

Subject: MFL

Year	Skills as a linguist	Knowledge/ Grammar	Key Vocabulary
KS1	<p><u>Listening</u></p> <ul style="list-style-type: none"> • I can begin to listen attentively to and understand some simple, everyday classroom language. • I can begin to look at the face of the person speaking and show attentive listening through responses. • I can begin to recognise and respond to sound patterns and words. • I can begin to recognise commonly used rhyming sounds within rhymes and songs. • I can begin to identify specific phonemes and words. • I can begin to use actions and rhymes and play games to aid memorisation. • I can listen and respond to simple rhymes and songs. 	<p>Be able to say, understand and compare basic phrases in 6 languages per year; these can be changed/ adapted to meet the needs of particular classes/ EAL pupils: Hello, Goodbye, Name, Age, Numbers.</p>	<p>As per basic phrases - language specific - see short term planning.</p>
	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • I can begin to perform simple communicative tasks using single words, phrases and short sentences. • I can repeat words and phrases after an adult. • I can begin to learn words and phrases in rhymes and songs. • I can imitate pronunciation of sounds. • I can memorise simple statements about myself and begin to repeat these confidently. 		
	<p><u>Reading</u></p> <ul style="list-style-type: none"> • I can begin to recognise some familiar words in written form. • I can begin to make links between some phonemes, rhymes and spellings, and read aloud familiar words. • I can begin to use pictures and context clues to determine meaning. 		
	<p><u>Writing</u></p> <ul style="list-style-type: none"> • I can use a simple picture dictionary to investigate word meanings. • I can experiment with building words and phrases using phoneme or word card games. • I can match words or phrases to pictures, objects, actions or sounds. • I can begin to use knowledge about letters to experiment with writing. 		
	<p><u>Intercultural Understanding</u></p> <ul style="list-style-type: none"> • I can understand that some people speak languages different to our own. • I can learn about the different languages spoken by children in the school. • I can begin to locate countries where different languages are spoken on a globe. 		

Lower Key stage 2

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Year	I Can Skills - Listening, Speaking, Reading, Writing and Intercultural Understanding	Knowledge/ Grammar	Key Vocabulary
Year 3	<p><u>Listening</u></p> <ul style="list-style-type: none"> • I can listen attentively and begin to understand instructions, everyday classroom language and praise words. • I can look at the face of the person speaking and listen attentively. • I can recognise words which the teacher mouths silently. • I can recognise and respond to sound patterns and words. • I can identify specific phonemes and words. • I can begin to hear main word classes. • I can recognise commonly used rhyming sounds. • I can remember rhyming words. • I can use actions and rhymes and play games to aid memorisation. • I can listen and respond to simple rhymes, stories and songs. 	<p><u>Investigating Languages 1:</u></p> <ul style="list-style-type: none"> • Know how to compare cultures by exploring and evaluating the origins of language, songs, stories, numeric and phonic alphabets. <p><u>1 term of Italian and 1 term of Spanish to include:</u></p> <ul style="list-style-type: none"> • Know features of Spanish and Italian Culture • Recognise lettering and phonic sounds in Spanish and Italian alphabets • Know Spanish and Italian greetings, • Know Spanish and Italian numbers to 31 • Know how to say and write their age and birthday in Spanish and Italian. • Know nine colours in Spanish and Italian • Know key words and phrases for weather 	Italian and Spanish - see short term planning.
	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • I can perform simple communicative tasks using single words, phrases and short sentences. • I can copy and repeat simple sentences which use familiar vocabulary, phrases. • I can imitate pronunciation of sounds and begin to reproduce them with some accuracy. 		
	<p><u>Reading</u></p> <ul style="list-style-type: none"> • I can to recognise some familiar words in written form. • I can to make links between some phonemes, rhymes and spellings, and read aloud familiar words. • I can to use pictures and context clues to determine meaning. • I can begin to recognise how sounds are represented in written form. 		
	<p><u>Writing</u></p> <ul style="list-style-type: none"> • I can use a simple picture dictionary to investigate word meanings. • I can experiment with building words and phrases using phoneme or word card games. • I can match words or phrases to pictures, objects, actions or sounds. • I can to use knowledge about letters to experiment with writing. 		

	<p><u>Intercultural Understanding</u></p> <ul style="list-style-type: none"> • I can begin to learn about festivals and celebrations in different cultures. • I can locate countries where different languages are spoken on a map of the world. • I can begin to learn about ways of travelling to different countries. • I can identify social conventions at home and compare them with those in other cultures. • I can compare traditional stories from other cultures. • I can make indirect or direct contact with a country where another language is spoken. 	<ul style="list-style-type: none"> • Explore a traditional Italian text: <i>Il lupo di Giubbio</i> • Create a picture in the style of Italian artist, Archimbolo • Create a picture in the style of Spanish artist, Picasso. 		
Year 4	<p><u>Listening</u></p> <ul style="list-style-type: none"> • I can listen attentively and understand instructions, everyday classroom language and praise words. • I can listen for and identify sounds, rhyme and rhythm. • I can listen for and identify specific phonemes, words and phrases. • I am beginning to hear main word classes. • I can use actions and rhymes and play games to aid memorisation. • I can listen and respond to simple rhymes, stories and songs; joining in with them or singing from memory. 	<p><u>Investigating Languages 2:</u></p> <ul style="list-style-type: none"> • Further exploration of languages and cultures in Europe and beyond, including: • Knowing European capital cities • Identifying, grouping, deciphering, and translating different languages and alphabets in the contexts of: <ul style="list-style-type: none"> - Harry Potter - The little brown mouse • Creating multi lingual sentences, poems, stories. <p><u>Focus language German to include:</u></p> <ul style="list-style-type: none"> • Know features of German, Chinese and Russian Culture • Recognise lettering and phonic sounds in German, Chinese and Russian alphabets • Know of German, Chinese and Russian greetings, 		
<p><u>Speaking</u></p> <ul style="list-style-type: none"> • I can ask and answer questions on several topics. • I can ask for repetition and clarification. • I can memorise and repeat short spoken texts involving simple sentences which use familiar vocabulary, phrases. • I can read some familiar words and phrases aloud and pronounce them accurately. • I can memorise and present short spoken texts. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read some familiar words and phrases aloud and pronounce them accurately. • I can recognise how sounds are represented in written form. • I can read and understand a range of familiar written phrases. • I can follow a short familiar text, listening and reading at the same time. • I can begin to use context and previous knowledge to determine meaning and pronunciation. • I notice the spelling of familiar words. • I can read and memorise target words. 			
<p><u>Writing</u></p> <ul style="list-style-type: none"> • I can use a simple dictionary to investigate word meanings and to look up spellings. • I can sort target words into categories. • I can write simple words and phrases using a model and some words from memory. • I can prepare simple sentences about a topic and read these out loud. 				

	<ul style="list-style-type: none"> • I can express personal experiences and responses. • I can apply knowledge about letters and simple grammatical knowledge to experiment with writing. • I can identify different writing systems and compare to our own. • I can understand question forms. • I can understand negatives. • I can recognise simple agreements, e.g. singular /plural and masculine feminine. 	<ul style="list-style-type: none"> • Know German numbers to 31 • Know how to say and write their age and birthday in German. • Know ten colours in German 	
	<p><u>Intercultural Understanding</u></p> <ul style="list-style-type: none"> • I can learn about festivals and celebrations in different cultures. • I can locate and name countries where different languages are spoken on a variety of maps. • I can learn about ways of travelling to different countries. • I know about some aspects of everyday life in different countries and compare them to my own. • I can compare traditional stories from other cultures. • I can make indirect or direct contact with a country where another language is spoken. 	<ul style="list-style-type: none"> • Know how to talk about what you are wearing in German • Know German key words and phrases for weather • Know and taste some typical German food to talk about our opinions. • Create a flag in the style of Hundertwasser. • Create a Russian Kandinsky picture • Create Chinese Calligraphy. • Create a Chinese dragon dance. 	

Upper Key stage 2

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Year	I Can Skills - Listening, Speaking, Reading, Writing and Intercultural Understanding	Knowledge/ Grammar	Key Vocabulary
Year 5	<p><u>Listening</u></p> <ul style="list-style-type: none"> • I can listen attentively and understand more complex phrases and sentences. • I can begin to understand some of the main points in a spoken story, song or passage. • I can begin to listen for clues to meaning (e.g. tone of voice, key words.) • I can recognise patterns in words and simple sentences. • I can hear main word classes. • I can begin to look and listen for visual and aural clues. • I can use actions and rhymes to aid memorisation. • I can learn and perform simple rhymes and songs. 	<p><u>Rigolo 2,</u> <u>Unit 1, Introductions</u></p> <p>Know key words and phrases for:</p> <p>Greetings, Family and pets, Physical and Personal descriptions, Alphabet Numbers Age Birthday Seasons and months</p> <p><u>Grammar</u></p> <p>Formal/ informal forms</p> <p>Verb Avoir - 1st, 2nd, 3rd person Adjectival agreements Adjectives of appearance Conjunctions Verb -Être - 1st/2nd/3rd person Adjectives of personality Nouns. Adjectives of size</p>	<p><u>Key Vocabulary</u></p> <p>Bonjour, Salut Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça</p> <p>Tu es français(e)/britannique? Oui/Non, je suis...</p> <p>Quel âge as-tu? J'ai... ans</p> <p>Mon anniversaire, c'est le.. + months: janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December)</p> <p>Tu as des frères ou des soeurs? J'ai un(e)/deux/trois... frères/soeurs Je n'ai pas de frères ou de soeurs</p> <p>il/elle a... il/elle n'a pas de...+ revised nouns: une soeur, un frère, un pantalon, un vélo, une guitare</p> <p>il/elle est... /il/elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit (e), intelligent(e) français (e), britannique</p>

		Pronunciation & comparison of target language's full phonic range to English Numbers to 100 Correctly use proper noun capitalization and date recording conventions Use of negatives	
	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • I can understand and express simple opinions. • I can begin to ask for repetition and clarification in the target language. • I can use context and previous knowledge to help understanding. • I can begin to use knowledge of words, text and structure to build simple spoken passages. • I can begin to develop accuracy in pronunciation and intonation. • I can begin to pronounce/ read aloud unknown words. • I can prepare and practise simple conversations; re-using familiar vocabulary and structures in new contexts. 	<p><u>School and Daily routine.</u> <u>Rig 2, units 2,9</u> Know key words and phrases for school subjects, opinions, time, timetables, after school activities, breakfast foods.</p> <p><u>Grammar</u> Time Reflexive verbs Days of the week Numbers Compare time conventions with English</p> <p>Opinions (.+ve and -ve)-like/ dislike Conjunctions: and, but. Adverbs of time: before, after, first, next, then Simple present tense</p>	<p><u>Key language</u> <u>U2</u> C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</p> <p>J'aime/Je n'aime pas + subjects C'est bien/cool/nul</p> <p>Quelle heure est-il? Il est une heure et quart/et demie/ moins le quart. Il est midi/minuit La récré, le déjeuner, l'école commence à... heure(s) et finit à...</p> <p><u>U9</u> Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</p> <p>Daily routine phrases + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</p> <p>Qu'est-ce que tu prends au petit déjeuner? Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine</p> <p>Adverbs - normalement, d'abord, ensuite, enfin, après l'école</p>

		<p>Understand and use the definite article correctly: le/la/l'/les</p>	
	<p>Reading</p> <ul style="list-style-type: none"> • I can read frequently a variety of short texts. • I can begin to read and understand the main points and some detail from short written passages related to current topic. • I can begin to use context, previous knowledge and understanding of grammar conventions to support reading skills. • I can use a dictionary or a word list to investigate word meanings, check spellings and find alternatives when making changes to a model text. • I can sort words into different categories. • I can begin to apply phonic knowledge of the target language to support reading and writing. • I can notice different text types and deal with authentic texts. 	<p>Free time (Rig 2, units 7.4)</p> <p>Know key words and phrases for describing their hobbies and activities; say where you are going with time, ask for and give directions (e.g. to the park, leisure centre, skate park, library, cafe);</p> <p>Grammar</p> <p>U4</p> <ul style="list-style-type: none"> -Use le/la/l' correctly with places -Use sequencers d'abord, ensuite, enfin to say longer sentences -Give instruction using the vous form -Use prepositions au/à la/à l' with places <p>U7</p> <ul style="list-style-type: none"> -Use several verbs in 1st person -Use negatives -Use verbs in 3rd person -Using j'aime/je n'aime pas, etc. with an infinitive 	<p>Key language</p> <p>U4</p> <p>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché</p> <p>[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin... + directions</p> <p>Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché.</p> <p>Je vais à la boulangerie/piscine. Je vais à l'école.</p> <p>Il est [deux] heure(s). Je vais au/à la/à l' + places</p> <p>U7</p> <p>Qu'est-ce que tu fais [le mercredi/le samedi]? Le lundi... j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller Tu fais... ? joues... ? regardes... ?</p> <p>Je n'écoute pas... Je ne regarde pas... Je ne joue pas ... Je ne bois pas de... Je ne mange pas de... Je ne fais pas de...</p> <p>Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/ après-midi/soir? Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde [la télé], joue [au tennis/au foot]</p>

			<p>Est-ce que tu aimes faire/ écouter/ jouer/ regarder...? J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport.</p>
	<p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write words, phrases, simple sentences and short texts using a model and reference. • I can manipulate language by changing an element in a sentence. • I can prepare a short presentation on a familiar topic using familiar language. • I can begin to refer to recent experiences as well as to everyday activities. • I can appreciate that different languages use different writing conventions. • I notice that words will not always have a direct equivalent in the language. • I can apply knowledge of grammar rules and conventions of word order to build sentences. • I can begin to use question forms and negatives. • I can use singular and plural/ masculine, feminine and neuter agreements. • I can begin to identify and use past tense forms. • I can build lists of words to read and memorise related to different topics. 		

	<p><u>Intercultural Understanding</u></p> <ul style="list-style-type: none"> • I can look at further aspects of their everyday lives from the perspective of someone from another country. • I can recognise similarities and differences between places. • I can compare symbols, objects or products which represent their own culture with those of another country. 		
<p>Year 6</p>	<p><u>Listening</u></p> <ul style="list-style-type: none"> • I can understand the main points and simple opinions in a spoken story, song or passage. • I can understand longer and more complex sentences or passages. • I can listen for clues to meaning (e.g. tone of voice, key words.) • I can reinforce and extend recognition of word classes and understand their function. • I can match sounds to sentences and paragraphs. • I can look and listen for visual and aural clues. • I can make predictions about words and sentences based on existing knowledge. 	<p><u>La deuxième guerre mondiale</u></p> <p>List items for an evacuee suitcase in French.</p> <p>Decipher and describe how to cook a wartime meal.</p> <p>Use adjectives to describe feelings</p> <p>Use imperative verbs</p> <p>Use opinions</p> <p>Decipher poems and recounts describing the French occupation, resistance and other key elements of French WW2 history.</p>	<p><u>Key vocabulary</u></p> <p>Je m'appelle J'ai ans J'habite à Paris.</p> <p>Je me sens... excité(e), déprimé(e), fâché(e), content(e), anxieux(euse), seul(e), triste, détendu(e)</p> <p><u>Suitcase items:</u> chocolat, ours en peluche, brosse à dents, chaussures, bonbons, fruit, sous-vêtements, sandwich, pantalons, masque à gaz, chemise, pyjamas, Imperméable Pardessus, Veste, Chemise / chemisier, Pull / gilet, Pantalon Short, Jupe, Bottes / Chaussures, Chemise de nuit / pyjama Slip / Culotte / Gilet, Chaussettes / Bas</p> <p><u>Rationing:</u> Dans mon jardin je vais grandir..... et.. le brocoli la carotte le céleri le champignon, le concombre, le maïs, l'oignon, les petits pois, la pomme de terre, le potiron, la tomate, l'avocat, la banane, la cerise, la fraise, l'orange, la poire, la pomme, les raisins, la pastèque, le citron</p> <p>J'aime/ Je n'aime pas... parce que c'est... bon/ce n'est pas bon pour la santé.</p> <p>Imperative verbs: Epluchez, Mettez, Farinez, Tamisez, Badigeonnez, Ajoutez, Battez, Coupez, Cuire, Retirez</p> <p><u>Oradour sur Glane</u></p>

			<p>No specific vocabulary - variety of complex vocabulary - looking at deciphering texts by using what we know.</p> <p><u>Madame Rouffanche</u> Cher journal Toutes les femmes et les enfants ont été rassemblés et placés dans l'église. Ces meurtriers ont pris nos maris. Je ne me suis échappé que parce que j'ai rampé par une fenêtre derrière l'autel. Ils les ont tous abattus devant l'église. J'ai survécu par m'allonger faisant semblant d'être mort dans le cimetière pendant 24 heures. C'était une journée affreuse. Les soldats ont ensuite incendié l'intérieur de l'église. Les meurtriers ont détruit notre village complètement. Alors que les femmes et les enfants venaient au front l'église pour échapper à la fumée et aux flammes, ils leur ont tiré dessus. Ils ont tué ma fille.</p>
	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • I can identify different text types and read short, authentic texts for enjoyment or information. • I can learn and perform simple rhymes, songs and stories. • I can use spoken language confidently to initiate and sustain conversations and to tell stories. • I can devise own questions for authentic use. • I can ask for repetition and clarification in the target language. • I can use knowledge of words, text and structure to build simple spoken passages. • I can vary language and produce extended responses. • I can develop accuracy in pronunciation and intonation. • Pronounce/read aloud unknown words. 	<p><u>Rigolo 2, U3</u> <u>La nourriture</u> Know how to ask politely for food items Describe how to make a sandwich Identify foods as healthy or unhealthy.</p> <p><u>Grammar</u> Use adjectives to describe foods Use imperative verbs Use opinions</p>	<p><u>Key vocabulary</u> un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate, une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille, une baguette, le beurre, les frites, les bonbons, les pommes, les carottes, les haricots, les gâteaux Je voudrais... s'il vous plaît. Mangez, Coupez, Prenez, Mettez Tu aimes..? J'aime/Je n'aime pas [les carottes] C'est bon pour la santé. Ce n'est pas bon pour la santé.</p>

<ul style="list-style-type: none"> • I can be understood with little or no difficulty. • I can give short prepared talks that include opinions on a range of topics. 			
<p>Reading</p> <ul style="list-style-type: none"> • I can identify different text types and read short, authentic texts for enjoyment or information. • I can apply phonic knowledge of the target language to support reading and writing. • I can read confidently a variety of short texts. • I can read and understand the main points and some detail from a short written passage. • I can use context, previous knowledge and understanding of grammar conventions to support my reading skills. • I can use a dictionary to investigate word meanings, check spellings and find alternatives and correct forms when reading and writing texts. • I can sort words into grammatical categories. 	<p>Francophonie</p> <p>Know Francophonie countries and continents.</p> <p>Identify and describe Francophonie flags.</p> <p>Present a balanced description of a Francophone country.</p>		<p>Key vocabulary</p> <p>Francophonie countries list</p> <p>Continents list</p> <p>La mosquée, le fleuve, le pont, la falaise, le village, la capitale, le marché, l'hippo, le désert.</p> <p>La population de..... est</p> <p>La capitale de... est ...</p> <p>La monnaie de... est...</p> <p>Le premier ministre de... s'appelle...</p> <p>Le président de... s'appelle...</p> <p>Le roi de ... s'appelle...</p> <p>La reine de... s'appelle...</p> <p>Le drapeau est (colour)...</p> <p>On aime...</p> <p>On joue...</p> <p>On mange...</p> <p>Il y a...</p>
<p>Writing</p> <ul style="list-style-type: none"> • I can develop my own lists of different word types and memorise them. • I can write sentences and short texts on a range of topics using a model and reference resources. • I can use language known in one context or topic to prepare a presentation about a different context or topic. • I can refer to recent experiences or future plans, as well as to everyday activities. • I can understand that different languages use different writing conventions. • I can understand that words will not always have a direct equivalent in the language. 	<p>En vacances</p> <p>Know key words and phrases for:</p> <ul style="list-style-type: none"> - asking and saying where you're going on holiday and how you will get there and where you have been in the past. - expressing opinions about holidays - holiday activities and plans - forms of transport <p>Grammar</p> <p>Opinions - adjectives</p>		<p>Key vocabulary</p> <p>Suitcase</p> <p>Pour mes vacances je prendrais des baskets, des lunettes de soleil, les clés, du dentifrice, de l'argent, des chaussettes, une montre, une brosse à dents, une casquette, un pull, de la crème solaire, un chargeur de téléphone, un nounours, un appareil photo</p> <p>Locations</p> <p>Où vas-tu en vacances?</p> <p>Je vais/ Je suis allé(e) à la campagne ; à la montagne; au bord de la mer; au camping; au parc d'attractions; à l'étranger; en ville.</p> <p>Opinions</p> <p>J'aime ça, Je n'aime pas ça, J'adore ça, Je déteste ça....parce que...</p> <p>Activities: present, past, future</p>

	<ul style="list-style-type: none"> • I can apply knowledge of grammar rules, conventions of word order and understanding of gender, to build simple spoken sentences and written passages. • I can begin to identify future and use past and present forms. 	Present tense Future tense Past tense	<p>Qu'est ce que <u>tu fais/ as fait</u> pendant les vacances? Je nage/ J'ai nagé; Je vais/Je suis allé(e)... Je bronze/J'ai bronzé; Je fais/ J'ai fait... Je travaille/ J'ai travaillé... Je joue/ J'ai joué... joué</p> <p>Qu'est-ce que <u>tu vas faire</u> en vacances?</p> <p>Je vais+; faire... nager... voir... aller... voyager... rester... jouer... visiter... acheter... manger...</p> <p><u>Transport</u></p> <p>Où vas-tu? Je vais à/ en... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau</p> <p>car c'est rapide; cher; moins cher; pratique, bon/mauvais pour la santé ; bon/mauvais pour l'environnement.</p> <p><u>Weather: past tense</u></p> <p>Il y avait du soleil ; Il y avait du brouillard ; Il y avait des orages ; Il y avait du vent ; Il faisait froid ; Il faisait chaud ; Il faisait beau ; Il pleuvait ; Il neigeait</p> <p>Quand il faisait chaud/ il pleuvait...+ activities</p>
	<p><u>Intercultural Understanding</u></p> <ul style="list-style-type: none"> • I can compare attitudes towards aspects of everyday life. • I can recognise and understand some of the differences between people. • I can present information about an aspect of culture. • I can present a balanced view of a country or event • I can use critical literacy skills to consider different perspectives. 		