

Cherry Tree Academy

MFL

Our Intended Curriculum

Nursery and Reception: MFL skills progression	
<p>Rec: Objectives</p> <ul style="list-style-type: none"> • Begin to be aware of some of the sounds of a new language • Begin to explore our listening skills to help hear sounds and words in a new language • Explore how to listen and join in with rhymes, songs and stories • Explore how to join in with games, played in a different language • Explore how to say some of the new sounds and words we hear in a different language • 	<p>Speaking</p> <ul style="list-style-type: none"> • Participating in familiar games eg. Simon says, musical chairs with simple French familiar responses • Joining in with French rhymes and songs with learnt simple French phrases • Saying simple familiar French words and phrases (eg. Hello, goodbye)
<p>Listening</p> <ul style="list-style-type: none"> • Listening and joining in with familiar games eg. Simon says, musical chairs in French • Listening and responding to authentic French rhymes and songs • Listening and enjoying stories in French 	<p>Culture</p> <ul style="list-style-type: none"> • Exploring authentic French rhymes, songs and stories • Investigating shared and French specific festivals and celebrations • Celebrating similarities and differences between cultures

Reception – End Points	
Hello, goodbye	<ul style="list-style-type: none"> • To listen and respond physically to a greetings, a farewell, and the phrase ‘Thank you’ • To attempt to say in French to a greetings, a farewell, and the phrase ‘Thank you’ • To understand that France is another place in the world where people speak another language
Counting	<ul style="list-style-type: none"> • To listen and respond physically to counting 1-10 • To attempt to say a number or sequence of numbers in French • To enjoy and join in with an authentic French counting rhyme eg. “Tengo dos manitas”
Days and Birthdays	<ul style="list-style-type: none"> • To listen and respond physically to the days of the week • To attempt to say a day or a sequence of days in French • To join in and try to sing the birthday “Cumpleaños feliz”
Rainbows	<ul style="list-style-type: none"> • To listen and respond physically to some colours (eg. Red, yellow, green and blue) • To attempt to say a colour in French • To join in with a guessing game to anticipate the colour
Families and bears	<ul style="list-style-type: none"> • To listen and respond to the question ‘What are you called?’ • To attempt to say the name phrase in French (I am called...) • To be aware of some nouns of members of the family in French
Having fun whilst listening and joining in	<ul style="list-style-type: none"> • To listen and respond physically to a greeting, a colour and a number • To attempt to ask and answer in French the question ‘What are you called?’ • To join in with an authentic French song

Key Stage 1

Disciplinary Concepts: Education of the ear, empathy and understanding of a global citizen

KS1 Year A: MFL skills progression	
<p>KS1: Learning Objectives</p> <ul style="list-style-type: none"> • Explore some of the sounds of French • Explore ways to use listening skills to help hear sounds and words in French • Practise skills in listening and joining in with rhymes, songs and stories • Practise joining in with games, played in French • Explore how to say the new sounds, words and simple phrases we know in French • Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple French • <i>Celebrate prior learning through pupil led opportunities to share or show prior knowledge (eg. Sing a familiar song, perform a familiar rhyme or lead a familiar game)</i> 	<p>Speaking</p> <ul style="list-style-type: none"> • Can say and understand a few important words in French • Can attempt join in with the main part of a French story or rhyme • Can attempt to repeat accurately some sounds in the target language • Can say a few words such as: greetings and simple response • Can give their name, can ask a question about someone's name • Can say 'how they are feeling'
<p>Listening</p> <ul style="list-style-type: none"> • Can listen and join in with the main parts of a song, story or rhyme • Can listen to and enjoy a story in French • Beginning to identify accurately some sounds in the target language • To understand and respond to some familiar core French language 	<p>Reading</p> <ul style="list-style-type: none"> • Beginning to recognise some important words written in French e.g. greetings or colour <p>Culture</p> <ul style="list-style-type: none"> • Exploring authentic French rhymes, songs and stories • Investigating shared and French specific festivals and celebrations • Celebrating similarities and differences between cultures • Developing our understanding of people in the world around us

KS1 Year A – End Points	
Greetings, Farewells and Name Phrase	<ul style="list-style-type: none"> • To listen and respond physically to specific greetings such as: 'good morning, good afternoon and good night' • To listen, respond and answer the question 'What are you called?' • To join in with an authentic French rhyme
Colours, Numbers 1-10 and Greetings	<ul style="list-style-type: none"> • To listen and respond physically to some familiar colours. Eg. red, yellow, green and blue. • To say a sequence of numbers • To be able to identify a specific number and colour • To know some facts about a French Christmas

Rhymes, Songs and Games	<ul style="list-style-type: none"> • To listen and respond physically to specific familiar language in practised authentic rhyme (Incey Wincey Spider) • To join in with names of animals, in a animal carnival rhyme • To know some facts about epiphany and the arrival of the three kings
Animals	<ul style="list-style-type: none"> • To listen and respond physically to the names of animals • To join in with the animal nouns in the French version of Old Macdonald had a Farm • To know that animal sounds are different in French
Fish Fun	<ul style="list-style-type: none"> • To listen and respond physically to specific familiar language (Numbers, name and family members) • To say numbers 1-10 in a random order • To perform traditional rhymes
Sunshine, Rain and Seasons	<ul style="list-style-type: none"> • To listen and respond physically to some phrases about the weather • To say a weather phrase • To perform a traditional rhyme

KS1 Year B: MFL skills progression	
<p>KS1: Learning Objectives</p> <ul style="list-style-type: none"> • Explore some of the sounds of French • Explore ways to use listening skills to help hear sounds and words in French • Practise skills in listening and joining in with rhymes, songs and stories • Practise joining in with games, played in French • Explore how to say the new sounds, words and simple phrases we know in French • Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple French • <i>Celebrate prior learning through pupil led opportunities to share or show prior knowledge (eg. Sing a familiar song, perform a familiar rhyme or lead a familiar game)</i> 	<p>Speaking</p> <ul style="list-style-type: none"> • Can say and understand a few important words in French • Can attempt join in with the main part of a French story or rhyme • Can attempt to repeat accurately some sounds in French • Can say a few words such as: greetings and simple response • Can give their name, can ask a question about someone's name in French • Can say 'how they are feeling' in French
<p>Listening</p> <ul style="list-style-type: none"> • Can listen and join in with the main parts of a song, story or rhyme • Can listen to and enjoy a story in French • Beginning to identify accurately some sounds in the target language • To understand and respond to some familiar core French language • Beginning to identify accurately some sounds in the target language • To understand and respond to some familiar core French language • Can identify specific sounds in French 	<p>Reading</p> <ul style="list-style-type: none"> • Exploring to recognise some important words written in French e.g. greetings or a number/day of the week <p>Culture</p> <ul style="list-style-type: none"> • To recognise and compare weather between England and France • To recognise how birthdays are celebrated differently in France

KS1 Year B – End Points	
Language Learning Powers	<ul style="list-style-type: none"> • To listen and respond to a French song containing 'good morning, good afternoon and good night' • To be able to perform the tooth fairy rhyme and know some facts about the French tooth mouse • To join in with a French song
Nouns, Rhymes and Christmas	<ul style="list-style-type: none"> • To listen and respond physically to specific body parts in French • To perform an authentic rhyme of the French Heads, shoulders, knees and toes • To listen, respond to the song of Rudolph the Red Nose Reindeer in French • To recognise and read familiar colours and numbers in French
Birthdays	<ul style="list-style-type: none"> • To listen and respond physically to the months of year in French • To name their birthday month in French • To identify written French months
Butterflies, Bees and Plant Pot Story	<ul style="list-style-type: none"> • To listen and respond to an authentic rhyme about butterflies in French • To say aloud specific sounds in unfamiliar nouns in French • To know some facts about the Easter bells and the role of these in a French Easter in French
Exploring Animal Kingdoms	<ul style="list-style-type: none"> • To listen and respond to a story containing familiar language (names, colours and greetings) in French

	<ul style="list-style-type: none">• To identify numbers and colours in spoken and written form in French• To practise, remember and perform a poem in French about the animal kingdom in French
Celebrate	<ul style="list-style-type: none">• To listen and respond to a story using familiar language containing names, colours, greetings, numbers and animals in French• To practise, remember and perform an action song in French• To know some facts about Mexican birthdays and piñatas and begin to understand that French is spoken in countries other than France

Key Stage 2

Disciplinary Concepts: Developing the global citizen through broadening the understanding of the French language and culture

N.B. *The children are in mixed age classes and will be working towards the mastery of each skill descriptor by the end of the two year cycle.*

The age and stage of a learner is taken into account through expectations of some activities and outcomes.

LKS2 Year A: MFL skills progression

Lower KS2: POS

- 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

Reading

A focus on sound spelling runs throughout the language teaching

- Can recognise and read out a few familiar words and phrases
- Begin to identify nouns and word families / plural and singular identification
- Can read aloud familiar words and phrases
- Can understand simple written phrases
- Can match sounds to familiar written words

Listening

A focus on sound spelling runs throughout the language teaching

- Can answer simple questions and give basic information. Can pronounce familiar words and some new words accurately
- Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases
- Can listen to and join in with rhymes, songs and stories
- Can replicate sound patterns of French
- Can identify key familiar information in spoken text
- Can follow a simple story in French
- Can follow simple classroom instructions in French

Writing

A focus on sound spelling runs throughout the language teaching

- Can write or copy a few simple words or symbols as an emergent writer of the target language
- Can make a good attempt to write phrases from memory
- Can make a good attempt to adapt a familiar sentence, to express own opinion or give new information in a familiar context
- Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood

Speaking

A focus on sound spelling runs throughout the language teaching

- Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker
- Engage in conversations; ask and answer questions; express opinions and respond to those of others;
- Attempts to speak in sentences, using familiar vocabulary, phrases and basic language structures
- Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Can accurately pronounce familiar words, phrases and sentences
- Can ask and answer familiar questions about personal information

	<ul style="list-style-type: none"> • Can attempt to pronounce accurately new words with familiar French sounds • Can join in with spoken rhymes ,songs and stories • Can perform simple dialogues • Can read aloud written sentences containing familiar language
	<p>Grammar</p> <ul style="list-style-type: none"> • Can identify nouns in a French phrase or sentence • Can identify determiners –a definite or indefinite article preceding a nouns • Can identify masculine nouns and feminine nouns • Can identify plural nouns • Can change a definite to an indefinite article preceding a noun • Can identify adjectives in a phrase or sentence • Can place and adjective after a noun in a French • Aware that adjectives spelling can change to match a masculine/ feminine / singular or plural noun • Able to use 1st person singular of some commonly used verbs accurately (e.g. me llamo/vivo/tengo) • Use of intonation with questions and able to raise intonation of voice at the end of a question • Aware that there is an upside down question mark at the start of a written question in French
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences

LKS2 Year A – End Points	
A new start	<ul style="list-style-type: none"> • To say greetings in French • To ask and answer about feelings in French • To say, recall, identify numbers between 1 and 10 in French • To write sentence my name is
Calendar and celebrations	<ul style="list-style-type: none"> • To understand and say some days of the week in French • To attempt to write some days of the week in French • To understand, say and try to write some months of the year in French • To begin to write months of the year in French
Animals I like/I don't like	<ul style="list-style-type: none"> • To say and read the name of some animals in French • To begin to recognise some plural nouns for animals in French • To begin to understand a simple story in French

	<ul style="list-style-type: none"> • To begin to copy some names of animals in French • To complete the sentence "I like + plural noun for favourite animal"
Carnival/Colours	<ul style="list-style-type: none"> • To know some facts about Carnival in France • To participate in games using the days of the week and months of the year in French • To ask and answer my name in French • To participate in games involving numbers in French • To be able to write and complete the sentence 'My favourite colour is...' in French
Hungry Giant	<ul style="list-style-type: none"> • To understand and participate in games involving fruit and vegetable nouns in French • To ask politely for a fruit or vegetable item in French • To say some nouns for breakfast foods in French • To listen, understand and enjoy a story in French • To write some names of fruits and vegetables in French • To write with support a simple sentence or several sentences in 1st person singular, linked to Hungry Giant cartoon story
Going on a picnic	<ul style="list-style-type: none"> • To say when I live in French • To complete some simple sentences to say where I live and what I am called in French • To recall nouns for picnic items in French • To write a sentence 'I live in Warrington' in French • To write a simple descriptive sentence, using verb, noun and adjective

LKS2 Year B: MFL skills progression	
<p>Lower KS2: POS</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 	<p>Reading</p> <p><i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can recognise and read out a few familiar words and phrases • Begin to identify nouns and word families / plural and singular identification • Can read aloud familiar words and phrases • Can understand simple written phrases • Can match sounds to familiar written words
<p>Writing</p> <p><i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can write or copy a few simple words or symbols as an emergent writer of the target language • Can make a good attempt to write phrases from memory • Can make a good attempt to adapt a familiar sentence, to express own opinion or give new information in a familiar context • Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood 	<p>Listening</p> <p><i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases • Can listen to and join in with rhymes, songs and stories • Can replicate sound patterns of French • Can identify key familiar information in spoken text • Can follow a simple story in French • Can follow simple classroom instructions in French
	<p>Speaking</p> <p><i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker • Engage in conversations; ask and answer questions; express opinions and respond to those of others; • Attempts to speak in sentences, using familiar vocabulary, phrases and basic language structures • Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Can accurately pronounce familiar words, phrases and sentences • Can ask and answer familiar questions about personal information • Can attempt to pronounce accurately new words with familiar French sounds • Can join in with spoken rhymes, songs and stories • Can perform simple dialogues • Can read aloud written sentences containing familiar language
	<p>Grammar</p> <ul style="list-style-type: none"> • Can identify nouns in a French phrase or sentence

	<ul style="list-style-type: none"> • Can identify determiners –a definite or indefinite article preceding a nouns • Can identify masculine nouns and feminine nouns • Can identify plural nouns • Can change a definite to an indefinite article preceding a noun • Can identify adjectives in a phrase or sentence • Can place and adjective after a noun in a French • Aware that adjectives spelling can change to match a masculine/ feminine /singular or plural noun • Able to use 1st person singular of some commonly used verbs accurately • Use of intonation with questions and able to raise intonation of voice at the end of a question • Aware that there is an upside down question mark at the start of a written question in French
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences

LKS2 Year B – End Points	
Welcome to our school	<ul style="list-style-type: none"> • To ask and answer questions about self in French • To listen, recall and respond to classroom instructions in French • To say and write the name of rooms in school in French • To say and write nouns for some classroom objects in French • To complete the sentence “Il y a (there is / are) _with classroom object
My Town, your town	<ul style="list-style-type: none"> • To say and recognise some places in a town in French • To give simple directions in a town eg. ‘Where is...’ in French • To read and understand some useful directions in French • To identify differences between a French town and Warrington in French • To copy some names of places in a town: Church, shop, park, pharmacy, town hall in French • To write a sentence using “Il y a (there is /are) and nouns of shops in a place or town
Family members	<ul style="list-style-type: none"> • To know some important facts about Epiphany in France • To say some family nouns in French • To write personal information sentences in 1st person singular about a family member in French
Celebrating Carnival Animals/Body Parts	<ul style="list-style-type: none"> • To understand and say aloud animal nouns in French • To understand and respond to body part nouns and commands in French • To describe an person using nouns, numbers and colours in French • To write some body parts in French • To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective

Jungle Animals	<ul style="list-style-type: none">• To understand and remember some jungle animal nouns in French• To understand adjectives to describe jungle animals in French• To write a simple sentence or sequence of sentences to describe a jungle animal in French• To understand and write simple phrases and sentences in French• To write a sequence of simple descriptive sentences, using verb, noun and adjective
Summertime	<ul style="list-style-type: none">• To say different types of weather phrases in French• To play games involving weather phrases in French• To say ice cream flavours and spot sounds in the flavours in French• To write a simple sentence to describe the weather in French• To say an ice cream order in French

UKS2 Year A: MFL skills progression	
<p>Upper KS2: POS</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 	<p>Reading <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) • Recognises conjunctions to create extended sentences • Reads carefully and show understanding of words, phrases and simple writing • Can recognise, understand and read out familiar words, phrases and sentences • Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences • Can understand and gather information in extended sentences and sequences of sentences in written text • Can identify and read aloud unfamiliar language containing familiar sounds • Appreciates simple stories, songs, poems and rhymes in the language • Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • <p>Listening <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Carefully answers simple questions on several topics and can express opinions • Can understand the main points from a series of spoken sentences (including questions) may require some repetition • Can understand and gather information in extended sentences and sequences of sentences in written text • Can listen to and join in with rhymes, songs and stories • Can understand the main points and simple opinions of a longer spoken sequences (e.g. recipe, poem, story)
<p>Writing <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can write two or three short sentences as a personal response using reference materials / with support • Attempts to use accurately nouns and adjectives • Uses conjunctions to create extended sentences • Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic 	<p>Speaking <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand the main points from a series of spoken sentences (including questions) may require some repetition • Asks questions and answers simple questions on several topics and can express opinions • Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

<ul style="list-style-type: none"> • Can use some common conjunctions to create extended sentences • Can attempt to write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Can share ideas and information through written work with some support to a range of audiences 	<ul style="list-style-type: none"> • Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language • Can perform simple dialogues and take part in short conversations with familiar language • Can initiate a short dialogue on a familiar topic with simple familiar questions • Can read aloud written sentences containing familiar language
	<p>Grammar</p> <ul style="list-style-type: none"> • Use nouns accurately in simple sentences with definite articles • Can change a definite to an indefinite article with a singular noun • Form common plural nouns from familiar singular nouns • Use familiar adjectives accurately with nouns in descriptive phrases and sentences • Use some common conjunctions to extend sentences and add opinions • Use 1st and 2nd person singular present tense of to have, to be, to wear, to play to ask and answer questions • Use first person singular to express a like • Form negative with these two parts • Use the 3rd person singular of common personal information verbs-
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between French speaking countries and our own personal experiences of culture • Interested in finding out more and celebrating similarities and differences between cultures and languages

UKS2 Year A – End Points	
My school, my subjects	<ul style="list-style-type: none"> • To introduce themselves with simple sentences in French • To explain in more detail about how they are feeling • To give an opinion on school subjects in French • To write nouns for school subjects in French • To write an opinion of a school subject in French
In the city	<ul style="list-style-type: none"> • To say a simple sequence of sentences using nouns to describe a city or town in French • To understand and give simple information about a city in French • To names differences between a city in France and a city in England in French • To write a simple sentence using nouns to describe a city in French
Healthy Eating	<ul style="list-style-type: none"> • To say some fruit and vegetables in French and use these in simple dialogues • To read and understand fruit and vegetables in written texts in French • To follow and understand a simple story involving fruit and vegetables in French • To read simple instructions for a recipe in French

	<ul style="list-style-type: none"> • To write some names of fruit and vegetables in French
Colours/Clothes Descriptions	<ul style="list-style-type: none"> • To say nouns for some items of clothing in French • To read descriptive sentences with nouns and colour adjectives in French • To write descriptive sentences using adjectives and nouns in French
Out of this world	<ul style="list-style-type: none"> • To ask and answer questions about someone's identity in French • To read simple information about planets in French • To read simple sentences about an imaginary planet in French
Going to the beach	<ul style="list-style-type: none"> • To read aloud and understand sentences about the seaside in French • To creative simple persuasive extended sentences in French • To follow a story about going to the beach in French • To read and understand facts about going to the beach in French

UKS2 Year B: MFL skills progression	
<p>Upper KS2: POS</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 	<p>Reading <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) • Recognises conjunctions to create extended sentences • Reads carefully and show understanding of words, phrases and simple writing • Can recognise, understand and read out familiar words, phrases and sentences • Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences • Can understand and gather information in extended sentences and sequences of sentences in written text • Can identify and read aloud unfamiliar language containing familiar sounds • Appreciates simple stories, songs, poems and rhymes in the language • Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Listening <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand the main points from a series of spoken sentences (including questions) may require some repetition • Able to listen to and join in with rhymes, songs and stories • Able to identify and replicate sound patterns of French • Able to identify key familiar information in spoken text • Able to follow a simple story in French • Able to follow classroom instructions in French
<p>Writing <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can write two or three short sentences as a personal response using reference materials / with support. • Attempts to use accurately nouns and adjectives. • Uses conjunctions to create extended sentences • Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic. • Can use some common conjunctions to create extended sentences • Can attempt to write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<p>Speaking <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can take part in simple conversation and can express simple opinions. Generally accurate punctuation (to a sympathetic native speaker) • Speaks in sentences, using familiar vocabulary, phrases and basic language structures • Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language. • Asks questions and answers simple questions on several topics and can express opinions.

<ul style="list-style-type: none"> • Can share ideas and information through written work with some support to a range of audiences 	<ul style="list-style-type: none"> • Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language. • Can perform simple dialogues and take part in short conversations with familiar language • Can initiate a short dialogue on a familiar topic with simple familiar questions • Can read aloud written sentences containing familiar language.
	<p>Grammar</p> <ul style="list-style-type: none"> • Use nouns accurately in simple sentences with definite articles • Can change a definite to an indefinite article with a singular noun • Form common plural nouns from familiar singular nouns • Use familiar adjectives accurately with nouns in descriptive phrases and sentences • Use some common conjunctions to extend sentences and add opinions • Use 1st and 2nd person singular present tense of to have, to be, to wear, to play to ask and answer questions • Use first person singular to express a like • Form negative with these two parts • Use the 3rd person singular of common personal information verbs
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between French speaking countries and our own personal experiences of culture • Interested in finding out more and celebrating similarities and differences between cultures and languages

UKS2 Year B – End Points	
Everyday Life and time	<ul style="list-style-type: none"> • To recall phrases to describe feelings in French • To understand ‘o’clock’ phrases in French • To talk about daily routine in French • To answer questions about daily routine in French
Where I live, where you live	<ul style="list-style-type: none"> • To understand the nouns for rooms in a house in French • To read and understand simple descriptions of rooms in a house in French • To write descriptive sentences using colours and size to describe a house in French • To recognise and understand familiar and unfamiliar nouns in French
Playing and Enjoying Sport	<ul style="list-style-type: none"> • To create opinions about a sport in French

	<ul style="list-style-type: none"> • To understand and write simple information about a sport in French • To express a like or dislike of a sport in French
Fun at the fair	<ul style="list-style-type: none"> • To ask and answer preferences/feelings about fairground rides in French • To write simple sentences about a funfair in French • To learn the nouns for rides in French
Café culture, restaurants	<ul style="list-style-type: none"> • To know some facts about French café culture • To ask politely for snacks and drinks in French • To understand information about French food and meals
Performance time	<ul style="list-style-type: none"> • To create a simple mindfulness script using senses verbs in French • To recall familiar core language in French • To participate in short sketches using familiar language