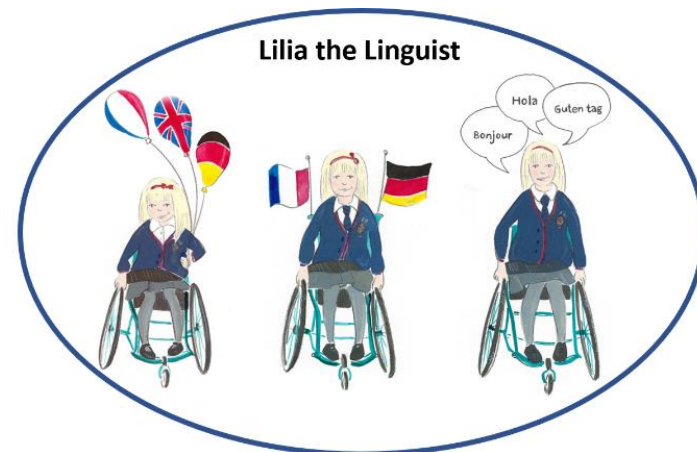




# Modern Foreign Language - French

## Long Term Curriculum Map

### Whole School Scheme of Learning



#### Intent: Why does our French curriculum look like this?

At Barley Fields Primary School, we offer a relevant, broad, vibrant and ambitious foreign language curriculum designed to inspire and excite our children using a wide variety of topics and themes. Our chosen core language is French which links to languages taught in some local secondary schools. All children will be expected to achieve their full potential by encouraging high expectations and excellent standards in their learning - the ultimate aim being that children will feel motivated and able to continue studying languages beyond Key Stage 2.

It is our intention that children develop a genuine interest and positive curiosity about foreign languages, find them enjoyable and stimulating. Learning a second language will also offer children the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them and enhance their awareness of self, others and cultural difference.

#### Implementation: How will we achieve this?

Our children follow a carefully structured French curriculum which is designed to ensure children know more, remember more and can do more as they progress through our school. The curriculum is supported by the Language Angels MFL Scheme and is taught by specialist members of the PPA team. Our curriculum is taught using four concept led strands.



- listening,
- speaking,
- reading
- writing - **grammar** will be covered in an age-appropriate way across the primary phase

Our curriculum is designed to ensure that the foreign language knowledge of our children begins in Y1 and is extended year on year throughout the primary phase. It is structured to ensure children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge by following age-appropriate topics and themes. It provides a basis for building blocks of language understanding into more complex, fluent and authentic language use in units of difficulty.

- **Early Language** units are entry level units used across KS1 and Year 3. These units alongside core vocabulary lessons are designed to run for approximately 30 minutes and are taught on a termly basis.
- **Intermediate Language** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to children. Intermediate units are taught in Year 4 and 5 for children with embedded basic knowledge of the foreign language.
- **Progressive Language** and **Creative Curriculum** units are the most challenging units and taught to Year 6 children. By Year 6, children have a good understanding of the basics of the language they are learning.

Early Learning units will start at basic noun and article level and will teach children how to formulate short phrases. By the time children reach Progressive units, they will be exposed to much longer text and will be encouraged to formulate their own, more personalised, responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications. Children will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language learning will be recycled, revised, recalled and consolidated whenever possible and appropriate.

### Our Teaching Approach


French is taught weekly or in blocks of lessons to ensure children have opportunities for a sustained period of study and have time to embed and enhance their learning. Detailed medium-term planning supports teaching, ensures continuity and carefully plans for progression and depth. Children have opportunities to use high quality resources and materials to support their learning. The medium-term planning also underpins an appropriate teaching pedagogy for effective quality first teaching in MFL.

Our children understand the core skills needed to work as a linguist with the use of the school curriculum character – Lilia the Linguist. These characters are regularly used to encourage children to reflect on the key skills needed when working within French.




**Early Years  
Lilia the Linguist**

- ✓ I know that different languages are spoken around the world.
- ✓ I join in with simple singing and counting activities in French.
- ✓ I can use simple greetings in French to say hello and goodbye.



**Key Stage 1  
Lilia the Linguist**

- ✓ I can talk about different languages spoken around the world.
- ✓ I can count in French.
- ✓ I can speak using simple greetings and phrases in French.
- ✓ I can name a range of objects, colours, animals and seasons in French.



**Key Stage 2  
Lilia the Linguist**

- ✓ I can speak using simple phrases and sentences in French.
- ✓ I can read simple words and phrases in French.
- ✓ I can use books and glossaries to find out the meaning of new words.
- ✓ I can talk about a range of objects, places and everyday activities in French.

**Impact: How will we know that our children are achieving?**



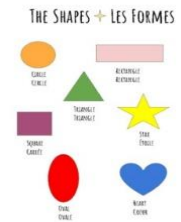















By the end of each key stage, children are expected to know, apply and understand the skills and techniques specified in the French curriculum plan.










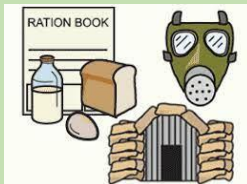

Children are assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children. Children are assessed termly and a final summative assessment made at the end of the academic year. Children will be assessed as either Emerging, Developing, Secure or Exceeding, in accordance with Age Related Expectations.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum. In KS1 and KS2

School Overview of MFL teaching

Year	Autumn		Spring		Summer	
1	<b>Greetings</b> <i>Early Language Unit</i> 		<b>Numbers and Colours</b> <i>Early Language Unit</i> 		<b>Shapes</b> <i>Early Language Unit</i> 	
2	<b>Seasons</b> <i>Early Language Unit</i> 		<b>Les Transports</b> <i>Early Language Unit</i> 		<b>Animals</b> <i>Early Language Unit</i> 	
3	<b>Phonetics lesson 1</b> Core Vocabulary Unit & <b>I'm Learning French</b> <i>Early Language Unit</i> 	<b>Musical Instruments</b> <i>Early Language Unit</i> 	<b>Fruits</b> <i>Early Language Unit</i> 	<b>Vegetables</b> <i>Early Language Unit</i> 	<b>Ancient Britain</b> <i>Early Language Unit</i> 	<b>Ice-Creams</b> <i>Early Language Unit</i> 
4	<b>Phonetics lesson 2</b> Core Vocabulary Unit <b>Presenting Myself</b> <i>Intermediate Language Unit</i> 	<b>Family</b> <i>Intermediate Language Unit</i> 	<b>The Tudors</b> <i>Intermediate Language Unit</i> 	<b>At the Coffee Shop</b> <i>Intermediate Language Unit</i> 	<b>The Classroom</b> <i>Intermediate Language Unit</i> 	<b>My Home</b> <i>Intermediate Language Unit</i> 
5	<b>Phonetics lesson 3</b> Core Vocabulary Unit  <b>Do You Have A Pet?</b>	<b>What is the date?</b>	<b>The Weather</b>	<b>Habitats</b>	<b>The Olympics</b>	<b>Clothes</b>

	<p><i>Intermediate Language Unit</i></p> 	<p><i>Intermediate Language Unit</i></p> 	<p><i>Intermediate Language Unit</i></p> 	<p><i>Intermediate Language Unit</i></p> 	<p><i>Intermediate Language Unit</i></p> 	<p><i>Intermediate Language Unit</i></p> 
<p>6</p>	<p><b>Phonetics lesson 4</b> Core Vocabulary Unit</p> <p><b>At School</b> Progressive Language Unit</p> 	<p><b>The Weekend</b> Progressive Language Unit</p> 	<p><b>Me in the World</b> Progressive Language Unit</p> 	<p><b>WW2</b> Progressive Language Unit</p> 	<p><b>Eat and Move</b> <b>(Healthy Lifestyle)</b> Progressive Language Unit</p> 	<p><b>Regular Verbs</b> Progressive Language Unit</p> <p><b>JOUER</b> <b>FINIR</b> <b>VENDRE</b></p>

## Key Stage 1

In KS1, French units will be taught on a termly basis.

### Year 1

#### Autumn

**Greetings  
(Les Salutations)**  
Early Language Unit

**Includes:** Greetings, both formal and informal and learning to hold a simple and short conversation in French.



#### Spring

**Numbers and Colours  
(Les Couleurs et Les Nombres)**  
Early Language Unit

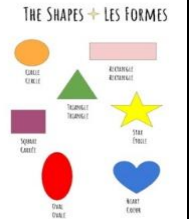
**Includes:** Learning to count from 1 to 10 and learn 10 common colours in French.



#### Summer

**Shapes  
(Les Formes)**  
Early Language Unit

**Includes:** Remembering and naming 10 common shapes in French. This unit will also consolidate counting from 1-10 in French.



### Year 2

#### Autumn

**Seasons  
(Les Saisons)**  
Early Language Unit

**Includes:** Recognising all four seasons in French and an associated action for each. The children will also gain an understanding of what happens in the world around us in each season in French.



#### Spring

**Transport  
(Les Transports)**  
Early Language Unit

**Includes:** Naming and recognise 7 modes of transport in French and to consolidate learning from Year 1 to recall numbers 1-10 and 10 common colours.



#### Summer

**Animals  
(Les Animaux)**  
Early Language Unit







**Includes:** Learning the names of 10 animals, beginning to write some of these nouns with the correct spelling and be able to use the first person to say 'I am a...'



## Lower Key Stage 2

*In LKS2, French units will be taught on a half-termly basis.*

### Year 3

Autumn	Spring	Summer
<p style="text-align: center;"><b>Phonetics lesson 1</b> Core Vocabulary Unit and <b>I'm Learning French</b> <i>(J'apprends le Français)</i> Early Language Unit</p> <p>Includes: Locating France, Paris and a few key cities on a map, revisiting saying our name, how we are feeling, consolidating up to 10 colours and counting from 1-10 in French.</p> 	<p style="text-align: center;"><b>Fruits and Vegetables</b> <i>(Les Fruits et Les Legumes)</i> Early Language Unit</p> <p>Includes: Naming, recognising and writing up to 10 fruits. Some children may spell some of these nouns with their correct article or determiner. The children will ask someone if they like a particular fruit and say which fruits they like and dislike.</p> 	<p style="text-align: center;"><b>Ancient Britain</b> <i>(L'ancienne histoire de la Grande Bretagne)</i> Early Language Unit</p> <p>Includes: Naming, recognising and remembering up to 10 ice-cream flavours. Some children may spell some of these flavours. Building on the spring unit (fruits and vegetables) the children will use the structure 'je voudrais...' plus an ice-cream flavour, whether they would like a cone or pot and possibly how many scoops. Learning how to say 'please' and 'thank you' in French.</p> 
<p style="text-align: center;"><b>Instruments</b> <i>(Les Instruments)</i> Early Language Unit</p> <p>Includes: Naming and recognise up to 10 instruments and beginning to spell some of these nouns with their correct definite article/determiner in French. The children will also learn how to say 'I play an instrument'.</p> 	<p style="text-align: center;"><b>Fruits and Vegetables</b> <i>(Les Fruits et Les Legumes)</i> Early Language Unit</p> <p>Includes: Naming, recognising and writing up to 10 vegetables. Some children may spell these nouns with their plural article or determiner. They will also use the high frequency verb je voudrais from the verb vouloir, to want.</p> 	<p style="text-align: center;"><b>Ice Creams</b> <i>(Le Glaces)</i> Early Language Unit</p> <p>Includes: Naming the six key periods of ancient Britain, introduced in chronological order. Say three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).</p> 

**Year 4**

**Autumn**

**Spring**

**Summer**

**Phonetics lesson 2**

Core Vocabulary Unit

**&**

**Presenting Myself**

**(Je Me Presente)**

Intermediate Language Unit

**Includes:** Children building on their learning from KS1 and learning how count to 20, ask somebody how they are feeling and respond and ask somebody their age, name, where they live and respond.

Je me présente



**House of Tudors  
(La Maison Tudor)**

Intermediate Language Unit

**Includes:** Children will listen to key facts from Tudor history in French. Build on previously learnt skills to decode longer spoken and written French language. Learn and be able to recall some key Tudor facts from history in French.



**The Classroom**

**En Classe**

Intermediate Language Unit

**Includes:** Children will recall a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.



**Family  
(En Famille)**

Intermediate Language Unit

**Includes:** Remembering the nouns for family members, describing our own or a fictitious family in using name, age, and relationship, counting to 70 and understanding possessive adjectives better in French ('my' form only).



**At the Café  
(Au Café)**

Intermediate Language Unit

**Includes:** Children will order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.



**My Home  
(Chez Moi)**

Intermediate Language Unit

**Includes:** Children will say and write in French whether they live in a house or an apartment. Say what room they have and do not have at home using the key structure 'chez moi il y a' and 'chez moi in n'y a pas de/d. Use the connective/conjunction et to link two sentences together.





## Upper Key Stage 2

*In UKS2, French units will be taught on a half-termly basis.*

### Year 5

#### Autumn

#### Phonetics lesson 3- Core Vocabulary Unit & Do You Have A Pet? (As-Tu Un Animal?)

Intermediate Language Unit

**Includes:** Remembering the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and answer back. Say which pet we have/do not have and give our pet's name. Start to use the simple connectives *et* (and) and *mais* (but) to make more complex and interesting sentences.



#### Spring

#### What is the weather? (Quel Temps Fait-Il?) Intermediate Language Unit

**Includes:** Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply. Describe the weather in France, using a weather map with symbols.



#### Summer

#### Olympic Games (Les Jeux Olympique) Intermediate Language Unit

**Includes:** Understand the key facts of the ancient and modern Olympics recounted in French. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb FAIRE. Look at the adjectival changes involved when you describe a male Olympian or female Olympian.



#### What Is The Date? (Quelle Est La Date?)

Intermediate Language Unit

**Includes:** Recognising and recalling the 12 months of the year in French. Asking what the date is and say the date. Asking somebody when their birthday is and say when their own birthday is.



#### Habitats (Les Habitats)

Intermediate Language Unit

**Includes:** Children will say and write the key elements that animals and plants need to survive, name the 5 most common types of habitats and name an animal and a plant that live and grow in each type of habitat.



#### Clothes (Les Vetements)

Intermediate Language Unit

**Includes:** Recognising and recalling 21 items of clothing. Exploring the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.



**Year 6**

**Autumn**

**Phonetics lesson 4**  
Core Vocabulary Unit  
&  
**At School**  
**(A L'Ecole)**

Progressive Language Unit

**Includes:** Children will name the subjects we study in school with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school.



**Spring**

**Me in the World**  
**(Moi Dans Le Monde)**  
Progressive Language Unit

**Includes:** Children will say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Say and write something we do to help the planet.



**Summer**

**Healthy Lifestyle-**  
**Eat and Move**  
**(Manger et Bouer)**

Progressive Language Unit

**Includes:** Children will say and write what we eat and drink to stay healthy, what we do not eat and drink to stay healthy and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French.



**The Weekend**  
**(Le Week-End)**

Progressive Language Unit

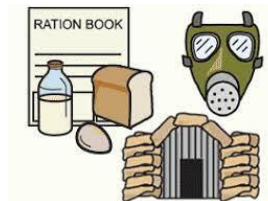
**Includes:** Children will tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.



**World War II**  
**(La Seconde Guerre Mondiale)**

Progressive Language Unit

**Includes:** Children will group and order words to decode unknown language. Understand the key facts of history from WW2 when described in French. Say and write in French the key countries and languages involved in WW2. Write a letter home in French explaining what life is like as an evacuee living in the countryside.



**Regular Verbs**  
**(Les Verbes Reguliers)**

Progressive Language Unit

**Includes:** Understand better what personal/subject pronouns are. Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding regular -er verbs like **JOUER**. Conjugate easily and with clear understanding regular -ir verbs like **FINIR**. Conjugate easily and with clear understanding regular -re verbs like **VENDRE**.

**JOUER**  
**FINIR**  
**VENDRE**

## National Curriculum Subject Content

### Languages Subject Content Key Stage 2

Foreign Language Teaching may be of any modern or ancient foreign language and should focus on enabling children to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable children to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Children studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Children should be taught to:

- 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 Languages
- 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.

## Curriculum Coverage and Skill Progression

<p style="text-align: center;"><b>Year 1 and 2</b> MFL Curriculum Coverage- <i>Early Language Units</i></p>	Main Skill Focus	Y1 Autumn: Greetings	Y1 Spring: Numbers & Colours	Y1 Summer: Shapes	Y2 Autumn: Seasons	Y2 Spring: Transport	Y2 Summer: Animals
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						

<p style="text-align: center;"><b>Year 3</b> MFL Curriculum Coverage- <i>Early Language Units</i></p>	<p style="text-align: center;"><b>Main Skill Focus</b></p>	<p style="text-align: center;">Y3- Autumn 1- 1m Learning French.</p>	<p style="text-align: center;">Y3- Spring 1- Instruments</p>	<p style="text-align: center;">Y3- Spring 2- Fruit &amp; Vegetables</p>	<p style="text-align: center;">Y3- Spring 2- Fruit &amp; Vegetables</p>	<p style="text-align: center;">Y3- Summer 1- Ice Creams</p>	<p style="text-align: center;">Y3- Summer 2- Ancient Rome</p>
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						

<p style="text-align: center;"><b>Year 4</b> MFL Curriculum Coverage- <i>Intermediate Language Units</i></p>	Main Skill Focus	Y4- Autumn 1- Presenting Myself	Y4- Autumn 2- Family	Year 4- Spring 1- The Tudors	Year 4- Spring 2- At the Coffee Shop	Year 4- Summer 1- The Classroom	Year 4- Summer 2- My Home
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						

<p style="text-align: center;"><b>Year 5</b> MFL Curriculum Coverage- <i>Intermediate Language Units</i></p>	<p style="text-align: center;"><b>Main Skill Focus</b></p>	<p style="text-align: center;">Y5 - Autumn 1- Do you have a</p>	<p style="text-align: center;">Y5 - Autumn 2- What is the date?</p>	<p style="text-align: center;">Year 5 - Spring 1- The Weather</p>	<p style="text-align: center;">Year 5 - Spring 2- Habitats</p>	<p style="text-align: center;">Year 5 - Summer 1- The Olympics</p>	<p style="text-align: center;">Year 5 - Summer 2- Clothes</p>
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						

<p style="text-align: center;"><b>Year 6</b> MFL Curriculum Coverage- <i>Progressive Language Units</i></p>	<p style="text-align: center;"><b>Main Skill Focus</b></p>	<p style="text-align: center;">Y6- Autumn 1- At School</p>	<p style="text-align: center;">Y6- Autumn 2- The Weekend</p>	<p style="text-align: center;">Year 6- Spring 1- Me in the World</p>	<p style="text-align: center;">Year 6- Spring 2- WWII</p>	<p style="text-align: center;">Year 6- Summer 1- Eat &amp; Move</p>	<p style="text-align: center;">Year 6- Summer 2- Regular Verbs</p>
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>Appreciate and actively participate in traditional short stories &amp; fairy tales.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate short stories &amp; fairy tales and start to understand some of the familiar words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>Recognise familiar words and short phrases covered in the units.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	<ul style="list-style-type: none"> <li>Listen more attentively and for longer.</li> <li>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Learn to repeat and reproduce the language I hear with accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to articulate key words introduced in the lesson and understand their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others using simple words and short phrases covered in the units.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy.</li> <li>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes.</li> <li>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</li> <li>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Be able to identify written versions of the words I hear.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to identify the written version of a wider range of the words I hear.</li> </ul>	<ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</li> <li>Understand the meaning in English of short words I read in the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</li> <li>Understand most of what we read in the foreign language when it is based on familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</li> <li>Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</li> <li>Decode unknown language using bilingual dictionaries.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Consolidate letter formation skills by copying words in the foreign language from a model.</li> </ul>	<ul style="list-style-type: none"> <li>Start to reproduce nouns and determiners/articles from a model.</li> </ul>	<ul style="list-style-type: none"> <li>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> </ul>	<ul style="list-style-type: none"> <li>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</li> </ul>	<ul style="list-style-type: none"> <li>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</li> <li>Learn to manipulate the language and be able to substitute words for</li> </ul>	<ul style="list-style-type: none"> <li>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</li> <li>Start to incorporate conjugated verbs and learn to be comfortable</li> </ul>

					<p>suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>using connectives / conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>
Grammar	<ul style="list-style-type: none"> <li>Start to understand that foreign languages can have different structures to English.</li> </ul>	<ul style="list-style-type: none"> <li>Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.</li> </ul>	<ul style="list-style-type: none"> <li>Start to understand the concept of noun gender and the use of articles.</li> <li>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</li> </ul>	<ul style="list-style-type: none"> <li>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</li> </ul>	<ul style="list-style-type: none"> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate understanding 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).</li> <li>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</li> </ul>