

MFL (French) at Georgian Gardens Primary School



	Year 3	Year 4	Year 5	Year 6
<p>Listening:</p> <p>Listen attentively and show understanding by joining in and responding</p>	<ul style="list-style-type: none"> • Can understand and respond to few familiar spoken words and short phrases confidently to greetings, register, classroom instructions, phonics. • Join in with number video, stories (Hungry Caterpillar) and audiobooks. <p>Can follow along and repeat key words from a song, rhyme or poem.</p>	<ul style="list-style-type: none"> • Can understand and respond to a range of familiar spoken words and short phrases. Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations. • Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases. 	<ul style="list-style-type: none"> • Can understand the main points of a short spoken passage / instructions made up of a few familiar words and phrases, delivered slowly and clearly. • Can join in with familiar short songs, rhymes or poems, or parts of them. 	<ul style="list-style-type: none"> • Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. • Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.
<p>Listening:</p> <p>Explore the pattern</p>	<ul style="list-style-type: none"> • Can recall key phonics words (and gestures), and read them aloud with good pronunciation. • Can apply phonics knowledge to rhyming stories, games, spelling prediction activities e.g. syllable squares, gap-fills. 	<ul style="list-style-type: none"> • Can recognise and match key sounds and words that rhyme. • Can develop phonics knowledge and confidence through: days in the month rhyme, Merry Christmas song, happy birthday song. 	<ul style="list-style-type: none"> • Can write high-frequency words and anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge. 	<ul style="list-style-type: none"> • Can write individual words accurately, building them from written syllables. OR • Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.

<p>Speaking:</p> <p>Ask and answer questions</p> <p>Express opinions and respond to those of others</p>	<ul style="list-style-type: none"> • Can ask and answer simple pre-learned questions from memory. • Can answer questions including; Greetings, names, ages, What is it? What is your name? My name is. How are you? How old are you? I am ... old. Do you have a? Where is..? 	<ul style="list-style-type: none"> • Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. • Can ask and answer questions about birthdays, ages, dates, times, What colour is? What colour are your eyes? What colour is your hair? What day is it (today)? What date is it (today)? When is your birthday? 	<ul style="list-style-type: none"> • Can ask and answer simple questions on the current topc. • Can adapt models successfully to give own information, including simple opinions, substituting individual words. <p>E.g. What time is it? It's one o'clock, It's five o'clock</p> <p>What time do you have breakfast? What do you have for breakfast?</p> <p>What time do you have lunch in school? What time do you have lunch, have tea, have dinner? How do you pronounce? What sports can you play? What instrument do you play? What instrument can you play?</p> <p>Do you like? What do you like to eat / drink? Why do you like..?</p>	<ul style="list-style-type: none"> • Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. <p>E.g. What's the weather like? What colour is the flag? What is there in (France)? When is it? How many days does the festival last? Where is it? What do people wear? What is there...? Do you like...? Why do you like..? What do you think of...?</p>
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<p>Speaking:</p> <p>Ask for clarification and help</p>	<ul style="list-style-type: none"> • Can indicate that there is a problem using a pre-learned phrase – ‘I have a problem’. 	<ul style="list-style-type: none"> • Can use simple pre-learned words and phrases for routine situations. Can ask for help and signal there is a problem 	<ul style="list-style-type: none"> • Can use several short phrases and questions in predictable classroom interaction. Signal a problem and ask for help 	<ul style="list-style-type: none"> • Can use a repertoire of classroom language with teacher and peers. Signal a problem and ask for help and give a detail.
<p>Speaking:</p> <p>Speak in sentences</p> <p>Describe people, places, things and actions orally (to a range of audiences)</p>	<ul style="list-style-type: none"> • Can repeat and say familiar words and short simple phrases, using understandable pronunciation. • Can say what their favourite ... is, describe animals with colours, choral re-telling of stories, pair work, group work, re-telling the Hungry Caterpillar story. 	<ul style="list-style-type: none"> • Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation. • Can describe pictures/paintings in terms of shapes and their position. Describe hair / eyes of self and others. Take birthday survey etc. 	<ul style="list-style-type: none"> • Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. <p><i>E.g. Say what sports you play and when you do it. Express opinions in sentences, give preferences and express reasons for opinions. Say what you like to eat and drink and when. Describe actions: eating / drinking at different times, playing sports and instruments</i></p>	<ul style="list-style-type: none"> • Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. <p><i>E.g. Express opinions in sentences and give preferences and express reasons for opinions. Use the 3rd person of key verbs to say what happens at different festivals Describe the key geographical features of country Describe where things are Describe the key features of famous festivals / events</i></p>

<p>Speaking:</p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p>	<ul style="list-style-type: none"> • Can read aloud some very familiar words and short phrases with accurate pronunciation. • Can confident use of phonic key sounds to read aloud familiar words within short texts 	<ul style="list-style-type: none"> • Can read aloud some familiar phrases with accurate pronunciation. Can read and add questioning intonation. • Can match sound to print, by reading aloud familiar words and phrases. 	<ul style="list-style-type: none"> • Can read short phrases accurately that contain mostly familiar language. 	<ul style="list-style-type: none"> • Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.
<p>Reading:</p> <p><i>Read and show understanding of words, phrases and simple texts appreciate stories, songs, poems and rhymes in the language</i></p>	<ul style="list-style-type: none"> • Can understand some familiar written words and short phrases. Including; stories, rhymes, songs, videos with language beyond level of active production. E.g. numbers, days of the week, food items in Hungry Caterpillar story. • Can match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple phrases are true or false Hungry Caterpillar story text, Colour by numbers activity 	<ul style="list-style-type: none"> • Can read and understand a range of familiar written phrases. E.g. birthday vocabulary, seasons, numbers 13-31, festive vocabulary, diary entries, lists of things to do. 	<ul style="list-style-type: none"> • Can read short texts and understand familiar words and very simple sentences, answering questions to show understanding. 	<ul style="list-style-type: none"> • Can understand a short text made up of short sentences with familiar language on a familiar topic. Can complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out
<p>Reading:</p> <p><i>Understand new words that are introduced into familiar written material</i></p>	<ul style="list-style-type: none"> • Can use the visual cues and context to follow the gist of a short text. Can join in confidently with songs, stories. 	<ul style="list-style-type: none"> • Can identify the overall type of text from its lay-out, contextual cues and a few familiar words including; numbers song, birthday and Christmas songs, months / days rhymes. 	<ul style="list-style-type: none"> • Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. 	<ul style="list-style-type: none"> • Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.

<p>Reading:</p> <p><i>Use a dictionary</i></p>	<ul style="list-style-type: none"> • Can use a word list to locate specific words. 	<ul style="list-style-type: none"> • Can use a word list (or dictionary or online resource) to check the spelling of a word. 	<ul style="list-style-type: none"> • Can use alphabetical order confidently. • Can recognise and use the main dictionary codes for nouns (nf, nm etc) • Can find the meanings of new nouns. • Can appreciate that there may be more than one entry for each word. 	<ul style="list-style-type: none"> • Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. • Can appreciate that FL words do not always have a direct equivalent in English.
<p>Writing:</p> <p><i>Write words and phrases from memory describe people, places, things and actions in writing</i></p>	<ul style="list-style-type: none"> • Can write some single words and simple sentences with some accuracy and from short-term memory. 	<ul style="list-style-type: none"> • Can write simple words and several short phrases from memory with understandable spelling. • Can write short exclamations and questions from memory with correct position of punctuation marks in questions and exclamations). 	<ul style="list-style-type: none"> • Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. 	<ul style="list-style-type: none"> • Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
<p>Writing:</p> <p><i>Adapt phrases to create new sentences describe people, places, things and actions in writing</i></p>	<ul style="list-style-type: none"> • Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun. • Can adapt noun-adjective collocations in simple sentences. E.g. using Include simple connectives 'and' and 'but'. 	<ul style="list-style-type: none"> • Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun. • Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list Revision – colours and numbers Describing Mr Men / Little Miss characters – character descriptions Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Make birthday cards, Design invites, 	<ul style="list-style-type: none"> • Can adapt a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier) 	<ul style="list-style-type: none"> • Can write sentences on a few topics using a model, e.g. a writing frame.

<p>Grammar:</p> <p>Gender of nouns - definite and indefinite articles</p> <p>Singular and plural forms of nouns</p> <p>Adjectives (place and agreement)</p> <p>Conjugation of key verbs (and making verbs negative)</p> <p>Connectives and qualifiers, adverbs of time, prepositions of place</p>	<ul style="list-style-type: none"> • Can use indefinite articles in the singular with masculine and feminine nouns • Can recognise definite articles and plural indefinites. • Can form regular plural nouns. • Can identify adjective and noun position. • Can use some singular masculine and plural adjectives correctly. • Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently. • Can use the connectives 'and', 'but' and also. 	<ul style="list-style-type: none"> • Can use indefinite articles in singular and plural and definite articles in both singular and plural. • Can use a variety of plural nouns, including some irregular ones. • Can use adjectives (agreement and position) with more confidence. • Can create greater variety of sentences using the key verb forms from Y3. Can use 3rd person 	<ul style="list-style-type: none"> • Can use the definite article with verbs of like / dislike. • Can correctly omit the definite article e.g. when talking about what you eat or drink. • Can use the definite article correctly with verbs of sport. • Can agree adjectives for number and gender after because it is/they are. • Can use all persons of several regular verbs in the present tense (with the support of a frame). • Can use the days of the week in sentence formation. 	<ul style="list-style-type: none"> • Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. (Not with 100% consistency but the rules are known and understood.) • Can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. • Can agree adjectives for number and gender after because it is/they are, but still makes errors. • Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors. • Can use subordinating connectives (if, because) and some may be able to use 'which'.
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