

Development of French (MFL) at George Spicer

Year Group	Topics	Speaking	Listening	Reading	Writing	Grammar focus	Knowledge about language	Language and learning strategies
6	<p><u>Linked to Class Topic</u> Writing a description of a place- Scotland/Macbeth setting, other topic settings, e.g. space (revise certain skills and grammar). Reading aloud/understanding and translating texts related to topic, also giving opinions Role play as topic characters (Macbeth and Banquo), Scott/Shackleton Giving opinions Writing character descriptions Letter writing- Scott/Shackleton</p> <p><u>Stand Alone Teaching</u> Time, revising numbers up to 100 and beyond Some grammar lessons.</p>	<p>To take part in a simple conversation and express an opinion. To use spoken language confidently to initiate and sustain conversations. To develop a role play, sketch or presentation to perform to the rest of the class.</p>	<p>To understand the main points and some of the detail from a spoken passage made up of familiar language, in simple sentences. To listen attentively and retell and discuss main ideas. To understand the gist of spoken passages containing more complex sentences; descriptions, information, instructions.</p>	<p>To understand the main points and some of the detail, from short written texts in familiar contexts. To respond to an extract from a story, familiar news or song. To give true or false responses to statements about a given passage.</p>	<p>To write a short text on a familiar topic, adapting language which I have already learnt. To apply most words correctly. To construct a short text, e.g. create a power point, description or tell a story.</p>	<p>Perfect tense, using je. Imperative verbs Vouloir + infinitive verbs, including negatives Using all verb forms and tenses taught, across the 4 years.</p>	<p>To use knowledge of words, text and structure to build simple spoken and written passages. To devise questions. To use knowledge of word order and sentence construction to support the understanding of a written text, and match agreements.</p>	<p>To use context and previous knowledge to help understanding and reading skills. To make predictions based on existing knowledge. To evaluate work, and compare and reflect on techniques for memorising language. To confidently use an MFL dictionary.</p>

<p>5</p>	<p><u>Linked to Class Topic</u> Writing a dialogue or role play using topic characters. To read and translate main points from simple nonfiction topic related texts. To write sentences about key topic characters starting to use qualifiers and negatives. Writing about and classifying animals.</p> <p><u>Stand Alone Teaching</u> Some grammar lessons.</p>	<p>To ask and answer simple questions and talk about interests. To prepare and practise a simple conversation, reusing familiar vocabulary in new contexts. To understand and express likes and dislikes.</p>	<p>To understand the main points from a short passage made up of familiar language. To begin to use known vocabulary to help make judgements when listening to new or unfamiliar words.</p>	<p>To understand the main points from a short written text. To begin to read a variety of fiction and non-fiction texts.</p>	<p>To write a few short sentences using word cards or a given structure or model, which may include using expressions already learnt. To understand that the order of words in a sentence influences the meaning.</p>	<p>Avoir and etre (il est, il a, il habite, il mange) Present tense je mange, je bois Start to introduce perfect tense-j'ai mange, j'ai bu Adjective agreements Negatives and begin to form questions, imperative verbs. De, du de la Qualifiers, tres, assez etc Compound sentences-using parce que etc</p>	<p>To apply knowledge of rules when building sentences. To recognise patterns in simple sentences. To begin to use negatives.</p>	<p>To apply grammatical knowledge to make a sentence. To look and listen for visual and aural clues.</p>
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<p>4</p>	<p><u>Linked to Class Topic</u> Animals linked to welcome to the jungle. Non-fiction topic texts- Matching sentences to images, cloze procedure Understand and from simple questions about topic related info. Sports related to Olympics</p> <p><u>Stand Alone Teaching</u> Numbers 31-60, travelling, school, parts of the body, clothes</p>	<p>I can ask and answer simple questions, and give basic information. I can learn and say several sentences on a topic. I can practise asking and answering questions with a partner.</p>	<p>I can understand a range of familiar spoken phrases. I can use a physical response to show recognition and understanding of specific words.</p>	<p>I can understand and read out familiar written phrases. I can match phrase and short sentences to pictures or themes. I can identify common spelling patterns.</p>	<p>I can write one or two short sentences to a model and fill in the words (cloze procedure). I can write labels for work in books or for displays.</p>	<p>(avoir-using J'ai, il a, elle a) (using en/a + a country) (faire-irr, je fais, il fait ils font) (aller je vais) (J'ai mal a..) Intro negatives, j'aime, je n'aime pas Present tense, introduce irregular verbs. Adjective agreements</p>	<p>I can recognise and apply simple agreements, singular and plural (including feminine). I can use given question forms.</p>	<p>I can read and memorise words. I can sort words into categories. I can apply simple grammatical knowledge to experiment with writing.</p>
<p>3</p>	<p><u>Linked to Class Topic</u> Simple role play linked to topic characters Food linked to topic? Link colours to Picasso topic?</p> <p><u>Stand Alone Teaching</u> Greetings, families, numbers up to 31, calendar, colours, weather</p>	<p>I can say and repeat single words and short simple phrases. I can perform rhymes and songs. I can recall, retain and use vocabulary.</p>	<p>I can understand a few familiar spoken words and phrases. I can use a physical response or gesture to convey meaning and show understanding.</p>	<p>I can recognise and read out a few familiar words and phrases. I can identify and read simple words.</p>	<p>I can write or copy simple words or symbols correctly. I can write some single words from memory.</p>	<p>(je and basic er verbs, present tense) Je peux+infinitive Masc and feminine nouns.</p>	<p>I can imitate pronunciation of sounds. I can recognise question forms.</p>	<p>I can use actions and rhymes and play games to aid memorising. I can use the context of what I see to determine some of the meaning.</p>