

## MFL (French)

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

	MFL Stage	Stage 1	Stage 2	Stage 3	Stage 4
<b>Sound Spelling</b>		Can identify specific sound/phonemes.	Can match sounds to familiar written words can pronounce familiar words and some new words accurately.	Can apply phonic knowledge to find/or write words.	Generally accurate pronunciation and familiar word reading skills.
<b>Listening</b>		Can understand a few familiar spoken words and phrases	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases	Can understand the main points from a series of spoken sentences (including questions)-may require some repetition	Can understand the main points and some detail from a short spoken passage
<b>Speaking</b>		Can say/repeat a few short words and phrases and would be understood by a native speaker	Speaking: Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately	Can ask and answer questions on several topics and can express opinions. Can take part in brief pre- pared tasks such as short presentations and roleplays	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation
<b>Reading</b>		Can recognise and read out a few familiar words and phrases	Can understand simple written phrases. Can match sounds to familiar written words	Can understand the main point(s) from a short written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words	Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/ poem/story/account). Can use a bilingual dictionary
<b>Writing</b>		Can write or copy a few simple words or phrases or symbols as emergent writers of the target language	Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood	Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs	Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support
<b>Phonics</b>		Numbers, days of the week, animal nouns, questions and answers, fruits and vegetables	Numbers, colours, shop nouns, parts of the body, illnesses, ice-creams	School subjects, opinions, buying a gift, role play, structures, fruits, vegetables, class survey questions, clothes descriptions, personal info, special questions, beach language	Daily routine phrases, nouns and adjectives linked to the house, sports and hobbies, opinions. Consolidation and application of accurate sound spelling Understanding to practise accurate pronunciation in performance/reading aloud Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud

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<b>Grammar</b>	<p>Exploration of recognising and answering a question</p> <p>Exploration of: recognising and understanding simple commands</p> <p>Exploration of: recognising nouns asking a question</p> <p>Exploration of: nouns and beginning to recognise masculine/feminine nouns</p> <p>Exploration of: practising forming and structuring a polite response</p>	<p>Exploration of nouns: masculine/feminine</p> <p>Exploration of: recognising and using commands recognising and using "there is/are"</p> <p>Exploration of: identifying parts of language which are adjectives recognising and using "I have "</p> <p>Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are adjectives</p> <p>Exploration of: identifying/producing singular and plural masculine/feminine nouns</p> <p>Exploration of: identifying verbs in simple present tense sentences polite requests :-"I would like ....</p>	<p>Exploration of Asking and answering simple question about someone else (3rd person singular)</p> <p>Conjunctions to create extended sentences</p> <p>Exploration of: Commands Verb to have- present tense</p> <p>Exploration of: Verb to be – present tense</p> <p>Exploration of: Verb to wear – present tense Adjectival agreement with nouns</p> <p>Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.</p> <p>Exploration of: Using the modal verb structure : You can + verbs</p>	<p>Exploration of time phrases, extended sentences with conjunctions and opinions</p> <p>Exploration of: verb to have verb to be adjectival agreement with nouns</p> <p>Exploration of: verb to play in the present tense</p> <p>Exploration of: expressing likes and dislikes with nouns and verbs</p> <p>Descriptive sentences using 1st,2nd and 3rd person regular present tense</p> <p>Consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p> <p>Consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Ask and answer name</li> <li>• Ask and answer simple feelings</li> <li>• Count 0-11</li> <li>• 6 colours</li> <li>• Days</li> <li>• Months (can respond to simple question)</li> <li>• Asking the day / month Ask birthday month</li> <li>• Celebrating Christmas</li> <li>• Celebrating Epiphany</li> <li>• Names of domestic animals</li> <li>• Ask and answer a like/dislike</li> <li>• Colours</li> <li>• Ask what colour something is.</li> <li>• Giving a response</li> <li>• Likes and dislikes</li> <li>• Celebrating Easter</li> <li>• Fruit and vegetables</li> <li>• Breakfast foods</li> <li>• Ask and answer likes/dislikes</li> <li>• Ask for a food item politely</li> <li>• Foods for a picnic</li> <li>• Asking politely</li> <li>• Colours</li> <li>• Commands</li> <li>• Ask and answer where you live</li> <li>• 0-15 (0-20)</li> </ul>	<ul style="list-style-type: none"> <li>• Asking who someone is</li> <li>• Asking someone's age</li> <li>• Have you ...? I have</li> <li>• Numbers 0-31</li> <li>• Classroom objects</li> <li>• Where is ....?( + shops)</li> <li>• Here is ( +shops) Left/right/ straight ahead</li> <li>• There is / there are</li> <li>• Asking who someone is? This is mum/brother / sister/ dad /grandma / granddad /friend</li> <li>• Who are you?</li> <li>• Parts of the face I have</li> <li>• Giving hair and eye colour</li> <li>• Parts of the body and simple descriptions colour/small / big etc</li> <li>• Asking: Have you ...?</li> <li>• I have</li> <li>• There is / there are .....</li> <li>• How are you feeling?</li> <li>• Simple everyday illnesses statements</li> <li>• Jungle animals</li> <li>• Using body part nouns and colours in simple sentences (noun, verb adjective</li> <li>• Asking /answering simple weather phrases</li> <li>• Ice creams- asking for a flavour</li> <li>• Asking the price</li> <li>• Asking politely for an item</li> <li>• Instructions to make a fantastical ice cream</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering what school subjects we learn</li> <li>• Expressing a simple opinion</li> <li>• Likes and dislikes</li> <li>• Asking and answering information about the day and subjects</li> <li>• Adjectives to give opinion</li> <li>• Places around the school</li> <li>• Buildings and places of interest. Where is (+ shops. Here is ( + shops)</li> <li>• Simple directions asking the There is / there are... What would you like?/ I would like</li> <li>• How much does it cost?/ It costs.....</li> <li>• Numbers 0-50</li> <li>• Shopping at the market</li> <li>• Fruit</li> <li>• Vegetables</li> <li>• Transactional language at the shops</li> <li>• Numbers 0-50/ Euros</li> <li>• Instructions to make a healthy dish</li> <li>• What are you wearing? I am wearing</li> <li>• What's it like?</li> <li>• It's + colour and size. It has..</li> <li>• Personal information at passport control Countries</li> <li>• Ways to travel Planets and simple adjectives</li> <li>• Dialogues and conversations</li> <li>• Play + sports</li> <li>• Eat + foods</li> <li>• Wear +beach clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Revisiting and extending personal information.</li> <li>• Asking the time Giving o'clocks</li> <li>• Describing simple daily routine</li> <li>• Rooms</li> <li>• Describing a house and a room</li> <li>• Asking "Is there + house language.</li> <li>• Responding with "Here is..?"</li> <li>• Talking about "what I want to be in the future"</li> <li>• Asking for and designing sandwiches.</li> <li>• Play + sports</li> <li>• Asking how to play a sport</li> <li>• Simple explanation of a sport (equipment /sports terrain/team or individual sport)</li> <li>• Opinions. / Likes and dislikes</li> </ul>