

St Augustine's School

MFL Components and Composite

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Learning Goal	National Curriculum Objectives:	National Curriculum Objectives: Pupils should be taught to: <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 - 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. 				
Listening and Responding						
			Can pupils understand words/phrases made up of familiar language? Can pupils understand simple instructions (single word/short phrase) and respond to them? Can pupils listen to and appreciate songs and rhymes?	Can pupils understand short passages made up of familiar language? Can pupils understand instructions within short passages and respond to these appropriately? Can pupils identify the main points of a short passage? Can pupils listen to and appreciate songs, rhymes and poems?	Can pupils understand longer passages made up of familiar language in simple sentences? Can pupils understand instructions, messages and dialogues within short passages and respond to these appropriately? Can pupils identify the main points of a longer passage? Can pupils listen to and appreciate poems and short stories?	Can pupils understand longer passages made up of familiar language in simple sentences? Can pupils identify the main points and some details of a longer passage? Can pupils listen to and appreciate poems and stories?
Speaking						
			Can pupils mimic correct pronunciation and begin to use this independently? Can pupils join in with familiar songs and rhymes? Can pupils have a short conversation using memorised language? E.g. Ask and answer familiar questions?	Can pupils use correct pronunciation for familiar language? Do pupils use correct intonation so that others are able to understand their meaning? Can pupils have a short conversation where they are saying 2 or 3 things using familiar language? Can pupils make slight alterations to memorised language to vary questions or statements, although these may not be grammatically correct?	Can pupils attempt correct pronunciation of new vocabulary with familiar letter patterns? Can pupils hold a simple conversation with at least 3-4 exchanges? Can pupils use their knowledge of grammar to adapt and substitute single words and phrases, although these may not always be accurate?	Can pupils apply taught rules of pronunciation to new vocabulary? Can pupils hold a more complex conversation with at least 3-4 exchanges in all vocabulary areas covered? Can pupils use their knowledge of grammar to adapt and substitute words and phrases to personalise their conversations? Can pupils use a dictionary to broaden their spoken vocabulary?
Reading and Responding						
			Can pupils read sentences that use familiar language? Can pupils read <u>and understand</u> short phrases in familiar language, using vocabulary mats to support?	Can pupils read a short passage that use familiar language? Can pupils read <u>and understand</u> short texts using familiar language? Can pupils use a bilingual dictionary to look up new words, in both English and the taught language?	Can pupils read a short passage that may include some unfamiliar vocabulary? Can pupils read <u>and understand</u> a short passage made up of simple sentences, using dictionaries/other resources? Can pupils use context to work out some unfamiliar words?	Can pupils read independently? Can pupils read, <u>understand and respond to</u> a short story or factual text? Can pupils use context to work out unfamiliar vocabulary?
Writing						
			Can pupils answer questions on a familiar topic in writing, using words or short phrases with the support of vocabulary mat or similar? Can pupils write words and short phrases from memory, with understandable spelling?	Can pupils write 2-3 sentences on a familiar topic independently? Can pupils write short phrases from memory, with spelling that is spelling that is accurate or close to accurate?	Can pupils write a short paragraph on a familiar topic? Can pupils write sentences and phrases from memory, with accurate spelling? Can pupils adapt words or phrases, with the support of a dictionary?	Can pupils write a paragraph on a familiar topic? Can pupils adapt and substitute words and set phrases to personalise their writing? Can pupils use a dictionary or glossary to broaden their written vocabulary?
Grammar						
			Do pupils know that nouns can be masculine or feminine, and that this affects the article and noun-adjective agreement? Do pupils recognise indefinite and definite articles? Do pupils understand that in most cases the adjective goes AFTER the noun?	Can pupils identify whether a noun is masculine or feminine and use correct articles? Do pupils understand that adjectives have to agree with the noun, and recognise some examples of this? Can pupils conjugate some high-frequency verbs, e.g. ‘avoir’, ‘être’?	Can pupils alter some adjectives to fit with gender of noun? Can pupils recognise and apply rules for pluralisation of most nouns? Do pupils know most common exceptions to noun then adjective rule (BAGS)? Can pupils conjugate regular verbs?	Can pupils conjugate some of the more frequently used irregular verbs?
Non-Negotiables						
			Weekly French lessons. Key vocabulary recorded in books. Listening exercises used throughout year.	Weekly French lessons. Key vocabulary recorded in books. Listening, reading and writing exercises used throughout year.	Weekly French lessons. Key vocabulary recorded in books. Listening, reading and writing exercises used throughout year.	Weekly French lessons. Key vocabulary recorded in books. Listening, reading and writing exercises used throughout year.
Composite Curricular Goal To use knowledge learnt to produce, the following...						

			<p><u>Autumn Term</u> To write down simple questions and answers about myself and others. (In books)</p> <p><u>Spring Term</u> French fruit salad</p> <p><u>Summer Term</u> Label musical instruments.</p>	<p><u>Autumn Term</u> To write down simple questions and answers about myself and others. (In books)</p> <p><u>Spring Term</u> To talk about the 4 seasons, and to Ask and answer questions about the weather.</p> <p><u>Summer Term</u> Create and present their virtual allotment to the class.</p> <p>To retell the story of Goldilocks and the 3 bears.</p>	<p><u>Autumn Term</u> To have a conversation about animals and pets.</p> <p><u>Spring</u> To ask and answer questions about yours and others homes and to be able to write and say the date for any given day.</p> <p><u>Summer</u></p>	<p><u>Autumn</u> Core vocabulary recorded in books.</p> <p><u>Spring 1</u> Order from a café. T to record.</p> <p><u>Spring 2</u> Ask and answer questions about the weather in books.</p> <p><u>Summer 1</u> Talk with a partner about habitats and T to record.</p> <p><u>Summer 2</u> Share knowledge about l'école in books.</p>
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	<p><u>Vocabulary relating to:</u></p> <ul style="list-style-type: none"> -Introducing myself -colours and numbers -animals -fruits -musical instruments -common verbs 	<p><u>Vocabulary relating to:</u></p> <ul style="list-style-type: none"> - Shapes - Vegetables - Seasons - Ice cream - Introducing myself - Goldilocks and the three bears 	<p><u>Vocabulary relating to:</u></p> <ul style="list-style-type: none"> - In the classroom - Pets - Days and months - My house - My family - Clothes 	<p><u>Vocabulary relating to:</u></p> <ul style="list-style-type: none"> - Revision of key vocab from Y3 onwards - In the café - Weather - Habitats - School
Visitors				<p>Websites</p> <p>www.languageangels.com</p> <p>www.lightbulblanguages.co.uk</p> <p>MFL Primary French - BBC Teach</p> <p>French - Association for Language Learning (all-languages.org.uk)</p>