



*Gretton Primary School*

*MFL Curriculum*



	Y3	Y4	Y5	Y6
Spoken Language	<ul style="list-style-type: none"> <li>Repeat modelled words</li> <li>Listen and show understanding of single words and short phrases through physical response.</li> <li>Recognise a familiar question and respond with simple rehearsed question.</li> <li>Ask and answer a simple and familiar question with a response.</li> <li>Express simple opinion about likes and dislikes.</li> <li>Name objects and actions and may link words with a simple connective.</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold.</li> <li>Identify individual sounds in words and pronounce accurately when modelled.</li> <li>Adapt intonation to ask questions or give instructions.</li> <li>Name nouns and present a simple rehearsed statement to a partner.</li> <li>Present simple rehearsed statements about themselves, objects and people to a partner.</li> <li>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat modelled short phrases</li> <li>Listen and show understanding of short phrases through physical response.</li> <li>Ask and answer at least two simple and familiar questions with a response.</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold.</li> <li>Speak about everyday activities and interests.</li> <li>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> <li>Say at least two short sentences that may contain an adjective to describe people, places, things and actions</li> </ul>	<ul style="list-style-type: none"> <li>Listen and show understanding of simple sentences containing familiar words through physical response.</li> <li>Listen and understand the main points from short, spoken material in the target language.</li> <li>Engage in short conversation using a range of simple familiar questions.</li> <li>Use familiar vocabulary to say several longer sentences using a language scaffold.</li> <li>Manipulate familiar language to present ideas and information in simple sentences.</li> <li>Present a range of ideas and information, without prompts, to a partner or small group of people.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and understand the main points and some detail from short, spoken material in French.</li> <li>Ask and answer more complex questions with a scaffold of responses.</li> <li>Express a wider range of opinions and begin to provide simple justifications</li> <li>Converse briefly without prompts.</li> <li>Refer to everyday activities and interests, recent experiences and future plans.</li> <li>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</li> </ul>
	Y3	Y4	Y5	Y6
Reading	<ul style="list-style-type: none"> <li>Read and show understanding of familiar single words.</li> <li>Use strategies for memorisation of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>Read and show understanding of simple sentences containing familiar and some unfamiliar language.</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand the main points and some detail from short written material.</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen and identify specific words in songs and rhymes and demonstrate understanding.</li> <li>• Join in with actions to accompany familiar songs, stories and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links with English or known language to work out the meaning of new words.</li> <li>• Use context to predict the meanings of new words.</li> <li>• Being to use a bilingual dictionary to find the meaning of individual words in French and English.</li> <li>• Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> <li>• Join in with words or a song or storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of strategies to determine the meanings of new words (links with known language, cognates, etymology, context)</li> <li>• Use a bilingual dictionary to identify the word class.</li> <li>• Can read and pronounce familiar words accurately</li> <li>• Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</li> <li>• Write simple sentences from memory using familiar language</li> <li>• Follow the text of a familiar song or story</li> </ul>	<ul style="list-style-type: none"> <li>• Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and English.</li> <li>• Write several sentences from memory with familiar language with understandable accuracy.</li> <li>• Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> <li>• Follow the text of a familiar song or story and sing or read aloud.</li> <li>• Understand the gist of an unfamiliar story or song using familiar language and song or read aloud.</li> </ul>
Writing	<p>Write single familiar words from memory with understandable accuracy.</p> <ul style="list-style-type: none"> <li>• Copy simple familiar words to describe people, places, things and actions with a model.</li> <li>• Write simple phrases that may contain an adjective to describe people, places, things and actions using a language scaffold.</li> </ul>	<ul style="list-style-type: none"> <li>• Write familiar short phrases from memory to create new short phrases.</li> <li>• Replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> <li>• Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write several simple sentence containing adjectives to describe people, places, things and actions using a language scaffold.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</li> <li>• Use a wider range of descriptive vocabulary in their descriptions of people, places, things and actions.</li> </ul>
	Y3	Y4	Y5	Y6
Gram	<ul style="list-style-type: none"> <li>• Show awareness of word classes and be aware of similarities in English.</li> <li>• Name the gender of nouns, name the definite and indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>• Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</li> <li>• Recognise and use partitive articles.</li> </ul>	<p>Demonstrate understanding of gender and number of nouns and use appropriate determiners.</p>	<ul style="list-style-type: none"> <li>• Recognise and use a range of prepositions.</li> </ul>

<p>for both genders and use correctly, say how to make the plural form of nouns.</p> <ul style="list-style-type: none"> <li>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</li> </ul>	<ul style="list-style-type: none"> <li>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</li> <li>Use simple prepositions in their sentences</li> </ul>	<ul style="list-style-type: none"> <li>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</li> <li>Name and use a range of conjunctions to create compound sentences.</li> <li>Demonstrate the use of first, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use high frequency verbs in the perfect tense; compare with English.</li> </ul>
--	--	--	--