



MFL Curriculum Document



Intent Statement

At Hartsfield, we aim to offer a relevant, broad and ambitious foreign languages curriculum that will inspire our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2 and work towards becoming life-long language learners.

The four key language learning skills - **listening, speaking, reading** and **writing** - will be taught and all necessary **grammar** will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. For disadvantaged pupils, we aim to use MFL to foster their curiosity and help deepen their understanding of the world by providing them access to cultures that they may not be familiar with to deepen and expand their cultural capital.

Implementation Statement

Our MFL curriculum is planned so our children can reach the progression milestones by the end of key stage 2 (see additional document). All Key Stage 2 classes will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources, which provide well-structured and well-resourced units of work to support non-specialist teachers. Units, where possible and appropriate, will be linked to class topics and cross curricular themes.

Children will build on previous knowledge gradually as their French lessons continue to recycle, revise and consolidate previously learnt language. Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will build their knowledge and develop the complexity of the language they use. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively – the Language Angel Scheme offers ‘stretch’ materials for all units.

The use of the Language Angels scheme of work also provides supporting materials to help close the gap for those pupils with SEN or other disadvantaged children and to enable and encourage them to access and achieve in line with the rest of their cohort.

Whole School-MFL Skills Progression

| Learning Objectives | LKS2 | UKS2 |
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| Understand and respond to spoken language from a variety of authentic sources | Listen to and enjoy short stories, nursery rhymes & songs. | Listen to longer text and more authentic foreign language material |

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| (listening) | Listen to longer passages and understand more of what we hear by picking out key words and phrases | Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered |
| | Recognise familiar words and short phrases | Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. |
| Understand and respond to written language from a variety of authentic sources (reading) | Read familiar words and short phrases accurately out loud | Read and understand short written phrases which may include some unfamiliar words about a familiar topic. |
| | Understand the meaning in English of short words read in the foreign language | Decode unfamiliar words to read them out loud. |
| | Understand most of what we read in the foreign language when it is based on familiar language. | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context |
| Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation (speaking) | Communicate with others using simple words and short phrases | Communicate with others using full sentences and begin to extend answers |
| | Learn to ask and answer questions based on the language covered and incorporate a negative reply if required | Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| | Most familiar and age-appropriate vocabulary is pronounced correctly. | More complex vocabulary is spoken accurately. Pupils will ask others to repeat words or phrases if necessary. |
| | | Begin to recall previously learnt language and recycle / incorporate it with new vocabulary Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity. |

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| Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt (writing) | Write familiar words & short phrases using a model or vocabulary list | Adapt any models provided to show solid understanding of any grammar covered |
| | Write some short phrases based on familiar topics and begin to use connectives/conjunctions | Learn to manipulate the language and be able to substitute words for suitable alternatives |
| | Write short sentences about personal experiences and responses using familiar expressions | Write a paragraph using familiar language |
| | Some spellings accurate when recalled from memory | Most spellings are accurately recalled, including accents and silent letter |
| Discover and develop an appreciation of a range of writing in the language studied. | Listen to and enjoy short stories, nursery rhymes & songs. | Listen to longer text and more authentic foreign language material |
| Understand basic grammar appropriate to the language being studied, including: gender forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these; and how these differ from or are similar to English (grammar) | Start to understand the concept of noun gender and the use of articles | Better understand the concept of gender and which articles to use for meaning |
| | Use the first person singular version of high frequency verbs | Start to explore full verb conjugation |
| | Begin to use simple adjectival agreement | Understand better the rules of adjectival agreement and possessive adjectives |
| | Recognise how the French alphabet and vowel pronunciation is different to English | Increase knowledge of phonemes and letter strings |
| | Learn some key French phonics | Develop awareness of accents, silent letters etc. |



Year 3 MFL- Learning Objectives and Knowledge Overview

| MFL – Learning Objectives | Autumn | Spring | Summer |
|--|-----------|-----------|---------|
| listen attentively to spoken language and show understanding by joining in and responding | Introduce | Revisit | Revisit |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | | Introduce | |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | Introduce | | |

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| <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> | <p>Introduce</p> | <p>Revisit</p> | <p>Revisit</p> |
| <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> | <p>Introduce</p> | <p>Revisit</p> | <p>Revisit</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>Introduce</p> | <p>Revisit</p> | <p>Revisit</p> |
| <p>appreciate stories, songs, poems and rhymes in the language</p> | | <p>Introduce</p> | <p>Revisit</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>Introduce</p> | <p>Revisit</p> | <p>Revisit</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> | <p>Introduce</p> | <p>Revisit</p> | <p>Revisit</p> |
| <p>MFL - Curriculum</p> | | | |
| | <p>La phonétique une</p> | <p>Les Animaux</p> <ul style="list-style-type: none"> Recognise, recall, and spell up to ten animals in French | <p>Je peux</p> |

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| | <ul style="list-style-type: none"> • Introduction to French phonemes and pronunciation • French alphabet <p>J-Apprends Le Français</p> <ul style="list-style-type: none"> • Pinpoint France and other French speaking countries on a map of the world • Ask and answer the question 'How are you?' in French • Say 'Hello' and 'Goodbye' in French • Ask and answer the question 'What is your name?' in French • Count to ten in French • Say ten colours in French <p>Les Instruments –</p> <ul style="list-style-type: none"> • Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • Learn to say and write 'I play an instrument' in French using the high | <p>with their correct indefinite article/determiner.</p> <ul style="list-style-type: none"> • Understand better that articles/determiners have more options in French than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). <p>Les Fruit</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. | <ul style="list-style-type: none"> • Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux... <p>Petit Chaperon Rouge</p> <ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least three parts of the body in French as seen in the story. |
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| | frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments. | | |
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MFL Assessment/Progression Year 3

| Learning Area | Objectives/Key Indicators | ARE= | ARE+ |
|---------------|--|---|---|
| Listening | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Recognise familiar words and short phrases | <ul style="list-style-type: none"> Pick out key (known) words in longer passages |
| Speaking | <ul style="list-style-type: none"> 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 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 describe people, places, things and actions orally | <ul style="list-style-type: none"> speak to others using simple words or short phrases taught in each unit give appropriate simple spoken responses | <ul style="list-style-type: none"> answer questions using full sentences speak confidently with little hesitation when answering questions about a known topic familiar vocabulary is pronounced correctly |

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| <p>Reading</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> - Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1' - Understand the meaning in English of short words read in the foreign language. | <ul style="list-style-type: none"> - Read complete sentences about known topic and translate into English - Answer questions in English about a short text that has been read |
| <p>Writing</p> | <ul style="list-style-type: none"> • 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 in writing | <ul style="list-style-type: none"> - Write familiar words and short phrases using a model or vocabulary list to support | <ul style="list-style-type: none"> - Independently write familiar words and short phrases - Begin to use simple conjunctions to extend sentences |
| <p>Grammar</p> | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> - Start to understand the concept of noun gender and the use of articles. - Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' | <ul style="list-style-type: none"> - Begin to use simple adjectival agreement |

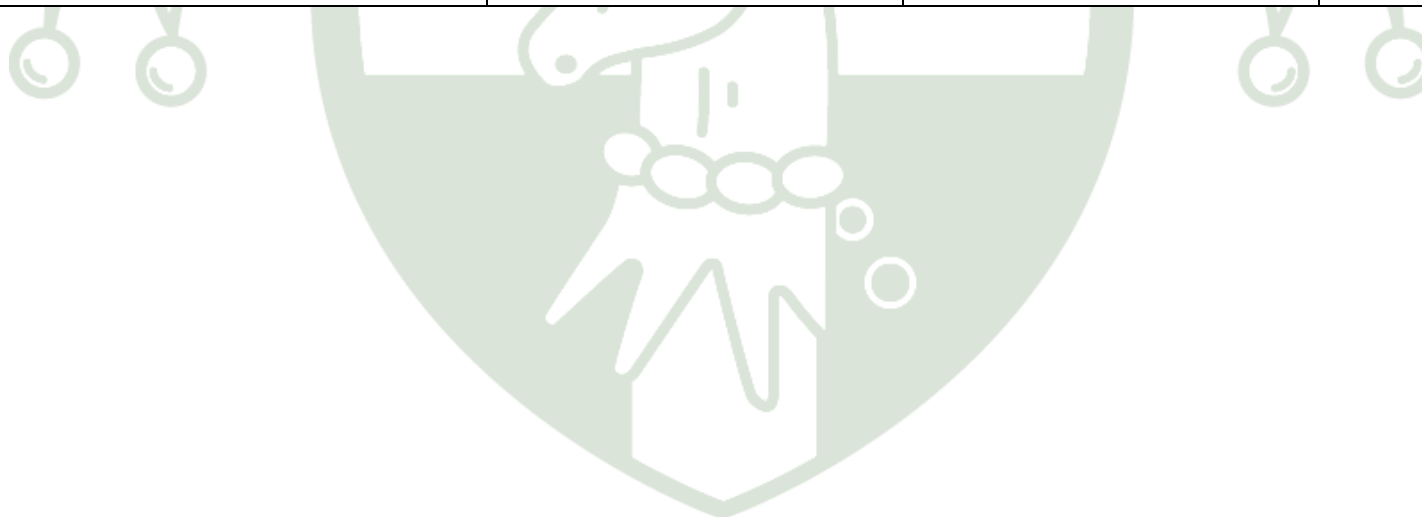


Year 4 MFL- Learning Objectives and Knowledge Overview

| MFL – Learning Objectives | Autumn | Spring | Summer |
|---|-----------|---------|-----------|
| listen attentively to spoken language and show understanding by joining in and responding | Introduce | Revisit | Revisit |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Introduce | Revisit | |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | Introduce | Revisit | Revisit |
| speak in sentences, using familiar vocabulary, phrases and basic language structures | | | Introduce |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Introduce | Revisit | Revisit |
| present ideas and information orally to a range of audiences | Introduce | | |
| read carefully and show understanding of words, phrases and simple writing | Introduce | Revisit | |
| appreciate stories, songs, poems and rhymes in the language | | | Introduce |
| broaden their vocabulary and develop their ability to understand new words that are | Introduce | Revisit | Revisit |

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| 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. | Introduce | Revisit | Revisit |
| MFL - Curriculum | | | |
| | <p>La phonétique deux</p> <ul style="list-style-type: none"> • Next 4 French phonemes • Accents on letters <p>Je me Présente</p> <ul style="list-style-type: none"> • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. <p>Les Formes</p> | <p>Chez Moi</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have or do not have in their home <p>Les Saisons</p> | <p>Ma Famille</p> <ul style="list-style-type: none"> • Continue applying the knowledge, skills and understanding of the language covered in unit one. • Say the nouns in French for members of their family. • Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. • Continue to count, reaching 100, to enable |

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| | <ul style="list-style-type: none">• Name and recognise up to 10 shapes in French.• Attempt to spell some of these nouns• Recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'.• Have an opportunity to revise numbers | <ul style="list-style-type: none">• Recognise, recall and remember the 4 seasons in French.• Recognise, recall and remember a short phrase for each season in French.• Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. | <p>students to say the age of various family members.</p> <ul style="list-style-type: none">• Understand the concept of mon, ma and mes in French. <p>Les Legumes</p> <ul style="list-style-type: none">• Name and recognise up to 10 vegetables in French.• Attempt to spell some of these nouns (including the correct determiner/article)• Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.• Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. |
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MFL Assessment/Progression Year 4

| Learning Area | Objectives/Key Indicators | ARE= | ARE+ |
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| Listening | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Pick out key (known) words in longer passages Begin to use previous units to support them in identifying known words | <ul style="list-style-type: none"> Begin to decode unfamiliar words using skills developed Develop an understanding of longer texts by identifying key words, even if the whole sentence is unknown |
| Speaking | <ul style="list-style-type: none"> 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 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 describe people, places, things and actions orally | <ul style="list-style-type: none"> answer questions using full sentences familiar vocabulary is pronounced correctly Ask and answer simple questions using the language covered in each unit Reply in a negative where needed | <ul style="list-style-type: none"> Apply spoken words learnt in previous units to oral responses Begin to use more spontaneous answers, rather than scripted/structured responses |
| Reading | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. Answer questions about a short text that has been read | <ul style="list-style-type: none"> start to decode meaning of unknown words using cognates and context |
| Writing | <ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are | <ul style="list-style-type: none"> Write some short phrases and simple sentences based on | <ul style="list-style-type: none"> Begin to manipulate the language and be able to substitute words for suitable |

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| | <p>introduced into familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions in writing | <p>familiar topics using vocabulary lists to support</p> <ul style="list-style-type: none"> - begin to use conjunctions and the negative form where appropriate. | <p>alternatives. EG: a pet I have, a pet I don't have and my pet's name</p> <ul style="list-style-type: none"> - Most words spelt correctly independently |
| Grammar | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> - identify gender of words and which articles to use - use simple adjectival agreement, the negative form. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' | <ul style="list-style-type: none"> - Begin to use possessive pronouns (his, her, their, your, my) |

Year 5 MFL- Learning Objectives and Knowledge Overview

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| MFL – Learning Objectives | Autumn | Spring | Summer |
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| listen attentively to spoken language and show understanding by joining in and responding | Introduce | Revisit | Revisit |
| 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* | | Introduce | |
| speak in sentences, using familiar vocabulary, phrases and basic language structures | Introduce | Revisit | Revisit |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Introduce | Revisit | Revisit |
| present ideas and information orally to a range of audiences | | | Introduce |
| read carefully and show understanding of words, phrases and simple writing | Introduce | Revisit | Revisit |
| appreciate stories, songs, poems and rhymes in the language | | | Introduce |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Introduce | Revisit | Revisit |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly | | Introduce | Revisit |
| describe people, places, things and actions orally and in writing | | Introduce | Revisit |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; | Introduce | Revisit | Revisit |

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| key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | |
| MFL - Curriculum | Autumn | Spring | Summer |
| | <p>La phonétique trois</p> <ul style="list-style-type: none"> • Third set of phonemes • Letter strings <p>As-Tu un Animaux</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”). <p>La date</p> <ul style="list-style-type: none"> • the seven days of the week. • the twelve months of the year. | <p>Quel temps fait-il?</p> <ul style="list-style-type: none"> • vocabulary for weather • Ask what the weather is like today. • Say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. <p>Les Vetements</p> <ul style="list-style-type: none"> • vocabulary for a variety of clothes • Use the appropriate genders and articles for these clothes • Use the verb PORTER in French with increasing confidence. • Say what they wear in different weather/situations. | <p>Les jeux Olympiques</p> <ul style="list-style-type: none"> • key facts of the history of the Olympics. • key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading • Say the nouns for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. • Understand the concept of de la, de l’ and du when you say you play a sport in French. <p>En Classe</p> |

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| | <ul style="list-style-type: none"> • numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. | <ul style="list-style-type: none"> • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. | <ul style="list-style-type: none"> • 12 classroom objects with their indefinite article/determiner • Replace an indefinite article/determiner with a possessive adjective. • Say and write what they have and do not have in their pencil case. |
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MFL Assessment/Progression Year 5

| Learning Area | Objectives/Key Indicators | ARE= | ARE+ |
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| Listening | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> - listen more attentively and for longer. - Understand more of what is heard, even when some of the language may be unfamiliar by using the decoding skills we have developed, when broken into smaller chunks to support | <ul style="list-style-type: none"> - Begin to pick out cognates and familiar words and to 'gist listen' even when hearing language that has not been taught or covered. |

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| <p>Speaking</p> | <ul style="list-style-type: none"> • 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 • 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 • describe people, places, things and actions orally | <ul style="list-style-type: none"> - Apply spoken words learnt in previous units to oral responses - Independently recall structured responses - Communicate on a wider range of topics and themes. - ask and answer questions when discussing their interests/personal experiences. | <ul style="list-style-type: none"> - Hold a short conversation on a familiar topic - Begin to answer questions with spontaneity - More complex vocabulary is spoken accurately |
| <p>Reading</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> - Understand longer passages in the foreign language, applying words learnt in previous units - decode meaning of unknown words using cognates and context. - apply knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. - Decode unknown words using a bilingual dictionary | <ul style="list-style-type: none"> - Begin to pick out familiar words and to 'gist read' even when reading language that has not been taught or covered |
| <p>Writing</p> | <ul style="list-style-type: none"> • 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 in writing | <ul style="list-style-type: none"> - Write sentences or a short paragraph using familiar language, incorporating conjunctions, a negative response and adjectival agreement where required. - Spell most words correctly | <ul style="list-style-type: none"> - adapt any models provided to show solid understanding of any grammar covered - independently write a short paragraph on a known topic |

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| Grammar | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Begin to use full verb conjugation with some accuracy (EG: 'I wear...', 'he/she wears...') Describe items in terms of colour and possession EG: 'My blue coat') | <ul style="list-style-type: none"> Conjugate verbs in the negative |
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Year 6 MFL- Learning Objectives and Knowledge Overview

| MFL – Learning Objectives | Autumn | Spring | Summer |
|---|-----------|-----------|---------|
| listen attentively to spoken language and show understanding by joining in and responding | Introduce | Revisit | Revisit |
| 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* | | Introduce | Revisit |
| speak in sentences, using familiar vocabulary, phrases and basic language structures | Introduce | Revisit | Revisit |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Introduce | Revisit | Revisit |

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| present ideas and information orally to a range of audiences | | | Introduce |
| read carefully and show understanding of words, phrases and simple writing | Introduce | Revisit | Revisit |
| appreciate stories, songs, poems and rhymes in the language | | | Introduce |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Introduce | Revisit | Revisit |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly | | Introduce | Revisit |
| describe people, places, things and actions orally and in writing | | Introduce | Revisit |
| 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. | Introduce | Revisit | Revisit |
| MFL - Curriculum | | | |
| | <p>La phonétique quatre</p> <ul style="list-style-type: none"> Final set of phonemes 'Nasal' sounds <p>Au Salon de the</p> <ul style="list-style-type: none"> Order from a selection of foods from a French menu. | <p>A L'Ecole</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. | <p>Moi dans les monde</p> <ul style="list-style-type: none"> About the many countries in the Francophone world. About different festivals (religious and non- |

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| | <ul style="list-style-type: none"> • Order from a selection of drinks from a French menu. • Order a French breakfast. • Order typical French snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. <p>Les Week-end</p> <ul style="list-style-type: none"> • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend. | <ul style="list-style-type: none"> • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school. • <p>Les Habitats</p> <ul style="list-style-type: none"> • key facts about things that animals and plants need to survive in their various habitats. • examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. • what types of animals live in different habitats and what their particular adaptations are to best suit their environment. • what types of plants live in different habitats and what their particular adaptations are to best suit their environment. | <p>religious) around the world.</p> <ul style="list-style-type: none"> • That we are different and yet all the same. • That we can all help to protect our planet. • How to use “à” and “en/au/aux”. <p>Manger et bouger</p> <ul style="list-style-type: none"> • Name and recognise foods and drinks that are considered good for your health. • Name and recognise foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy life-style. • Learn to make a healthy recipe in French. |
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HARTSFIELD

MFL Assessment/Progression Year 6

| Learning Area | Objectives/Key Indicators | ARE= | ARE+ |
|---------------|---|---|---|
| Listening | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Listen to longer texts and identify key words from previous units Begin to pick out cognates and familiar words and to 'gist listen' even when hearing language that has not been taught or covered when broken down into smaller chunks | <ul style="list-style-type: none"> to 'gist listen' even when hearing language that has not been taught or covered in longer texts |
| Speaking | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Hold a short conversation on a familiar topic More complex vocabulary is spoken accurately Learn to recall previously learnt language and recycle / incorporate it with new | <ul style="list-style-type: none"> Confidently give opinions and justifications where appropriate |

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| | <ul style="list-style-type: none"> • 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 • describe people, places, things and actions orally | language with increased speed and spontaneity. | |
| Reading | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> - Read longer texts using vocabulary know from previous units - Decode unknown words using a bilingual dictionary - decode unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. | <ul style="list-style-type: none"> - Begin to pick out familiar words and to 'gist read' even when reading language that has not been taught or covered |
| Writing | <ul style="list-style-type: none"> • 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 in writing | <ul style="list-style-type: none"> - Write a short paragraph on a known subject, using language from previous units where necessary. - adapt models provided to show solid understanding of any grammar covered. | <ul style="list-style-type: none"> - Write longer paragraphs incorporating verb forms and conjunctions EG: A presentation or description of a typical school day including subjects, time and opinions. |
| Grammar | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> - Apply knowledge of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). | <ul style="list-style-type: none"> - Write longer paragraphs independently, using grammar skills taught |

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| | | <ul style="list-style-type: none">- Apply more fully verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be' | |
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