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| **MFL:**  **French** | **Years 3/4** | **Years 5/6** |
| **LISTENING**  **Listen and Understand** | Y3 - I can listen to and understand familiar  spoken words and phrases.  Y4 - I can listen to and understand basic phrases  and/or questions and identify key points in  a few short, spoken sentences. | Y5 - I can listen to and understand the main  points and some detail in extended  sentences and short passages.  Y6 - I can listen to and understand the main  points and key details from a range  passages including complex language  and reference to past and future tenses. |
| **Listen and Recount** | Y3 - I can follow along and repeat key words,  phrases or short sentences from a song,  rhyme, poem or story.  Y4 - I can join in the re-telling of simple stories,  songs, rhymes or poems including the use  of visual cues or prompts. | Y5 - I can listen to and recount familiar  stories, songs, rhymes or poems,  including the use of visual cues or  prompts.  Y6 - I can listen to and recount from  memory familiar stories, songs, rhymes  and poems.. |
| **Identify Sounds – Spelling Links** | Y3 - I can identify phonemes in the target  language and use them to aid  understanding.  Y4 - I can use strings of phonemes to help  understand new words and short phrases. | Y5 - I can listen and apply knowledge of  phonemes to help understand extended  sentences.  Y6 - I can listen and apply knowledge of  phonemes to help understand more  complex extended sentences. |
| **Transcribe** | Y3 - I can listen to the phoneme or words  including the phoneme and transcribe  accurately.  Y4 - I can listen to high-frequency familiar  words and phrases and transcribe  accurately. | Y5 - I can listen to and write sentences on  familiar topics reasonably accurately by  applying phonic knowledge.  Y6 - I can listen to and extended write  sentences with complex structures  mostly accurately by applying phonic  knowledge. |
| **READING**  **Read and Understand** | Y3 - I can read and understand some familiar  written words and short phrases,  sometimes using visual cues.  Y4 - I can read and understand a range of  familiar written phrases and simple  sentences. | Y5 - I can read and understand a variety of  short simple texts (for gist or detail) in  different formats and different contexts.  Y6 - I can read and understand a variety of  texts (for gist or detail) including  extended and complex sentences on a  range of familiar topics |
| **Read Aloud** | Y3 - I can read aloud individual words and short  phrases with accurate pronunciation.  Y4 - I can read aloud a series of sentences with  accurate pronunciation and intonation. | Y5 - I can read aloud a short text such as a  poem with accurate pronunciation and  intonation, using tone of voice and  gesture to convey meaning.  Y6 - I can read aloud from a variety of  different types of texts including some  unfamiliar language confidently with  good expression. Broaden vocabulary  through reading more widely. |
| **Use Reference Materials** | Y3 - I can identify familiar words in a text.  Y4 - I can use a dictionary to find the meaning  and gender of nouns from English to French  and French to English. | Y5 - I can use a dictionary to find the  meaning of high-frequency adjectives  and verbs from English to French and  French to English.  Y6 - I can use a dictionary to find the  meaning of unfamiliar nouns, adjectives  and verbs from English to French and  French to English. |
| **Apply Phonic Knowledge** | Y3 - I can read aloud words and short phrases,  applying some phonic knowledge.  Y4 - I can apply phonic knowledge to support  reading and read words, with increasingly  accurate pronunciation. | Y5 - I can read extended sentences  accurately that contain mostly familiar  language, applying phonic knowledge.  Y6 - I can read both familiar and new words,  phrases and sentences aloud with  understandable pronunciation applying  phonic knowledge. |
| **Apply Knowledge of Alphabet** | Y3 - I am beginning to recognise and say letters  of the alphabet.  Y4 - I am beginning to recognise and use letters  of the alphabet to spell short basic words  with support. | Y5 - I am able to recognise and use letters of  the alphabet to spell short basic words.  Y6 - I am able to recognise and use letters of  the alphabet including accented letters. |
| **SPEAKING**  **Speak** | Y3 - I can repeat and say familiar words and  short simple phrases, including likes and  dislikes, using understandable  pronunciation.  Y4 - I can produce short pre-prepared phrases  on a familiar topic, with secure  pronunciation and intonation. | Y5 - I can produce extended sentences using  sentence builders to communicate for  practical purposes on familiar topics  with good pronunciation and  intonation.  Y6 - I can use extended and complex  sentences with more detailed  information independently, sometimes  from memory, including presenting to  an audience, on a range of familiar  topics with good pronunciation and  intonation and increasing confidence,  fluency and spontaneity. |
| **Listen and Speak** | Y3 - I can ask and answer simple pre-learned  questions from memory and use several  short phrases and questions.  Y4 - I can take part in short dialogues about  familiar topics with 2-3 exchanges with  secure pronunciation and intonation. | Y5 - I can take part in short conversations  using familiar structures and  vocabulary. Can adapt models  successfully to give an extended  response including opinions and  reasons.  Y6 - I can take part in short conversations  using familiar structures and  vocabulary. Can adapt models  successfully to give an extended  response including reference to the  past and future. |
| **WRITING**  **Write With Support** | Y3 - I can copy words and short phrases  accurately.  Y4 - I can write sentences accurately using  support such as a sentence builder or word  list to check spellings. | Y5 - I can write extended sentences and  short texts accurately on a few topics  using a sentence builder or writing  frame for support.  Y6 - I can write extended texts accurately on  a few topics using a sentence builder or  writing frame for support and including  unfamiliar words found in a dictionary. |
| **Write Independently** | Y3 - I can write some familiar simple words  from memory, with plausible spelling.  Y4 - I can write several short phrases or  sentences from memory with  understandable spelling. | Y5 - I can write extended sentences and  short texts from memory on a familiar  topic with reasonably accurate spelling.  Y6 - I can write extended sentences  including complex structures to create  a text from memory, on familiar topics  for different purposes with mostly  accurate spelling |
| **Adapt a Written Model** | Y3 - I can substitute one element in a simple  phrase or sentence to vary the meaning  (e.g. the colour adjective or the noun).  Y4 - I can adapt different elements of a sentence  to create new sentences using a sentence  builder. | Y5 - I can use a short text as a model for an  independent piece of writing on a  familiar topic, using reference materials  to proof read to improve accuracy.  Y6 - I can use a text with complex structure  as a model for an independent piece of  writing on familiar topics, using  reference materials to proof read to  improve accuracy |
| **Translate** | Y3 - I can translate words from French to  English and English to French.  Y4 - I can translate phrases or simple sentences  from French to English and English to  French including the use of a dictionary or  supporting resource. | Y5 - I can translate sentences or short texts  from French to English and English to  French including the use of a dictionary  or supporting resource.  Y6 - I can translate texts including  subordinate clauses or complex  language from French to English and  English to French including the use of a  dictionary or supporting resource. |
| **GRAMMAR**  **Articles** | Y3 - I can use indefinite articles (un,une,des) in  the masculine, feminine and plural nouns.  Y4 - I can use indefinite articles with increasing  accuracy.  Y3 - I can use definite articles (le,la,l’,les) in the  masculine, feminine and plural nouns.  Y4 - I can use definite articles with increasing  accuracy. | Y5 - I can use gender and articles (singular  and plural), showing knowledge of the  patterns learnt, but still frequent errors  and omissions in independent use.  Y6 - I can use gender and articles (singular  and plural), showing knowledge of the  patterns learnt |
| **Nouns** | Y3 - I can form regular plural nouns.  Y4 - I can use a variety of plural nouns, including  some irregular ones. |  |
| **Agreement** | Y3 - I can identify adjective and noun position.  Y4 - I can confidently identify adjective and  noun position.  Y3 - I can begin to use masculine, feminine and  plural adjectives.  Y4 - I can use adjectives (agreement and  position) with more confidence.    Y3 - I can begin to recognise possessive  Adjectives  (mon, ma, mes).  Y4 - I can use possessive adjectives  (mon, ma,  mes) | Y5 - I can begin to use adjectival agreements  in a wider range of topics.  Y6 - I can use adjectival agreements in a  wider range of topics.  Y5 - I can begin to use a wider range of  possessive adjectives  (ton, ta, tes, son,  sa, ses).  Y6 - I can use a wider range of possessive  adjectives  (ton, ta, tes, son, sa, ses).  Y5 - I can begin to use agree adjectives for  number and gender after ils/ells  Y6 - I can use agree adjectives for number  and gender after ils/elles |
| **Conjunctions** | Y3 - I can begin to use conjunctions  (et, aussi,  mais).  Y4 - I can use a wider range of conjunctions (parce que, car). | Y5 - I can use conjunctions; comme, en plus  Y6 - I can use subordinating conjunctions; si  (if), que (which), quand (when).  Example: Quand j’ai chaud je vais dans le  jardin. |
| **Verbs** | Y3 - I can use the high  -frequency verbs in the 1st  person (e.g. j’ai, je suis).  Y4 - I can use the high  -frequency verbs in the 1st  and 3rd person (eg j’ai, il/elle a, je suis, il/elle  est).  Y3 - I can begin to use c’est.  Y4 - I can use c’est, and begin to use ils/ells sont.  Y3 - I can begin to use je voudrais to express a  desire or request.  Y4 - I can confidently use je voudrais to express  a desire or request.  Y3 - I can begin to recognise opinions +  infinitive verbs (J’aime danser).  Y4 - I can use opinions + infinitive verbs (J’aime  danser). | Y5 - I can begin to use 1st, 2nd and 3rd person  of several regular verbs in the present  tense in addition to the irregular high  frequency verbs including avoir (to  have), être (to be) and aller (to go).  Y6 - I can use 1st, 2nd and 3rd person of  several regular verbs in the present  tense in addition to the irregular high  frequency verbs including avoir (to  have), être (to be) and aller (to go).  Y5 - I can begin to use phrases using faire.  Y6 - I can use phrases using faire.  Y5 - I can begin to use the near future tense  with singular subject pronouns.  Y6 - I can use the near future tense with  singular subject pronouns.  Y5 - I can begin to use the full conjugation of  the verbs être and avoir in several  different contexts, still with some  errors.  Y6 - I can use the full conjugation of the  verbs être and avoir in several different  contexts, still with some errors.  Y5 - I can begin to use the perfect tense with  auxiliary avoir and être with regular  verbs in the 1st person (J’ai parlé – I  have spoken).  Y6 – I can use the perfect tense with  auxiliary avoir and être with regular  verbs in the 1st person (J’ai parlé – I  have spoken).  Y5 - I can begin to recognise imperfect  phrases; e.g. c’était (it was), j’étais (I  was), j’avais (I had).  Y6 - I can begin to recognise and use  imperfect phrases; e.g c’était (it was),  j’étais (I was), j’avais (I had).  Y5 - I can begin to recognise reflexive verbs  in the 1st person (Je me lave – I wash  myself).  Y6 - I can begin to recognise and use  reflexive verbs in the 1st person (Je me  lave – I wash myself).  Y5 - I can begin to recognise the modal verb;  je peux + infinitive  Y6 - I can use the modal verb; je peux +  infinitive (Je peux aller à la fête – I can  go to the party).  Y5 - I can begin to use near future with aller  + infinitive in the 1st person (Je vais  regarder la télévision ce soir – I’m going  to watch the television tonight).  Y6 - I can use near future with aller +  infinitive in the 1st person. |
| **Negatives** | Y3 - I can begin to recognise and the simple  negative form ‘ne...pas’.  Y4 - I can begin to recognise the negative form  ‘ne…pas’ with a range of high frequency  verbs in the 1st and 3rd person. | Y5 - I can begin to use the negative form  ‘ne…pas’ with a range of high frequency  verbs in the 1st and 3rd person.  Y6 - I can use the negative form ‘ne…pas’  with a range of high frequency verbs in  the 1st and 3rd person confidently in my  writing.    Y5 - I can begin to recognise ‘il n’y a pas de’.  Y6 - I can recognise ‘il n’y a pas de’. |
| **Prepositions** | Y3 - I can begin to recognise simple  prepositions.  Y4 - I can begin to use simple prepositions in  sentences. | Y5 - I can begin to use a range of  prepositions for place and location  (dans, devant, entre, sur, sous, derrière).  Y6 - I can confidently use a range of  prepositions for place and location in  my writing (dans, devant, entre, sur,  sous, derrière). |
| **CULTURAL CAPITAL** | YEAR 3:  Foster children’s curiosity about France: an  introduction to France and its capital city.  Key vocabulary relating to traditional  events, i.e. Christmas and Easter.  Appreciate authentic songs and rhymes.  YEAR 4:  Foster children’s curiosity about life in  France: an introduction to daily life in  France.  Typical customs and traditions e.g. April  Fool’s Day.  Appreciate authentic songs, poems and  rhymes. | YEAR 5:  Introduction to the French-speaking  world.  Learn about festivals, such as Mardi  Gras and wider coverage of French  traditions, such as Epiphany.  Appreciate French fables (the Fox and  the Crow).  YEAR 6:  Deepen children’s understanding of the  wider French-speaking world and  beyond.  Ordering food in authentic setting.  Independent research into a French speaking country.  A global focus including authentic  resources such as French menus.  Children’s lives around the world. |