

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

			<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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Vocabulary		
Visits/Visitors and websites		
Visitors	Visits	Websites