

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world**.

**The MFL (French) Curriculum K&S at St. Teresa’s Catholic Academy – Lower Key Stage 2**

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| NC Objective    Pupils should be taught to: | Year 3 | | Year 4 | |
| Skills | Knowledge | Skills | Knowledge |
| Listen attentively to spoken language and show understanding by joining in and responding | Repeat modelled words clearly | Know a few simple and  familiar spoken words | Listening and speaking -– pick out known words in order to respond to a range of words and short, common phrases Develop accuracy in pronunciation | Know a few simple and familiar spoken words and short phrases |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Identify specific words in songs and rhymes | Know a few simple and familiar spoken words | Identify specific phrases in songs | Know a few simple and familiar spoken words and short phrases |

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| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | Listening and Speaking - ask and answer a simple and familiar question with a response | Know a familiar question and response | Listening and Speaking - ask and answer at least two simple and familiar questions with a response    Use vocabulary associated to simple opinions such as likes and dislikes. | Know the vocabulary to express simple opinions such as likes, dislikes |
| Children speak in sentences, using familiar vocabulary, phrases and basic language structures. | Speaking and  Listening    Say a short sentence using a language scaffold. | Know the names of objects and actions.  Know the words for simple connectives. | Speaking and Listening    Use associated vocabulary in a short sentence. | Know the vocabulary for everyday activities and interests |
| Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. | Speaking and  Listening  Identify individual sounds in words and pronounce accurately  when modelled | Know the sounds of some letter strings in familiar words. | Speaking and Listening Adapt intonation appropriately when asking questions or giving instructions. | Understand the need to adapt intonation to ask questions or give instructions;  Know how to pronounce words accordingly. |

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| Children present ideas and information orally to a range of audiences. | Speaking and  Listening  Present simple rehearsed statements about themselves, objects and people to a partner | Know the names of specified nouns. | Speaking and Listening Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. | Know the names of specified nouns. |
| Read carefully and show understanding of words, phrases and simple writing | Reading and Writing o    Identify familiar simple words in simple texts and explain their meaning.    Write familiar single words. | Know meaning of familiar single words | Reading and Writing    Read phrases and simple sentences. | Have understanding of simple phrases and sentences containing familiar words. |
| Appreciate stories, songs, poems and rhymes | Speaking and  Listening    Join in with the actions to accompany familiar songs,  stories and rhymes; | Know the actions to accompany familiar songs, stories and rhymes; | Speaking and Listening    Join in with words of a song or storytelling. | Know the words of a song or simple stories. |
| Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | Reading and Writing  Make links with English or known language to work out the meaning of new | Know a variety of strategies for memorizing vocabulary | Reading and Writing    Use a bilingual diary to find the meaning of | Know how to use a bilingual dictionary to find the meaning of individual words in French and English. |

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|  | words |  | individual words.    Use context to predict the meaning of new words |  |
| Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | Reading and writing    Write single familiar words from memory | Know single familiar words from memory | Reading and writing    Replace familiar vocabulary in short phrases written from memory to create new short phrases. | Know the vocabulary to from familiar short phrases from memory. |
| Describe people, places, things and actions orally and in writing | Reading and writing    Use simple familiar words to describe people, places, things and actions using a model. | Know simple familiar words to describe people, places, things and actions. | Reading and writing    Write one or two simple sentences that may contain an adjective to describe people, places, things and actions. | Know the vocabulary to write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. |
| Children 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. | Speaking, reading and writing  Name the gender of nouns.    Name the indefinite and definite articles for both genders and use correctly Recognise and use | Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;  Know how to make the plural form of nouns.  Know the correct form of some regular and high frequency verbs | Speaking or reading or writing  Children start to use basic grammar tart to demonstrate use of the position and masculine/feminine agreement of adjectives .    Recognise and use the first person possessive | Children understand basic grammar.    Understand the position and masculine/feminine agreement of adjectives and start to demonstrate use.    Know the first person  possessive adjectives |
|  | partitive articles.  Name the first and second person singular subject pronouns.    Name the third person singular subject pronouns.    Use the present tense of some high frequency verbs in the third person singular.    Use a simple negative form (ne… pas). | in the present tense with first and second person. | adjectives (mon, ma, mes)    Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase.    Conjugate a high frequency verb (aller – to go) in the present tense. show awareness of subject-verb agreement.    Use simple prepositions in their sentences.    Use the third person singular and plural of the verb ‘être’ in the present tense. | (mon, ma, mes).        Know high frequency verbs in the imperfect tense and simple future tense. |