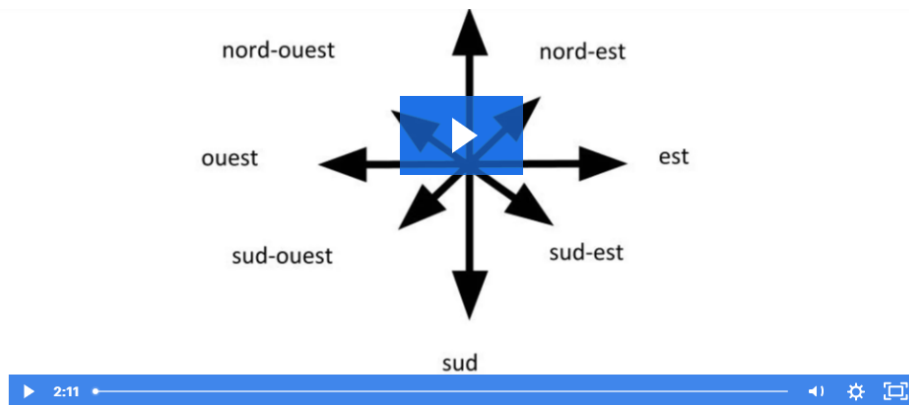
Pupils working at greater depth indicated by: using clear and accurate pronunciation and a variety of directional and number phrases with confidence.

Next steps

- Use the compass points for directional games in PE.
- As a class, make up a pirate rap or song about the points of the compass.
- Design treasure maps, with directions in French for the pirate to find the hidden treasure.

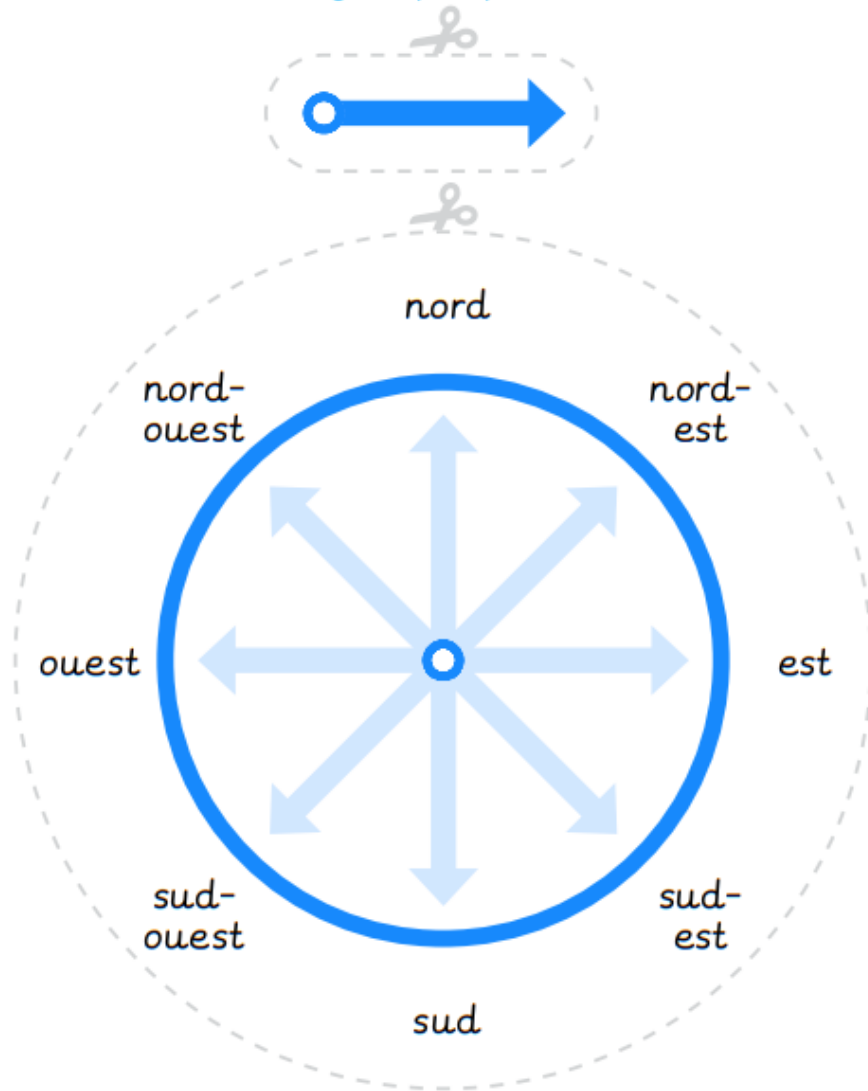
©2021 Kapow Primary.

Each lesson includes support resources, such as videos, slide shows, worksheets and key vocabulary:



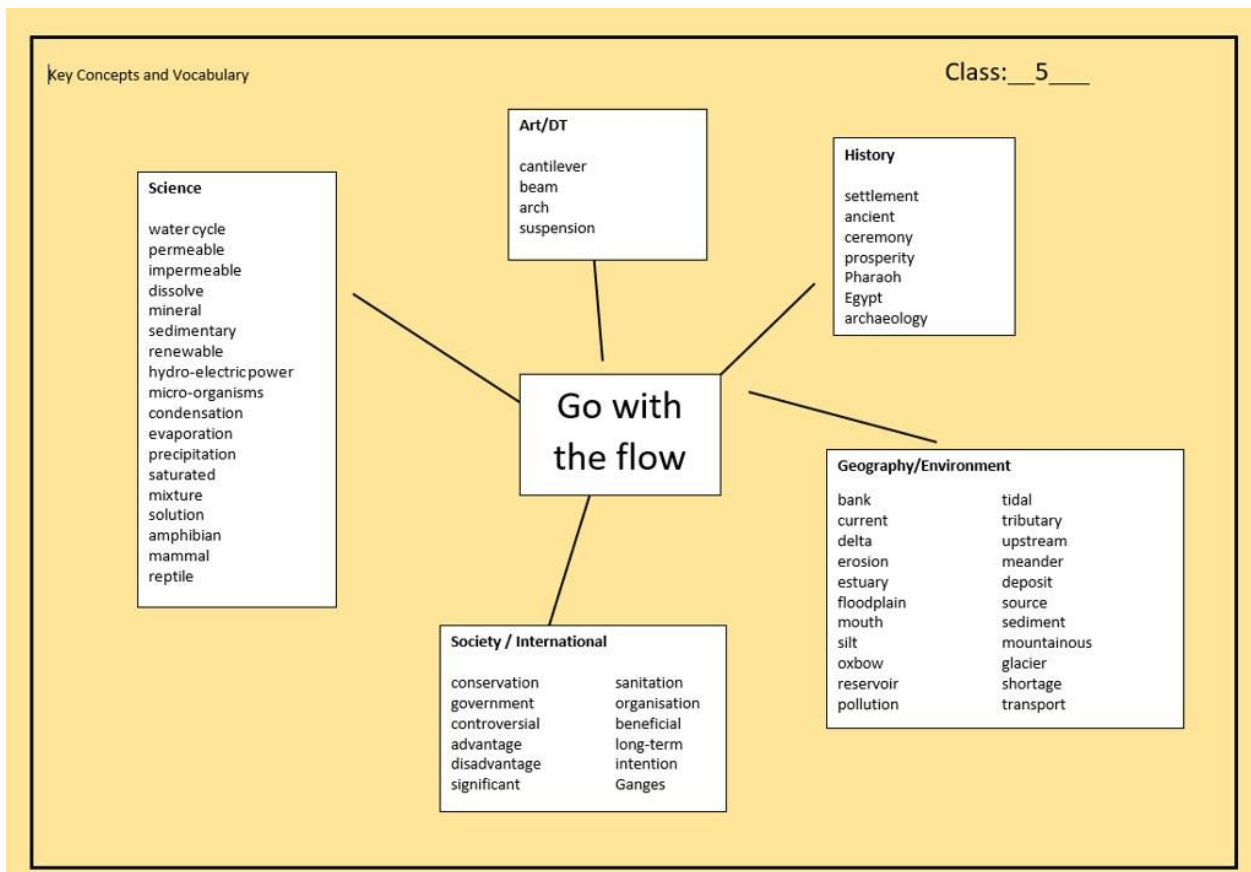
Compass spinner template

Cut out the two shapes and fix them together in the middle using a split pin.



	nord-ouest	North West
	sud-ouest	South West
	je vais	I'm going
	mètres	metres
	pas	steps
	j'ai trouvé le trésor	I've found the treasure

For each IPC topic, class teachers will produce a Key Concepts and Vocabulary Overview which will often include an international element, linking with cultural understanding outside of French lessons.



Teachers are responsible for planning the teaching of their units and put weekly We Are Learning To (WALTs) onto their weekly plans:

	9.00	9.15	9.30	9.45	10.00	10.15	10.30	11.00	11.15	11.30	11.45	12.00	1.30	1.45	2.00	2.15	2.30	3.00	3.15	
Mon	Assembly	SUBJECT						SUBJECT					SUBJECT WALT:							
Tues		SUBJECT						SUBJECT					SUBJECT WALT:				SUBJECT WALT:			
Wed		SUBJECT						SUBJECT					SUBJECT WALT:						SUBJECT WALT:	
Thur		SUBJECT						SUBJECT					SUBJECT WALT:						SUBJECT WALT:	
Fri		SUBJECT						SUBJECT					SUBJECT WALT:				SUBJECT WALT:			

Planning for MFL is also supported by resources in the '*International*' sections of the IPC units.

The IPC Units of Work



There is a series of songs and rhymes available per class, linked to topics and showing progression. See [SWAY HERE](#)

Examples of Work



Class 5

Dans mon sac, il y a un coca, une pizza et des chips...
J'adore une pizza, j'adore! J'ai aussi beaucoup
KitKat à 4 barres et, trois trois bonbons. Le plus...
grand gâteau au chocolat le plus chocolaté que le monde ait
jamais vu aussi beaucoup.

1 - Stating preferences in sentences

Prepositions

In front	←	→	deuant
Next to	←	→	à côté de
Near	←	→	près de
Opposite	←	→	en face de
Between	←	→	entre
On the left of	←	→	à gauche de
On the right of	←	→	à droite de
Beside	←	→	à côté de
Turn	←	→	tourner
far from	←	→	loin de
After	←	→	après
After that	←	→	après ça

22 APRIL WALT: write in sentences
 Je vais à l'école en voiture.
 Près de ma maison il y a
 un parc. Il y a aussi un
 supermarché et une bibli-
 othèque. Loin de chez moi
 il y a une marche.
 Voici mon école.



en voiture

près de
 ma maison
 il y a ...



un supermarché

il y a aussi ...



un marché



un parc

loin de chez
 moi il y a ...



une bibliothèque

voici ...



une école

2 - Using prepositions

Recherche shops and food!

La pharmacie	Le supermarché	Le poste	La boulangerie	La boucherie	La charcuterie	La pâtisserie	L'épicerie
le médecin les médicaments	les bananes le coca les céréales le jambon le jus d'orange l'apoguitte chips des frites les œufs muesli un sandwich	une carte postale	une baguette un croissant un pain le chocolat la bière	le porc le bœuf	le fromage la quiche les gâteaux	une glace au chocolat le chocolat le chocolat le chocolat	

3 - Local shops vocabulary building

Sandwiches

I can write sentences expressing my preferences.

Write sentences to say which type of sandwich you would like:













Je voudrais le pain complet avec le rosbif, les tomates
et le concombre.

Je voudrais la baguette normale avec le jambon, la laitue
et l'oignon.

Je voudrais le pain aux herbes avec le poulet, les tomates
et le concombre.

Je voudrais les sandwich avec le saucisson, la laitue
et l'oignon.

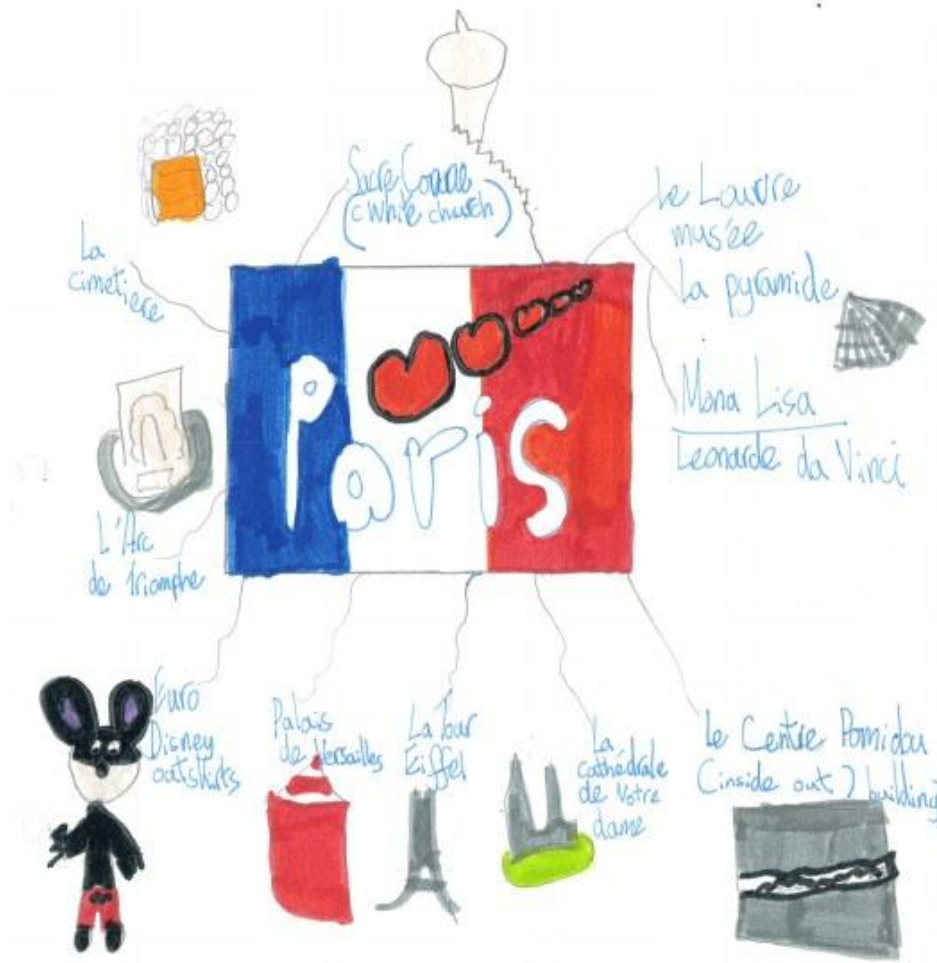
Je voudrais le pain aux herbes avec le saucisson, les tomates, l'oignon
et le concombre.

le pain	les viandes	les légumes
 les sandwich	 le rosbif	 les tomates
 la baguette normale	 le jambon	 le concombre
 le pain complet	 le poulet	 la laitue
 le pain aux herbes	 le saucisson sec	 l'oignon

4 - Giving likes and dislikes



5 - Around Paris- location vocabulary using maps and learning about culture



6 - What is Paris like? Exploring culture

J'aime la pizza mais je ne la mange pas très souvent.

J'ai du kivi dans ma boîte à lunch.

J'aime et mange 4 barres KitKat.

J'aime la fraise.

Je mange la pizza.

J'adore, j'adore, la pizza.

Je déteste la banane.

Le kivi est bon pour la santé.

Le plus grand gâteau au chocolat le plus chocolaté que le monde ait jamais vu est mauvais pour la santé.

7 - Stating preferences

WALT: Write a description using a model text

J'habite dans une grande maison à X en Ville avec ~~ma mère~~
à Bldgwater avec ma mère, mon père et ma soeur. Au rez-de-chaussée
il y a une cuisine, un garage, une salle de bain et une salle de jouer.
Au premier étage il y a ma chambre, la chambre de mes parents, une salle
de bain et la chambre de ma soeur.

Très bien!

il y a → separate
- - -

8 - Writing a description using grammar to build sentences.


WALT: write a description using a model text.

J'habite dans une ferme à la campagne à Birmingham avec ma famille
ma grand-mère et mon grand-père. Au rez-de-chaussée, il y a la salon,
la cuisine et le salle de bain. Au premier étage, il y a le salle de bain, la
chambre de mes parents, ma soeur chambre et ma grand-mère et mon
grand-père chambre. Au 2nd étage ma chambre et Tillys chambre.

la chambre de ma soeur

Date: 30.11.21

Kapow Primary Player profiles




Bonjour, je m'appelle Kylian Mbappé.

Je joue comme attaquant. Je joue d'équipe de France et Paris St Germaine.

J'ai vingt-deux ans.

Hello, my name is Kylian Mbappé. I play Attack. I play for the french team and Paris St Germaine. I am twenty two.

Kapow Primary Player profiles



Salut, je m'appelle Alexandre Lacazette.

Je joue comme attaquant pour l'équipe de France et Arsenal.

J'ai trente ans.

Hello, my name is Alexandre Lacazette. I play Attack for the French team and Arsenal. I am 31 & 30.

Kapow Primary Player profiles

Salut, je m'appelle N'Golo Kanté.

Je joue de l'équipe de France et Chelsea. Je joue milieu de terrain défensif.

J'ai trente ans.

Hello, my name is N'Golo Kanté. I play for the French team and Chelsea. I play the position of pitch defence. I am 31 & 30.

Kapow Primary Player profiles

Bonjour, mon nom est Hugo Lloris.

Je joue de l'équipe de France et Tottenham Hotspur. Je suis gardien de but.

J'ai trente quatre ans.

Hello, my name is Hugo Lloris. I play for the french team and Tottenham Hotspur. I am the goalkeeper. I'm 34.

translation of unknown text.

9 - Translating an unseen text at the end of a unit of work.

Kapow Primary Allez les Bleus !

Read the texts and answer the questions:



Bonjour ! Je m'appelle Antoine Griezmann et je suis attaquant de l'équipe nationale de France. Normalement je joue pour Atletico Madrid. J'ai trente ans. Je viens de Mâcon.



Bonjour ! Je m'appelle Paul Pogba et je suis le milieu de terrain. Je joue pour l'équipe de France et Manchester United. J'ai vingt-huit ans et je viens de Lyon-sud-est.



Salut ! Je m'appelle Olivier Giroud et je joue comme attaquant pour les équipes de France et de Chelsea. J'ai trente-quatre ans et je suis né à Clunys.



Bonjour ! Je m'appelle Didier Deschamps. Je suis entraîneur de l'équipe de France. Je joue au poste de milieu de terrain pour l'équipe de France et Marseille. J'ai cinquante-deux ans.

✓ *comprehension.*

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Kapow Primary Allez les bleus !

1. Who is a striker for the French team?
Antoine Griezmann, Olivier Giroud.
2. Who comes from Mâcon?
Antoine Griezmann comes from Mâcon.
3. Who plays for an English club?
Olivier Giroud and Paul pogba.
4. In which position does Paul Pogba play?
He plays middle pitch.
5. For which team does Giroud play?
The French team and Chelsea.
6. Who is the manager for the French team?
Didier Deschamps is manager.
7. For which teams did Didier Deschamps play?
He played for the french team.
8. How old is Paul Pogba?
He is 28.

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10 - Reading an unseen text in French and demonstrating understanding through answering questions.

Alphabetical order and clues

Put the French vocabulary into alphabetical order, add the English translation and your own clue to help you remember the French word. Then read aloud to practise pronunciation.

French word	English translation	Your clue to remind yourself
Le ballon	The ball	It has ball in
Le but	The goal	you use your boots to score a goal
Le terrain	The pitch	terrain is a piece of land / like the pitch
Le sifflet	The whistle	'ff' like when you blow a whistle
un match de foot	The football match	match and foot, big clue
un joueur de foot / un footballeur	footballer (male)	
une joueuse de foot / une footballeuse	footballer (female)	
mi-temps	half time	
Le Bleu	The blues (French team)	

✓ You have thought about how you learn new vocabulary
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11 - Exploring how we can remember new vocabulary as learners using cognates.

Class 4

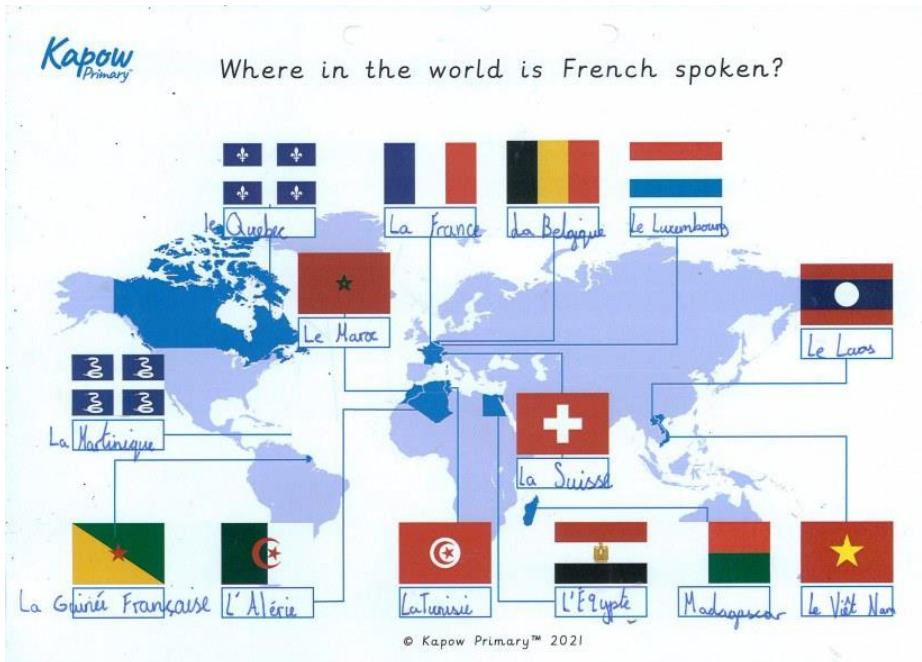
Number building

1. Cherchez les numéros de 1 à 12 dans le serpent.



Qu'est-ce qui manque ? ... Weet 7 6 9 ... Neuf, neuf ✓

12 - Number translation puzzle, recapping numbers from prior learning



13 - Using atlases and French bi-lingual dictionaries to label countries.

Kapow Primary Country and flag clues

Luxembourg is a very small European country, Northeast of France. The flag is red, white and blue.

Le Luxembourg est un très petit pays européen, au nord-est de la France. Le drapeau est rouge, blanc et bleu.

Tunisia is a country in north Africa, east of Algeria. The flag is red and white with a red star and crescent.

La Tunisie est un pays dans le nord de l'Afrique, à l'est de l'Algérie. Le drapeau est rouge et blanc, avec une étoile et un croissant rouge.

Morocco is a big African country and west of Algeria. The flag is red with a green star.

Le Maroc est un grand pays africain, à l'ouest de l'Algérie. Le drapeau est rouge avec une étoile verte.

Madagascar is a big African island. The flag is white, red and green.

Madagascar est une énorme île africaine. Le drapeau est blanc, rouge et vert.

Quebec is a big province in east of Canada, and North of America. The flag is blue with a white cross and four fleurs-de-lis.

Le Québec est une grande province dans l'est du Canada, au Nord de l'Amérique du Nord. Le drapeau est bleu avec une croix blanche et quatre fleurs-de-lis.

Martinique is a small Caribbean island south of Guadeloupe. The flag is blue with a white cross and four snakes.

La Martinique est une petite île caribéenne, au sud de la Guadeloupe. Le drapeau est bleu avec quatre serpents blancs.

French Guiana is a small American country. The flag is yellow and green with a red star.

La Guinée Française est un petit pays dans le nord de l'Amérique du Sud. Le drapeau est jaune et vert avec une étoile rouge.

Laos is a small Asian country. The flag is red and blue with a white circle.

Le Laos est un petit pays asiatique, à l'ouest du Viêt Nam. Le drapeau est rouge et bleu avec un cercle blanc.

blue with a white circle

14 - Translation work based on maps and language used in the unit.







Name Isabella

Date 13/10/20

1 Read this rhyme. Complete each line with the instrument that rhymes.



je joue - I play
tu joues - you play
il joue - he plays
elle joue - she plays



Hello my name is Juliette
 Salut, je m'appelle Juliette.
 I play the clarinet
 Je joue de la clarinette.
 Et toi, Omar, tu joues de la guitare ^{clarinette?}
 Marie, elle joue de la guitare ^{clarinette?}
 et Simon joue du violon ^{batterie}
 Léo, il joue du piano
 Et Clément?
 Il ne joue pas d'instrument!



violon

batterie

piano

guitare

2 Read the rhyme aloud.

Les planets (The planets)

Remember in French, we write the adjective after the noun. When we translate the French to English, the adjective goes before the noun otherwise it won't make sense.

Mercury



C'est une planète bleue.
It is a blue planet.

Bella

Venus



C'est une planète jaune.
It is a yellow ~~planet~~

la Terre



C'est une planète bleue et verte.
It is a blue and green planet

Mars



C'est une planète rouge.
It is a red planet

Jupiter



C'est une planète orange.
It is a orange planet

Saturne



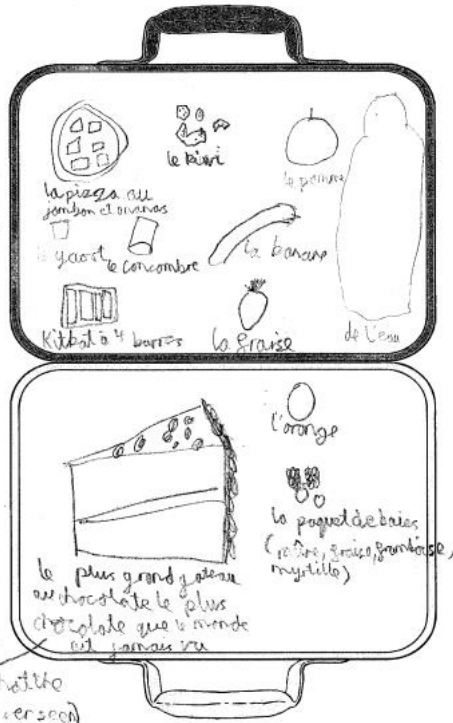
C'est une planète orange avec des anneaux.
It is a orange planet with rings



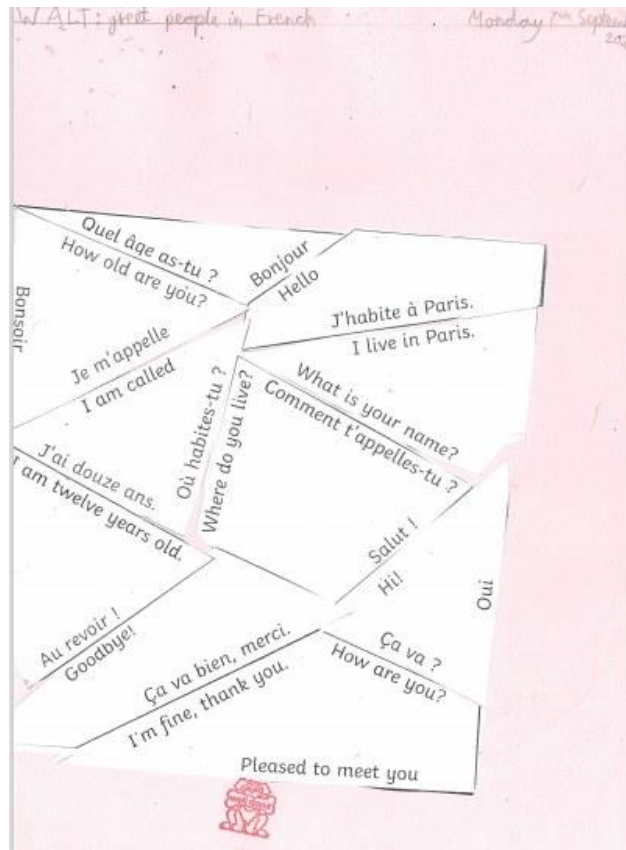
18 - Using verbs.

<i>Manger- to eat</i>			
		Present	
I	je	mange	je mange
you	tu	manges	tu manges
He/she	Il/elle	mange	elle mange (Il mange)
we	nous	mangeons	nous mangeons
You (p)	vous	mangez	vous mangez
they	Ils/Eles	mangent	Eles mangent (Ils mangent)
<i>Aimer- to like</i>			
		Present	
I	J'	aime	J' aime
you	tu	aimes	tu aimes
He/she	Il/elle	aime	elle aime (Il aime)
we	nous	aimons	nous aimons
You (p)	vous	 aimez	vous aimez
they	Ils/Eles	aiment	Eles aiment (Ils aiment)

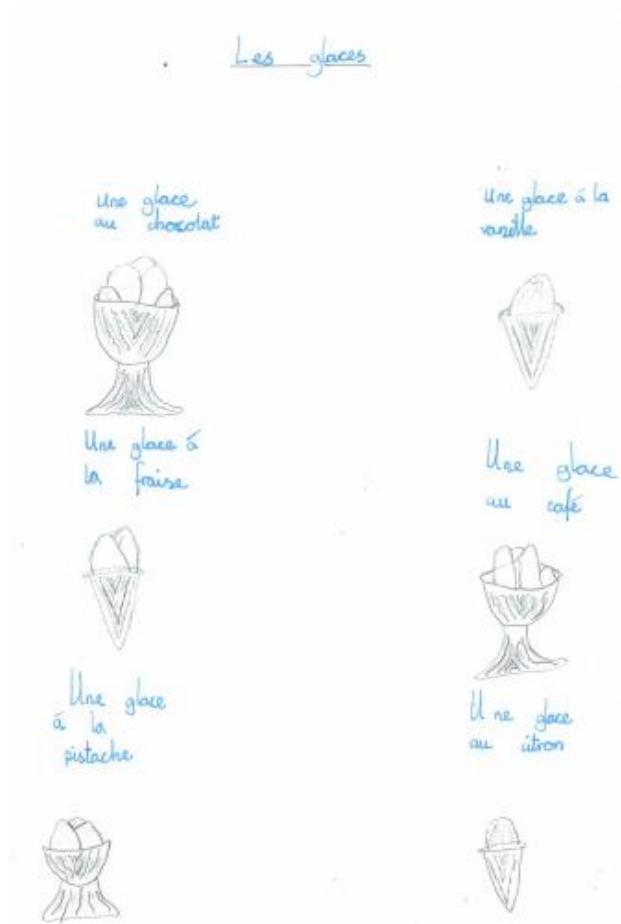
19 - Conjugating verbs



20 - Food preferences



21 - Understanding greetings



22 - Food and flavours



Cher Père Noël,

J'je m'appelle duyy. J'ai huit ans. J'habite en Vn Prairie une
 Vu, Spaxton. Cette ~~son~~ année, j'ai été très sage. J'aimerais
 beaucoup si tu pouvais m'apporter: un petit arbre, un aquarium
 tropical, et un jouet en forme de pan. Merci et joyeux Noël!
 De la part de duyy.



23 - Letters to Father Christmas



Cher Père Noël,

Je m'appelle Ellie. J'ai huit ans. J'habite en Bidquarter.
 Cette année, j'ai été très sage. J'aimerais beaucoup si tu
 pouvais m'apporter: le cheval à l'assole, un habit et
 du maquillage.

De la part d' Ellie
 Merci et joyeux Noël K.K!





Cher Père Noël,

Je m'appelle Yasmine. J'ai huit ans.
J'habite en Bridgwater. Cette année, j'ai été
très sage. J'aimerais beaucoup si tu pourrais
m'apporter : le jeu, le chien et un chaussures.

Merci et joyeux Noël !

De la part de
Yasmine



Unit 1 Bonjour

1. Word search

B O K A W X N J C Y Q J T P A J E V I Q
 O O P T U O H U J G S E U Y W P D I V L
 V Y N X N R Q M P B G M L T O G L D D U
 Y H E J J H E Z Z I N A A D X F B U F S
 V L P J O I R V W E X P S D S V X Q S A
 V O C Q O U E A O N A P X L F Y A Q F O
 S C H T A I R K C I O E B O Z **M E R C I**
 G L T O L O C E M U R L L D S Z N P X D
 C E U S Z U X L U R P L K Z B P E K Y W
 W I G X V W A U W T I E **C A V A** A X T F

- merci
- bonjour
- salut
- au revoir
- a plus
- je m'appelle
- ça va
- bien
- et toi
- oui

2. Unscramble

- a) pslau = a plus
- b) jruonbo = bonjour
- c) eavurroi = au revoir
- d) jpe'apmlele = je m'appelle

Ametia's

3. Match up

- | | | |
|-------------------------|---|---------------------|
| a plus | • | my name is |
| Comment tu t'appelles ? | • | I am very well. |
| je m'appelle | • | What is your name? |
| Bonjour, ça va ? | • | I am not fine. |
| Ça va très bien. | • | Hello, how are you? |
| Ça ne va pas. | • | see you later |

Les transports

(Transport)

Fill in the missing words to show the French for each mode of transport, then find all the words in the word search.

i t n u n l t d h l l v
 q m z s q e c y é a e d
 y d w c i b c m q v t a
 g h s f n a h q w o a r
 y l a m o t o u w i x n
 é l p l l e g j j t i v
 f l e s k a t e g u d v
 w h h t p u v z w r q b
 t m x x r c s i q e z t
 a t s i l a u t o b u s
 p l e c a m i o n n e y
 l e v é l o b n b i e j

le b bateau



l'ann ien



le m oto



le t rain



l'a utobus



le c amion



le v oiture



le t rain



le v élo



le s kate





25 - Independent writing

Jeudi 17 novembre

Class 3 - independent matching

Le matériel de classe

un feutre

un biberon

les ciseaux

un règle

un cahier

un stylo

Name: Eden Date: 7/5/21

1 Read the rhyme. Circle the words you recognise, then draw arrows (→) to match the names of the animals to the pictures.

Hannibal

Le lapin s'appelle Lutin
et la souris s'appelle Mimi.
Le cheval s'appelle Hannibal
et le chien s'appelle Tintin.
et le chat?
Je ne sais pas! Haut = cheval

Mimi

Tintin

- 2 Underline the animal words in blue if they are masculine and in red if they are feminine.
- 3 Write a name label for each animal (except the cat!).

ACTIVITY SHEET **2**

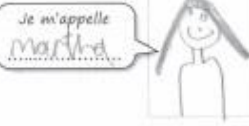
Moi
(All about me)

Name Martha Date _____

1 Draw a picture of yourself, then write in your name to answer the question.



Comment tu t'appelles?



Je m'appelle Martha

2 Write in your age, then draw a cake with the right number of candles.

J'ai sept ans.



3 Draw an arrow (→) from each child to their birthday cake.



J'ai quatre ans.

Marie



J'ai sept ans.

Bruno



4 Tell your partner your name and how old you are. Then pretend to be Marie or Bruno. Then your partner can do the same.

27 - Masculine and feminine

la tête		l'orteil	
la main		la bouche	
l'oeil		l'épaule	
le coude		le genou	
le doigt		l'oreille	
la jambe		le nez	

28 - Parts of the body

Copymaster 1
Les parties du corps

11 ans



la bouche	le bras	la tête
le coude	le doigt	l'orteil
l'épaule	la main	la nez
l'œil	l'oreille	le pied
la jambe	le genou	

Les quatre amis
(The four friends)

Name Ruben T

Date 07/05/21

- 1 Say the words in the list aloud.
Do they have an 'ou' or an 'eu' sound?
Copy them into the correct ladder.

rouge
bleu
deux
scoubidou
jouer
chouette
yeux
cheveux
bonjour
je peux

OU

rouge
scoubidou
jouer
chouette
bonjour

EU

bleu
deux
yeux
cheveux
je peux

- 2 Masculine or feminine? Read the words aloud.
Write them into the correct cloud.

le lapin
la souris
la bouche
le nez
la jambe
le skateboard
le football
le mouton
la mère
la couleur

MASCULINE

le lapin
le nez
le mouton
le skateboard
le football

FEMININE

la souris
la bouche
la mère
la jambe
la couleur

Christmas in France

In France, on December 6, children leave their shoes out for Saint Nicholas, to leave sweets, nuts and toys in.

Below, design a pair of shoes for Saint Nicholas to leave Christmas gifts inside, and fill them with gifts.



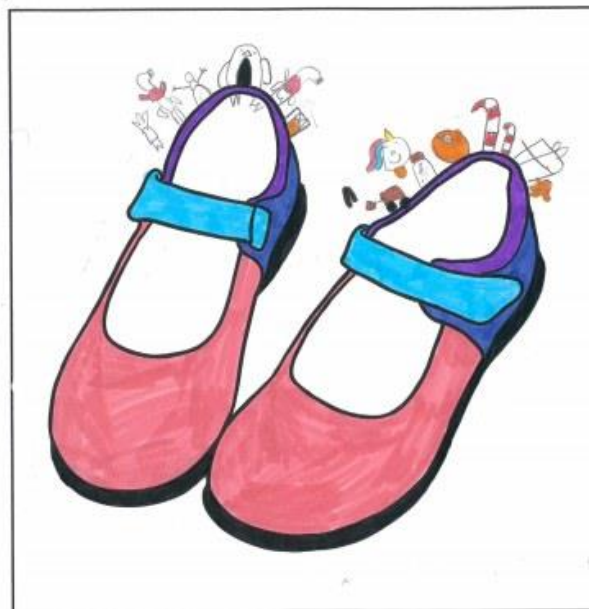
31 - French Christmas traditions

09/220

Christmas in France












In France, on December 6, children leave their shoes out for Saint Nicholas, to leave sweets, nuts and toys in.

Below, design a pair of shoes for Saint Nicholas to leave Christmas gifts inside, and fill them with gifts.



24, 02-21
Colours

Do you know the colours in French? Colour in the paint splats for each word.

 bleu	 blanc	 rouge
 noir	 jaune	 vert
 rose	 marron	 orange
 gris	 violet	<p>Challenge: Point to a colour and ask your partner "C'est de quelle couleur?" Can they answer correctly?</p>

16-12-20
Joyeux Noël

Colorie chaque zone selon le code.

- 1 = vert
- 2 = rouge
- 3 = jaune
- 4 = violet
- 5 = orange
- 6 = bleu
- 7 = noir



33 - Colour and vocabulary understanding

ACTIVITY
SHEET



Moi
(All about me)

Name Lucy Date 23/09/20

1 Look at the words in the box. Say them aloud and learn them.
Then write each one under the right picture.

oui non bonjour au revoir



a bonjour



c non



b au revoir



d oui

2 Draw pictures to match the answers to this question: *Ça va?*

Ça va bien.



Ça va mal.



3 Ask your partner how he/she feels. Then your partner can ask you.

Ça va?

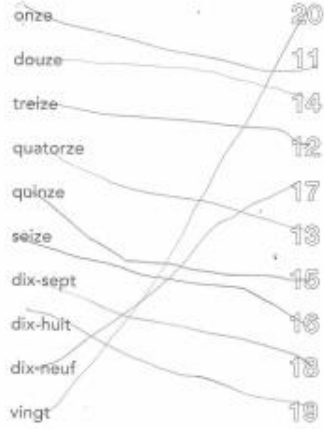
Oui, ça va bien/Non, ça va mal.



Name Esmae

Date 31.03.21

1 Draw lines to link each word to the correct number.



2 Say one of the numbers above. How quickly can your partner say the number that comes next?



Name E. Smale

Date 31/04/21

1 Match the numbers with the colours to colour the picture.

1 rouge

2 bleu

3 jaune

4 violet

5 vert

6 orange

7 marron

8 noir

9 blanc



1 Use the words in the box to complete the pairs.

bonjour au revoir

bien mal

oui non

un deux

deux
non
mal
au revoir

2 Do the sums.

quatre + deux = six 6

un + huit = neuf 9

trois + sept = dix 10

neuf - deux = sept 7

sept - quatre = deux 2

cinq - un = quatre 4

37 - Early writing in French

Subject Impact

Impact

Through scrutiny of work and review of planning and resources, I am able to ensure good progress is being made across the school.

At the end of a unit of work, teachers complete a simple assessment, noting children that found aspects challenging or showed greater depth understanding.

This is an example of an end of unit assessment.

Unit	Lesson Name	Lesson No.	Working towards/Learning intention (WT ARE)	Secure understanding (@ ARE)	Greater depth (GD)
French sport and the Olympics	Sports in French	1	Expressing an opinion, orally and in writing, about sports they like and play.	Confidently able to say the name of a sport and able to construct simple sentences to say that they play that sport or whether they like a sport or not.	Confidently able to say and accurately pronounce the name of a sport and able to construct combination sentences to say that they play that sport and whether they like that sport or not.
	France and around the world	2	Learning the words in French for countries around the world and using cognates to help learn unfamiliar vocabulary.	Knowing where some of the countries are located in the world, identifying some of the French country words using cognates and near cognates and being able to remember and pronounce some of the country names in French.	Knowing where most of the countries are located in the world, identifying most of the French country words using cognates and near cognates and being able to remember and pronounce accurately most of the country names in French.
	France - Ready to go!	3	Conjugating the verb 'to go' and say if someone else is going to a country. Labelling the countries in French and using prepositions correctly.	Able to use the correct form of 'aller' and the correct preposition in most cases in the written exercise.	Able to use the correct form of 'aller' and the correct preposition in most cases in the written exercise and were confident to make up their own sentences, using accurate
	La compétition - Le Tour de France	4	Speaking recently learnt sports vocabulary with correct pronunciation and conjugating verbs with accuracy.	Showing good understanding and pronunciation of a majority of words about P.E. verbs and able to play the board game with some recall of the words and actions.	Showing great understanding and pronunciation of all of the words about P.E. verbs and playing the board game with real understanding of the actions and rules.
	French boules - pétanque	5	Learning how to play the French game of pétanque and saying and writing phrases about the sports they do and don't like.	Showing good understanding and pronunciation of most words and phrases about sports and able to construct the simpler sentences about what sports they like and do not like.	Showing a strong understanding and pronunciation of all the words and phrases about all the sports explored so far and competent at constructing more complex sentences about what sport one person likes and another dislikes.
	The French go to the Olympic Games	6	Writing an interview article about the Olympic Games.	Ability to translate some of the translation text and able to write an interview article in French about their Olympic sport and visit to the Olympic Games using words and phrases from most sections of the Olympics writing frame.	Ability to translate most of the translation text and able to write a detailed interview article in French about their Olympic sport and visit to the Olympic Games using words and phrases from all the sections of the

Following recent MFL training, I also refer to this progression of National Curriculum objectives to assess classes during discussions.

SPRING AND SUMMER	SCHOOL VISITS AND TRIP	REVISION AND WRITING	GRAMMAR
<p>1 Listen and show understanding of single words through physical response.</p> <p>2 Listen and show understanding of short phrases through physical response.</p> <p>3 Listen and show understanding of more complex familiar phrases and sentences.</p> <p>4 Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.</p> <p>5 Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>6 Listen and demonstrate understanding of words in songs and rhymes.</p> <p>7 Follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>8 Recognise a familiar question and respond with a simple phrase and response.</p> <p>9 Ask and answer simple and familiar questions with a rehearsed response.</p> <p>10 Ask and answer more complex familiar questions with a scaffold of responses, making asking for clarification and help.</p> <p>11 Engage in a short conversation using familiar questions and phrases starters.</p>	<p>1 Name subjects and actions and link words with a connective in a simple rehearsed statement.</p> <p>2 Use familiar vocabulary to say simple sentences to give information using a language scaffold.</p> <p>3 Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.</p> <p>4 Adaptate familiar language to present own ideas and information in more complex sentences.</p> <p>5 Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</p> <p>6 Join in with the words of a rhyme, song or story sometimes from memory.</p> <p>7 Follow the simple text of a familiar song or story and sing or read aloud.</p> <p>8 Understand the gist of an unfamiliar text, using some familiar language.</p> <p>9 Using the knowledge of the sound of some letter strings, read aloud, say individual familiar words.</p> <p>10 Read aloud familiar short sentences using knowledge of letter string sounds and observing short letter rules.</p> <p>11 Read aloud more complex sentences using knowledge of letter string sounds and observing short letter rules.</p> <p>12 Pronounce unfamiliar words in a sentence using knowledge of letter strings. Listen and short letter rules.</p>	<p>1 Read and show understanding of simple familiar phrases and short sentences.</p> <p>2 Read and show understanding of a complex sentence using familiar language.</p> <p>3 Read and show understanding of a series of complex sentences using familiar language.</p> <p>4 Identify and use strategies for remembering new vocabulary.</p> <p>5 Use a bilingual dictionary to find the meaning of a word or its translation.</p> <p>6 Describe a simple unfamiliar text using grammatical knowledge, context or a bilingual dictionary.</p> <p>7 Write and say a simple phrase to describe people, places, things and actions using a model.</p> <p>8 Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</p> <p>9 Write and say a complex sentence manufacturing familiar language using a dictionary for new language.</p> <p>10 Write single familiar words from memory with understandable accuracy.</p> <p>11 Write simple familiar short phrases from memory with understandable accuracy.</p> <p>12 Write familiar complex sentences from memory with understandable accuracy.</p>	<p>1 Name a noun, adjective, verb, preposition, conjunction in the language being studied.</p> <p>2 Use the 1st and 2nd person pronouns with a regular verb.</p> <p>3 Demonstrate understanding of the position of the majority of adjectives.</p> <p>4 Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.</p> <p>5 Produce positive and negative sentences with high frequency verbs and pronouns.</p> <p>6 Use the correct form of the definite article in singular and plural sentences.</p> <p>7 Apply all the knowledge of grammar above to build complex sentences.</p>

@ARC 2022

<p>Listen and show understanding of single words through physical response.</p> <p>Listen and show understanding of short phrases through physical response.</p> <p>Listen and show understanding of more complex familiar phrases and sentences.</p> <p>Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>
<p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Listen and demonstrate understanding of words in songs and rhymes.</p> <p>Follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>Read aloud the text of familiar rhymes and songs.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p>
<p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Ask and answer several simple and familiar questions with a rehearsed response.</p> <p>Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.</p> <p>Engage in a short conversation using familiar questions and express opinions.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</p>
<p>Name objects and actions and link words with a connective in a simple rehearsed statement.</p> <p>Use familiar vocabulary to say simple sentences to give information using a language scaffold.</p> <p>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.</p> <p>Manipulate familiar language to present own ideas and information in more complex sentences.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</p>
<p>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</p> <p>Join in with the words of a rhyme, song or story sometimes from memory.</p> <p>Follow the simple text of a familiar song or story and sing or read aloud.</p> <p>Understand the gist of an unfamiliar text using some familiar language.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Appreciate stories, songs, poems and rhymes in the language.</p>
<p>Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words.</p> <p>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules.</p> <p>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.</p> <p>Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<p>Read and show understanding of familiar single words.</p> <p>Read and show understanding of simple familiar phrases and short sentences.</p> <p>Read and show understanding of a complex sentence using familiar language.</p> <p>Read and show understanding of a series of complex sentences using familiar language.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p>
<p>Identify and use strategies for memorising new vocabulary.</p> <p>Use a bi-lingual dictionary to find the meaning of a word or its translation.</p> <p>Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.</p> <p>Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>
<p>Write and say simple familiar words to describe people, places, things and actions using a model.</p> <p>Write and say a simple phrase to describe people, places, things and actions using a language scaffold.</p> <p>Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</p> <p>Write and say a complex sentence manipulating familiar language, using a dictionary for new language.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Describe people, places, things and actions orally and in writing.</p>
<p>Write single familiar words from memory with understandable accuracy.</p> <p>Write simple familiar short phrases from memory with understandable accuracy.</p> <p>Write familiar complex sentences from memory with understandable accuracy.</p> <p>Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Write words from memory and adapt these to create new sentences, to express ideas clearly.</p>
<p>Name a noun, adjective, verb, pronoun, conjunction in the language being studied.</p> <p>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.</p> <p>Demonstrate understanding of the position of the majority of adjectives.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to</p>
<p>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.</p> <p>Produce positive and negative sentences with high frequency verbs and pronouns.</p> <p>Use the correct form of the definite article in singular and plural sentences.</p> <p>Apply all the knowledge of grammar above to build complex sentences.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

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<p>Listen and show understanding of single words through physical response. Listen and show understanding of short phrases through physical response. Listen and show understanding of more complex familiar phrases and sentences. Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.</p>	<p>A 1 2 3 4</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>
<p>Listen and identify rhyming words and particular sounds in songs and rhymes. Listen and demonstrate understanding of words in songs and rhymes. Follow the text of familiar rhymes and songs identifying the meaning of words. Read aloud the text of familiar rhymes and songs.</p>	<p>B 1 2 3 4</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p>
<p>Recognise a familiar question and respond with a simple rehearsed response. Ask and answer several simple and familiar questions with a rehearsed response. Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. Engage in a short conversation using familiar questions and express opinions.</p>	<p>C 1 2 3 4</p>	<p>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</p>
<p>Name objects and actions and link words with a connective in a simple rehearsed statement. Use familiar vocabulary to say simple sentences to give information using a language scaffold. Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. Manipulate familiar language to present own ideas and information in more complex sentences.</p>	<p>D 1 2 3 4</p>	<p>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</p>
<p>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. Join in with the words of a rhyme, song or story sometimes from memory. Follow the simple text of a familiar song or story and sing or read aloud. Understand the gist of an unfamiliar text using some familiar language.</p>	<p>E 1 2 3 4</p>	<p>Appreciate stories, songs, poems and rhymes in the language.</p>
<p>Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p>	<p>F 1 2 3 4</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<p>Read and show understanding of familiar single words. Read and show understanding of simple familiar phrases and short sentences. Read and show understanding of a complex sentence using familiar language. Read and show understanding of a series of complex sentences using familiar language.</p>	<p>G 1 2 3 4</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p>
<p>Identify and use strategies for memorising new vocabulary. Use a bi-lingual dictionary to find the meaning of a word or its translation. Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.</p>	<p>H 1 2 3 4</p>	<p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>
<p>Write and say simple familiar words to describe people, places, things and actions using a model. Write and say a simple phrase to describe people, places, things and actions using a language scaffold. Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. Write and say a complex sentence manipulating familiar language, using a dictionary for new language.</p>	<p>I 1 2 3 4</p>	<p>Describe people, places, things and actions orally and in writing.</p>
<p>Write single familiar words from memory with understandable accuracy. Write simple familiar short phrases from memory with understandable accuracy. Write familiar complex sentences from memory with understandable accuracy. Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>	<p>J 1 2 3 4</p>	<p>Write words from memory and adapt these to create new sentences, to express ideas clearly.</p>
<p>Name a noun, adjective, verb, pronoun, conjunction in the language being studied. Use the 1st and 2nd person pronouns with a regular verb. Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. Demonstrate understanding of the position of the majority of adjectives. Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. Produce positive and negative sentences with high frequency verbs and pronouns.</p>	<p>K 1 2 3 4</p>	<p>Understand basic grammar appropriate to the language being studied, key features and patterns of the language: how to</p>
<p>Use the correct form of the definite article in singular and plural sentences. Apply all the knowledge of grammar above to build complex sentences.</p>	<p>L 1 2</p>	<p>to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

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Listen and show understanding of single words through physical response.	1	LISTENING	Listen attentively to spoken language and show understanding by joining in and responding.
Listen and show understanding of short phrases through physical response.	2		
Listen and show understanding of more complex familiar phrases and sentences.	3	LISTENING	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.
Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.	4		
Listen and identify rhyming words and particular sounds in songs and rhymes.	5		
Listen and demonstrate understanding of words in songs and rhymes.	6	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Follow the text of familiar rhymes and songs identifying the meaning of words.	7		
Read aloud the text of familiar rhymes and songs.	8		
Recognise a familiar question and respond with a simple rehearsed response.	9	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Ask and answer several simple and familiar questions with a rehearsed response.	10		
Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.	11		
Engage in a short conversation using familiar questions and express opinions.	12	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Name objects and actions and link words with a connective in a simple rehearsed statement.	13		
Use familiar vocabulary to say simple sentences to give information using a language scaffold.	14		
Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	15	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Manipulate familiar language to present own ideas and information in more complex sentences.	16		
Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.	17		
Join in with the words of a rhyme, song or story sometimes from memory.	18	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Follow the simple text of a familiar song or story and sing or read aloud.	19		
Understand the gist of an unfamiliar text using some familiar language.	20		
Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words.	21	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules.	22		
Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.	23		
Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.	24	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Read and show understanding of familiar single words.	25		
Read and show understanding of simple familiar phrases and short sentences.	26		
Read and show understanding of a complex sentence using familiar language.	27	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Read and show understanding of a series of complex sentences using familiar language.	28		
Identify and use strategies for memorising new vocabulary.	29		
Use a bi-lingual dictionary to find the meaning of a word or its translation.	30	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.	31		
Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.	32		
Write and say simple familiar words to describe people, places, things and actions using a model.	33	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Write and say a simple phrase to describe people, places, things and actions using a language scaffold.	34		
Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.	35		
Write and say a complex sentence manipulating familiar language, using a dictionary for new language.	36	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Write single familiar words from memory with understandable accuracy.	37		
Write simple familiar short phrases from memory with understandable accuracy.	38		
Write familiar complex sentences from memory with understandable accuracy.	39	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.	40		
Name a noun, adjective, verb, pronoun, conjunction in the language being studied.	41		
Use the 1 st and 2 nd person pronouns with a regular verb.	42	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.	43		
Demonstrate understanding of the position of the majority of adjectives.	44		
Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.	45	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Produce positive and negative sentences with high frequency verbs and pronouns.	46		
Use the correct form of the definite article in singular and plural sentences.	47		
Apply all the knowledge of grammar above to build complex sentences.	48	LISTENING	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
	49		
	50		

Listen and show understanding of single words through physical response.	A	Listen attentively to spoken language and show understanding by joining in and responding.
Listen and show understanding of short phrases through physical response.	B	
Listen and show understanding of more complex familiar phrases and sentences.	C	
Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.	D	
Listen and identify rhyming words and particular sounds in songs and rhymes.	A	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.
Listen and demonstrate understanding of words in songs and rhymes.	B	
Follow the text of familiar rhymes and songs identifying the meaning of words.	C	
Read aloud the text of familiar rhymes and songs.	D	
Recognise a familiar question and respond with a simple rehearsed response.	A	Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
Ask and answer several simple and familiar questions with a rehearsed response.	B	
Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.	C	
Engage in a short conversation using familiar questions and express opinions.	D	
Name objects and actions and link words with a connective in a simple rehearsed statement.	A	Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences
Use familiar vocabulary to say simple sentences to give information using a language scaffold.	B	
Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	C	
Manipulate familiar language to present own ideas and information in more complex sentences.	D	
Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.	A	Appreciate stories, songs, poems and rhymes in the language.
Join in with the words of a rhyme, song or story sometimes from memory.	B	
Follow the simple text of a familiar song or story and sing or read aloud.	C	
Understand the gist of an unfamiliar text using some familiar language.	D	
Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words.	A	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules.	B	
Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.	C	
Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.	D	
Read and show understanding of familiar single words.	A	Read carefully and show understanding of words, phrases and simple writing.
Read and show understanding of simple familiar phrases and short sentences.	B	
Read and show understanding of a complex sentence using familiar language.	C	
Read and show understanding of a series of complex sentences using familiar language.	D	
Identify and use strategies for memorising new vocabulary.	A	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
Use a bi-lingual dictionary to find the meaning of a word or its translation.	B	
Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.	C	
Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.	D	
Write and say simple familiar words to describe people, places, things and actions using a model.	A	Describe people, places, things and actions orally and in writing.
Write and say a simple phrase to describe people, places, things and actions using a language scaffold.	B	
Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.	C	
Write and say a complex sentence manipulating familiar language, using a dictionary for new language.	D	
Write single familiar words from memory with understandable accuracy.	A	Write words from memory and adapt these to create new sentences, to express ideas clearly.
Write simple familiar short phrases from memory with understandable accuracy.	B	
Write familiar complex sentences from memory with understandable accuracy.	C	
Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.	D	
Name a noun, adjective, verb, pronoun, conjunction in the language being studied.	A	Understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to
Use the 1 st and 2 nd person pronouns with a regular verb.	B	
Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.	C	
Demonstrate understanding of the position of the majority of adjectives.	D	
Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.	A	to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Produce positive and negative sentences with high frequency verbs and pronouns.	B	
Use the correct form of the definite article in singular and plural sentences.	C	
Apply all the knowledge of grammar above to build complex sentences.	D	

42 - Class 5 Summer term

Pupil Interviews:

What is MFL/French?

Learning a language that is spoken in certain countries.

Why is it important?

So you can speak to other people and understand what they say?

You could live somewhere else when you are older.

You might want to travel for work or to live.

What have you been learning about this year?

Days, months of the year and numbers.

We have been learning how to have conversations.

We have been learning about prepositions and describing.

We have Learnt about buildings and countries where French is spoken.

What can you remember about French learnt in previous year groups?

In class 2 we learnt colours and how to say yes and no.

We learnt greetings.

We did a topic on food and names of fruits.

What do you do to learn new words?

We sing songs.

We repeat them a few times so that we get used to them in our head.

What is 21 in French?

vingt et un.

Can you say the months of the year?

Yes- successful recall.

Can you tell me the compass points in French?

Yes- successful recall
