

## Modern Foreign Languages Knowledge Sequencing at Knavesmire Primary

### MFL Understanding, Knowledge and Skills objectives:

<b>Intent:</b>	<p>At Knavesmire, foreign language learning is an important and established part of our curriculum. Our Intent is that every child studies French from Reception right through to Year 6 and that each child is taught for one hour per week. Emphasis is on learning through fun, with clear progression in listening and speaking, reading, writing and grammar. There is also opportunity for various enrichment activities, such as French Café day, virtual reality visits and European Day of Languages.</p>
<b>Substantive knowledge in Foreign Languages:</b>	<p>Children are taught a variety of French phonics, vocabulary, phrases and grammatical structures during their years at Knavesmire Primary school.</p>
<b>Disciplinary knowledge in Foreign Languages:</b>	<p>Children learn how to use their knowledge to ask and answer questions, copy, write and adapt phrases, read authentic texts and to understand spoken language. They use their knowledge in a variety of real life situations such as asking for things in a French shop or cafe and linking with children in our partner schools.</p>
<b>Modern Foreign Languages:</b>	<p>Developing the knowledge of communication in language(s) additional to our language.</p>



## EYFS Understanding the World: Early Learning Goals at Knavesmire Primary School

### (Modern Foreign Languages)

#### Reception

The focus of study in modern languages In Early Years is on practical communication, and enjoying language learning.

In reception children are taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes;
- engage in conversations; ask and answer questions;
- speak in simple sentences and broaden vocabulary;
- develop accurate pronunciation;
- appreciate stories, songs, poems and rhymes in the language;
- start to understand basic grammar;
- start to understand differences and similarities in languages;

Emphasis is on enjoyment of language learning, however pupils are regularly assessed to ensure progression. Topics sometimes vary depending on Big Idea planning.

SPEAKING AND LISTENING	READING	WRITING
<ul style="list-style-type: none"><li>● listen and understand some key nouns</li><li>● listen and respond using actions</li></ul>	<ul style="list-style-type: none"><li>● start to recognise basic nouns</li><li>● start to use text type and visual clues</li></ul>	

<ul style="list-style-type: none"> <li>communicate using simple words or modelled phrases</li> <li>communicate using simple words or modelled phrases</li> <li>start to copy basic phonics sounds</li> <li>start to copy pronunciation</li> </ul>		<ul style="list-style-type: none"> <li>start to spot similarities with English</li> </ul>			
		GRAMMAR			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>BONJOUR</b> Intro to France Bonjour Greetings / numbers 1- 10 in sequence Basic colours Halloween poetry	<b>LES 2 PETITS OISEAUX</b> Finger rhymes (M Pouce) <b>CHRISTMAS</b> in France and Christmas production preparation	<b>ÇA VA?</b> Saying how you are – singing “Bonjour les amis” song Saying age Pancakes - making pancakes	<b>LES ANIMAUX</b> Revision of greetings etc. Dear Zoo in French (world book day) <b>EASTER</b> in France – Poisson d’avril	<b>LES JOURS</b> Days of the week Postman game Hungry Caterpillar introduction “le train tchou tchou” “Le facteur “ French game	<b>LES VACANCES</b> Travel to France and French speaking countries Barnaby Bear in France Eurotunnel Summer production preparation
<b>Assessment objectives:</b> I can communicate using simple words and phrases - (I can say my name and count to 10)	<b>Assessment objectives:</b> I can start to copy pronunciation (join in with finger rhyme)	<b>Assessment objectives:</b> I can understand and answer simple questions that are modelled (Ça va/ quel âge as-tu ?)	<b>Assessment objectives:</b> I can start to spot similarities with english (dear zoo activity – noun spot)	<b>Assessment objectives:</b> I can listen and understand some key nouns (say and recognise days of week in sequence)	<b>Assessment objectives:</b> I can start to use text type and visual clues (holiday activity)

## Modern Foreign Languages Understanding, Knowledge and Skills objectives:

### Year 1

The focus of study in modern languages at Key stage 1 is on practical communication, and enjoying language learning. In Key stage 1 children are taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes;
- engage in conversations; ask and answer questions; express opinions and respond to those of others;
- speak in sentences and broaden vocabulary;
- develop accurate pronunciation;
- appreciate stories, songs, poems and rhymes in the language;
- start to understand basic grammar;
- start to understand differences and similarities in languages;
- start to write simple words and phrases.

Emphasis is on enjoyment of language learning, however pupils are regularly assessed to ensure progression. Topics sometimes vary depending on Big Idea planning.

SPEAKING AND LISTENING	READING	WRITING
<ul style="list-style-type: none"><li>• listen and understand short phrases</li><li>• listen and pick out key information</li><li>• communicate using several phrases</li><li>• ask and answer simple questions</li></ul>	<ul style="list-style-type: none"><li>• read and understand single nouns</li><li>• start to use text type and visual clues to help understand</li><li>• start to spot similarities with English (cognates)</li></ul>	<ul style="list-style-type: none"><li>• start to copy single words</li><li>• start to copy accents accurately</li></ul>

<ul style="list-style-type: none"> <li>gaining more understanding of phonics sounds</li> <li>copy pronunciation carefully</li> </ul>		
	GRAMMAR	
	<ul style="list-style-type: none"> <li>start to recognise gender</li> <li>start to recognise word order differences when using colours</li> </ul>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>REVISION</b> What's your name? How are you? Colours. My favourite colour is... Numbers to 10, plus out of sequence. Days of the Week. age and birthday.	<b>LES SAISONS</b> Days of the Week, Months, Numbers to 12. Seasons, Christmas Vocabulary, Christmas in France – making Christmas cards to send to France	<b>LES ANIMAUX</b> Numbers 1-20 in and out of sequence Animals - colour adjectives Animals - le/la un/une Pancakes - Saying likes and dislikes	<b>HISTOIRES</b> World Book Day Stories - La chenille qui fait des trous / Le navet énorme Minibeasts le/la/les un/une Saying preference and Counting Easter - Les cloches de Pâques	<b>LES JEUX DE REVISION</b> Assessment through Games/ Revision Summary of numbers / colours / days / months / Summary Flapbook of key questions and answers	<b>GERMAN 1</b> Introduction to German and German speaking countries with Felix and Franzi. Greetings, numbers, colours and fruit. Postcards to Germany
<b>Assessment objectives:</b> I can listen carefully to a story in French and pick out relevant vocab.	<b>Assessment objectives:</b> I can say and recognise the days of the week in French (recognise written and spoken words)	<b>Assessment objectives:</b> I can say and recognise numbers 1-12 in French, in and out of sequence	<b>Assessment objectives:</b> I know that, in French there are 3 different words for "the". - starting to recognise gender	<b>Assessment objectives:</b> I can say and recognise my name, age and favourite colour in French.	<b>Assessment objectives:</b> I can say hello, my name and age in German.

## Modern Foreign Languages Understanding, Knowledge and Skills objectives:

### Year 2

The focus of study in modern languages at Key stage 1 is on practical communication, and enjoying language learning.

In Key stage 1 children are taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes;
- engage in conversations; ask and answer questions; express opinions and respond to those of others;
- speak in sentences and broaden vocabulary;
- develop accurate pronunciation;
- appreciate stories, songs, poems and rhymes in the language;
- start to understand basic grammar;
- start to understand differences and similarities in languages;
- start to write simple words and phrases.

Emphasis is on enjoyment of language learning, however pupils are regularly assessed to ensure progression. Topics sometimes vary depending on Big Idea planning.

SPEAKING AND LISTENING	READING	WRITING
<ul style="list-style-type: none"><li>● listen and understand sentences containing some unfamiliar words</li><li>● listen and pick out key information</li><li>● communicate using a range of phrases</li></ul>	<ul style="list-style-type: none"><li>● read and understand nouns including article</li><li>● Start to understand cognates and near cognates</li><li>● start to use visual clues and text type to help understanding</li></ul>	<ul style="list-style-type: none"><li>● accurately copy nouns including un/une</li><li>● accurately spot and copy accents</li><li>● use a word mat or list to check spellings</li><li>● start to form simple sentence</li></ul>

<ul style="list-style-type: none"> <li>ask and answer a range of questions</li> <li>developing a wider understanding of French phonics sounds</li> <li>start to develop good pronunciation and intonation</li> </ul>					
PHONICS		GRAMMAR		VOCABULARY	
start to recognise silent letters start to recognise accents start to recognise/link other sounds and letters (e.g. i)		<ul style="list-style-type: none"> <li>learn words with correct gender</li> <li>recognise word order when using colours</li> <li>start to notice some differences in spelling of colours depending on gender</li> </ul>		see knowledge organisers	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
REVISION Greetings and Personal info .Key questions and answers Name/age/How are you? Numbers to 20, in and out of sequence.	NOËL Parts of body/face (snowman game) Christmas traditions & stories in France and activities. Preparation for the Christmas Performance.	LE TEMPS Simple Weather phrases - describing the weather in basic sentences. Chatterboxes. Clothing - using a colour adjective to describe a noun. What would I wear	LA NOURRITURE Fruit and Vegetables - - saying likes and dislikes. Role plays - how to order food in a café. Design an ice-cream -	IL Y AVAIT DES GROS CROCODILES Wild animals - le/la simple plurals numbers to 20 recap "Il y avait des gros crocodiles" song	GERMAN (2) Felix and Franzi 2 Recap y1 language fruits and opinions write to LINK SCHOOL



Days of the Week and Months of the year. Colours - M forms	WRITE TO LINK SCHOOL "Je suis un âne" song	for two different seasons?	choosing favourite flavours.		
Assessment objectives: I can start to develop good pronunciation and intonation (Ça va/ quel âge as-tu ?)	Assessment objectives: I can start to use text type and visual clues to help understanding (Christmas stories)	Assessment objectives: I can recognise word order when using colours. (describing clothing)	Assessment objectives: I can communicate using a range of phrases (ordering food in a cafe)	Assessment objectives: I can use a word mat or list to check spellings	Assessment objectives: I can say hello, my name and count to 10 in German



## Modern Foreign Languages Understanding, Knowledge and Skills objectives:

### Year 3

Our Intent is for all pupils in Key Stage 2 to study French and the focus is on enabling pupils to make substantial progress in this language. All pupils also have taster language sessions in German and Spanish to give them valuable experience in different languages. The impact of our teaching is that children experience an appropriate balance of spoken and written language and this lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages at Key stage 2 is on practical communication.

Pupils are taught to:

- 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.

Topics are planned to ensure progression and pupils are regularly assessed in all four skills of listening, reading, writing and speaking. We have links with two schools in France and regularly exchange work with them. **Topics sometimes vary depending on Big Idea topics.** All topics include a variety of songs, games and authentic texts. Phonics is also included throughout.

SPEAKING AND LISTENING	READING	WRITING
<ul style="list-style-type: none"> <li>● listen and understand some key nouns</li> <li>● listen and respond using actions</li> <li>● communicate using simple words or phrases</li> <li>● ask and answer simple questions</li> <li>● start to understand that letters make different sounds</li> <li>● start to develop accurate pronunciation and intonation</li> <li>● present some key personal information</li> </ul>	<ul style="list-style-type: none"> <li>● read and understand a short list of nouns including article</li> <li>● join in with and enjoy songs, stories and rhymes</li> <li>● use the French side of a bilingual dictionary to find meaning</li> <li>● start to spot text type and visual clues</li> </ul>	<ul style="list-style-type: none"> <li>● accurately copy and translate nouns including un/une</li> <li>● accurately spot and copy accents</li> <li>● use a word mat or list to check spellings</li> <li>● use simple memory techniques to learn spellings</li> <li>● write 5-10 words from memory</li> <li>● write simple sentences</li> </ul>
PHONICS	GRAMMAR	VOCABULARY
<ul style="list-style-type: none"> <li>- start to recognise silent letters at end of words</li> <li>- Ç</li> <li>- accents é</li> </ul>	<ul style="list-style-type: none"> <li>● learn words with correct gender</li> <li>● start to understand colour coding</li> </ul>	See knowledge organisers for each half term



<ul style="list-style-type: none"> <li>- “oi” “ch”</li> <li>- AEIOU</li> </ul>	<ul style="list-style-type: none"> <li>• start to notice some differences in spelling of adjectives depending on gender</li> <li>• name some basic adjectives</li> <li>• connective - et</li> </ul>	
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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**Knowledge of Language**

<p>DANS LA SALLE DE CLASSE</p> <p>Greetings recap</p> <p>Gender of nouns (Un/une) class objects Phonics - silence letters and accents</p> <p>Number recap 1-20</p> <p>Plurals</p> <p>Avoir – J’ai BBC supermovers song A-Z and</p>	<p>LES FÊTES</p> <p>Dates, months, days, French celebrations - age, birthday</p> <p>Numbers to 31</p> <p>Asking and answering questions</p> <p>“Quelle est la date de ton anniversaire” song</p>	<p>LA NOURRITURE</p> <p>Vocab gathering – breakfast foods</p> <p>Asking for food - silent letters/accents tu/vous</p> <p>Euros – with numbers</p> <p>FRENCH BREAKFAST “je voudrais song”</p> <p>“au petit déjeuner” song</p>	<p>LES ANIMAUX</p> <p>Gender of nouns</p> <p>Using a bilingual dictionary to find meaning of French nouns</p> <p>Colours</p> <p>Adjective position and agreement - singular nouns “avec un gros nez song”</p>	<p>LES OPINIONS</p> <p>Basic opinions</p> <p>Exchanging opinions</p> <p>Recognising plural and singular nouns</p> <p>fruit vocab (re read hungry caterpillar)</p> <p>J’aime les fruits song</p>	<p>INTRODUCTION TO GERMAN 3</p> <p>phonics revise y1 and 2 German Berlin - BBC video German mini books</p>
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Numbers songs / AEIOU song	Christmas cards to France introducing ourselves				
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**Knowledge Skills**

<ul style="list-style-type: none"> <li>• Listening and showing understanding</li> <li>• Join in with songs</li> <li>• communicate using simple words/phrases</li> <li>• Copy pronunciation</li> <li>• Start to recognise gender</li> <li>• Name objects / nouns Use first person present tense verbs</li> <li>• Write and translate single words</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and responding to questions</li> <li>• Write and say single familiar words with accuracy</li> <li>• Listen and identify rhyming words</li> <li>• use simple techniques to memorise words (months and days)</li> <li>• Phonics – start to understand that letters make different sounds join in with songs</li> </ul>	<ul style="list-style-type: none"> <li>• Start to recognise and write accents correctly</li> <li>• Read and show understanding of single words</li> <li>• communicate using simple words and phrases</li> <li>• recognising phonics sounds</li> <li>• speaking politely</li> <li>• join in with songs</li> </ul>	<ul style="list-style-type: none"> <li>• Start to recognise gender Name a noun and adjective</li> <li>• Use the French side of a dictionary to find meaning of words</li> <li>• Start to recognise word order</li> <li>• Identify strategies for memorising words</li> <li>• Using “est” describe people, places or things</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• use a couple of opinions</li> <li>• Writing accents</li> <li>• Writing simple sentences – use a basic connective</li> <li>• join in with stories</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with songs</li> <li>• Spotting similarities and differences in language</li> <li>• ask and answer simple questions</li> </ul>
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## Modern Foreign Languages Understanding, Knowledge and Skills objectives:

### Year 4

Our Intent is for all pupils in Key Stage 2 to study French and the focus is on enabling pupils to make substantial progress in this language. All pupils also have taster language sessions in German and Spanish to give them valuable experience in different languages. The impact of our teaching is that children experience an appropriate balance of spoken and written language and this lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages at Key stage 2 is on practical communication.

Pupils are taught to:

- 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.

Topics are planned to ensure progression and pupils are regularly assessed in all four skills of listening, reading, writing and speaking. We have links with two schools in France and regularly exchange work with them. **Topics sometimes vary depending on Big Idea topics.** All topics include a variety of songs, games and authentic texts. Phonics is also included throughout.

SPEAKING AND LISTENING	READING	WRITING
<ul style="list-style-type: none"> <li>● listen and understand sentences containing some unfamiliar words</li> <li>● listen and pick out key information</li> <li>● communicate using a several phrases</li> <li>● ask and answer a range of questions</li> <li>● developing a wider understanding of French phonics sounds</li> <li>● present some personal information</li> <li>● recognise basic opinions</li> </ul>	<ul style="list-style-type: none"> <li>● read and understand nouns and phrases</li> <li>● follow stories, songs and rhymes</li> <li>● use the French and english sides of a bilingual dictionary to find meaning and gender</li> <li>● use text type and visual clues to help understand texts. Understand what is meant by the term “cognate”</li> </ul>	<ul style="list-style-type: none"> <li>● accurately copy and adapt simple sentences</li> <li>● write using connectives</li> <li>● translate key phrases</li> <li>● write 3-5 simple sentences from memory</li> <li>● use memory techniques to learn how to write words and simple phrases</li> </ul>

PHONICS	GRAMMAR	VOCABULARY
recap Y3 phonics and accents and è / oi/ ch/ silent letters for plurals (x/s) silent consonants - d / t (in weather phrases) “au” “en” “eu” silent “h”	<ul style="list-style-type: none"> <li>● start to use plural nouns</li> <li>● recognise that colour adjectives can change word order</li> <li>● use some present tense verbs in first and third person</li> <li>● start to use connectives - et, mais</li> <li>● recognise some key infinitive verbs</li> </ul>	see knowledge organisers for list of core vocabulary

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge of Language</b>					
MOI et ma Famille Revise personal info and greetings PHONICS – Silent letters/ e accents Answering and asking questions Family members	LA MÉTÉO Weather (phonics silent letters) Seasons / months and days recap Using connectives Geography of France - LINK TO WORLD CUP BI	LES VÊTEMENTS Porter – er verb Il/elle revision Gender of nouns including plurals COLOUR ADJECTIVES – word order and full agreement FASHION SHOW	Quelle heure-est-il m. le loup - book Time – hour/half past Revision of days Infinitive verbs - er Writing using a frame	Money and EUROS Numbers to 69 and 100 Asking for toys – transactional language Reading a toy advert	INTRODUCTION TO GERMAN Exchange project with ABM Gymnasium (Bensberg) – see german plans phonics greetings favourite things



revise numbers to 30 writing a postcard	PRESENTING A WEATHER FORECAST	Loup y es-tu? book (and song)			EISCAFE ACTIVITY
Brothers and sisters BBC TEACH VIDEOS of Greetings and Family – listening for details	LE VENT ET LE SOLEIL STORY  BBC supermovers weather song	EASTER LETTERS to twin school  BBC Clothes song			
<b>Knowledge Skills</b>					
<ul style="list-style-type: none"> <li>Communicate and use several questions and answers</li> <li>listen and pick out key info</li> <li>Present tense verbs J'ai / je m'appelle il/elle</li> <li>Present personal information – more phrases</li> </ul>	<ul style="list-style-type: none"> <li>Presenting a weather forecast – describing weather</li> <li>Using connectives in writing</li> <li>Write 3-5 sentences from memory</li> <li>Accurately copy and adapt phrases</li> <li>Understanding a story</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand nouns and phrases</li> <li>dictionary – both sides to find meaning and gender</li> <li>Colour coding word lists</li> <li>Using simple verb in first and third person</li> </ul>	<ul style="list-style-type: none"> <li>Use the time - o'clock and half past</li> <li>Use some simple key infinitive verbs – shown understanding of the by doing actions</li> <li>Use simple connectives</li> <li>Pronunciation – silent s and h</li> </ul>	<ul style="list-style-type: none"> <li>Use text type and visual clues to help understanding</li> <li>Join in with songs – numbers song (20-50)</li> </ul>	<ul style="list-style-type: none"> <li>Join in with songs</li> <li>basic phrases and words</li> <li>Write sentences using a model</li> </ul>



<p>Copy and adapting phrases Understanding a story (Je veux une petite soeur)</p>	<ul style="list-style-type: none"> <li>• PHONICS – reading back own writing – silent letters and French city pronunciation</li> </ul>	<p>(Je m'appelle / il/elle s'appelle... Il / elle a) (je/il/elle porte)</p>	<ul style="list-style-type: none"> <li>• Asking and answering question</li> <li>• Write a comic strip using a model</li> </ul>		
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## Modern Foreign Languages Understanding, Knowledge and Skills objectives:

### Year 5

Our Intent is for all pupils in Key Stage 2 to study French and the focus is on enabling pupils to make substantial progress in this language. All pupils also have taster language sessions in German and Spanish to give them valuable experience in different languages. The impact of our teaching is that children experience an appropriate balance of spoken and written language and this lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages at Key stage 2 is on practical communication.

Pupils are taught to:

- 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.

Topics are planned to ensure progression and pupils are regularly assessed in all four skills of listening, reading, writing and speaking. We have links with two schools in France and regularly exchange work with them. **Topics sometimes vary depending on Big Idea topics.** All topics include a variety of songs, games and authentic texts. Phonics is also included throughout.

SPEAKING AND LISTENING	READING	WRITING
<ul style="list-style-type: none"> <li>● listen and understand sentences containing some unfamiliar words</li> <li>● listen and pick out key information</li> <li>● communicate using a range of phrases and sentences</li> <li>● ask and answer a range of questions and follow instructions</li> <li>● developing a wider understanding of French phonics sounds</li> <li>● develop good pronunciation and intonation</li> <li>● ask for and give opinions</li> </ul>	<ul style="list-style-type: none"> <li>● read and understand longer sentences</li> <li>● follow text of a story or rhyme and read aloud</li> <li>● use text type and visual clues to help understand texts and understand the term “cognate” and “near cognate”</li> <li>● use an online dictionary to check meaning of unknown French words and to find french words and identify gender</li> </ul>	<ul style="list-style-type: none"> <li>● accurately copy and adapt more complex sentences using a model</li> <li>● use a dictionary to check spellings</li> <li>● write and translate 4-6 simple sentences from memory</li> <li>● use memory techniques to help learn spelling, meaning and gender</li> </ul>

PHONICS	GRAMMAR	VOCABULARY
<p>recap all year 3 and 4 phonics</p> <p>teach elision - les yeux</p> <p>introduce the phonics chart from Millthorpe</p> <p>Keep identifying silent letters and letter strings as they crop up (ch oi au eu eux ai ez er qu)</p>	<ul style="list-style-type: none"> <li>● recognise that gender impacts sentences</li> <li>● use correct agreement and word order for colour and size adjectives (singular nouns)</li> <li>● start to notice impact of plural nouns</li> <li>● use a range of present tense verbs (je/ il/elle) avoir/être and er verbs</li> <li>● understand concept of present tense verbs</li> <li>● Il y a / il n'y a pas de (negative)</li> <li>● definite article le /la l' /les</li> </ul>	<p>see knowledge organisers for core vocabulary</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge of Language</b>					
<p>MON ÉCOLE</p> <p>Classroom language &amp; instructions</p>	<p>FOOD SHOPPING</p> <p>Gathering food vocabulary</p>	<p>SPACE</p> <p>Planets – focus on French pronunciation</p>	<p>DESCRIPTIONS</p> <p>Recap family members</p> <p>Describing self and others – hair,</p>	<p>SPANISH TASTER</p> <p>PREP FOR EL CIM VISIT or VIRTUAL MEETINGS</p>	<p>EN VILLE &amp; PARIS</p> <p>Places in town - design own town</p> <p>Il y a / il n'y a pas de</p>



<p>Using a dictionary to find infinitive verbs -er verbs present tense verbs –</p> <p>Nouns – using cognates and context</p> <p>Time &amp; School day counting in 10s and 5's</p> <p>BBC VIDEOS Tour of school for French school Review info sent by link schools</p>	<p>learning techniques</p> <p>exchanging opinions</p> <p>using a dictionary</p> <p>Engaging in conversations “La nourriture song” school menu / crepe recipe –</p> <p>Send questions to link school about Christmas PEPPA PIG Christmas in France (Euro club schools)</p>	<p>Reading authentic text - using cognates and near cognates</p> <p>Using colour and size adjectives (S &amp; PL NOUNS)</p> <p>Translation</p> <p>“L’Univers” reader</p> <p>PAXI Videos “ESA”</p>	<p>eyes Personality adjectives</p> <p>J’ai / je suis II / elle a / est</p> <p>Je/il /elle / ils/elles</p> <p>WORLD BOOK DAY WRITE</p>	<p>see spanish plan</p>	<p>buying tickets for metro/Eiffel tower</p> <p>Eiffel Tower building and reading task</p> <p>VR tour of Paris Paris cafe MAT CAFE DAY</p> <p>Book - Juliette visite Paris</p>
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### Knowledge Skills

<ul style="list-style-type: none"> <li>Responding to class instructions</li> <li>Present on a topic – school</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand texts – menu / recipe</li> </ul>	<ul style="list-style-type: none"> <li>follow and understand text- L’Univers book – text type and visual clue</li> </ul>	<ul style="list-style-type: none"> <li>Use correct adjective agreement</li> <li>Use a wider range of</li> </ul>	<ul style="list-style-type: none"> <li>focus on practical spanish</li> </ul>	<ul style="list-style-type: none"> <li>Cognate / near cognate – dictionary use</li> <li>Listen and understand sentences</li> </ul>
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<ul style="list-style-type: none"> <li>● Use a wider range of present tense verbs</li> <li>● Use French and English dictionary to find infinitive verbs</li> <li>● Joining in a rhyme (am Stram Gram)</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the word “cognate”</li> <li>● Ask for and give opinions</li> <li>● Copy and adapt sentences</li> <li>● Use connectives communicate – range of phrases Phonics sounds – silent letters at ends of food words</li> </ul>	<ul style="list-style-type: none"> <li>● Use correct word order and agreement for colour and size adjectives (singular nouns)</li> <li>● Recognise that gender impacts sentences write key sentences from memory</li> <li>● Accurately copy and adapt</li> <li>● Listen and note key words</li> </ul>	<p>present tense verbs</p> <ul style="list-style-type: none"> <li>● Present a longer presentation of ourselves and someone else</li> </ul>		<p>including unfamiliar words</p> <ul style="list-style-type: none"> <li>● ask and answer questions</li> <li>● Present a longer presentation phonic knowledge enables accurate pronunciation</li> <li>● write /translate longer sentences</li> </ul>
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## Modern Foreign Languages Understanding, Knowledge and Skills objectives:

### Year 6

Our Intent is for all pupils in Key Stage 2 to study French and the focus is on enabling pupils to make substantial progress in this language. All pupils also have taster language sessions in German and Spanish to give them valuable experience in different languages. The impact of our teaching is that children experience an appropriate balance of spoken and written language and this lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages at Key stage 2 is on practical communication.

Pupils are taught to:

- 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.

Topics are planned to ensure progression and pupils are regularly assessed in all four skills of listening, reading, writing and speaking. We have links with two schools in France and regularly exchange work with them. **Topics sometimes vary depending on Big Idea topics.** All topics include a variety of songs, games and authentic texts. Phonics is also included throughout.

SPEAKING AND LISTENING	READING	WRITING
<ul style="list-style-type: none"> <li>● listen and understand longer sentences containing some unfamiliar words</li> <li>● listen to longer texts and pick out key information</li> <li>● communicate using a range of questions and phrases</li> <li>● respond to instructions</li> <li>● understanding of French phonics sounds enables accurate pronunciation and intonation</li> <li>● use opinions and reasons</li> <li>● present on a topic using longer sentences</li> </ul>	<ul style="list-style-type: none"> <li>● read and understand increasingly complex texts</li> <li>● use the online bilingual dictionaries more regularly and more independently</li> <li>● use de-coding techniques including context to help understand the gist of an unfamiliar text</li> </ul>	<ul style="list-style-type: none"> <li>● adapt more complex sentences</li> <li>● use a dictionary to check spelling and to aid independent writing</li> <li>● translate and write longer sentences using key verbs</li> <li>● use memory techniques to help learn how to write longer phrases and sentences from memory</li> </ul>



PHONICS	GRAMMAR	VOCABULARY
<p>all phonics sounds from the phonics chart plus</p> <p>songs - trois petits chats (BBC)</p> <p>- on écrit sur les murs</p> <p>Phonics assessment</p>	<ul style="list-style-type: none"> <li>analyse a text and recognise key features</li> <li>use adjectives of size and colour correctly for singular and plural nouns</li> <li>articles</li> <li>learn how to conjugate verbs in the present tense - regular verbs</li> </ul> <p>avoir/ être / faire</p> <ul style="list-style-type: none"> <li>use negatives</li> </ul> <p>verb assessment</p>	<p>see knowledge organisers for core vocabulary</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge of Language</b>					
<p>Classroom language recap – asking for help</p> <p>Revision – numbers to 69</p> <p>LE SPORT key hobbies vocab</p> <p>jouer /faire</p>	<p>FRENCH –house add rooms of house m/f/pl</p> <p>recap size and colour adjectives</p> <p>teach adjectives for house descriptions</p>	<p>SPANISH Preparation for exchange visits Main focus – practical communication</p> <p>see spanish plan</p> <p>then focus on high French numbers after</p>		<p>ER VERBS - full conjugation</p> <p>all pronouns tu/vous recap</p> <p>Languagsonline intro verb flowers</p> <p>Cartoons</p>	<p>SECONDARY READY FRENCH! verbs !</p> <p>Learning strategies Reading strategies</p> <p>Verbs opinions</p>



<p>phonics chart recap opinions</p> <p>revise days/opinions/ how often/ who with (recap family and friends vocab) postcard writing on hobbies to link school in France</p>	<p>revise opinions parce que....</p> <p>describing singular and plural nouns NEGATIVES</p> <p>DREAM HOUSE DESIGN - giving a longer presentation</p> <p>Make contact with El Cim school</p>		<p>Petit Nicolas film (to do during SATS week) Importance of language learning</p> <p>KIDS UNITED SONGS</p> <p>BBC phonics songs</p>	<p>irregular verbs - avoir/ être/ faire</p> <p>Dictionary skills</p> <p>(TASTER GERMAN ( 2 lessons for those going on to study at year 7)</p> <p>End of year - Petit Nicolas en Vacances film KIDS UNITED SONGS</p>
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### Knowledge Skills

<ul style="list-style-type: none"> <li>ask and answer a wide range of questions</li> <li>adapt, write and translate more complex sentences</li> <li>analyse a text and recognise</li> </ul>	<ul style="list-style-type: none"> <li>adapt write and translate complex sentences</li> <li>translate longer sentences using key verbs</li> </ul>	<ul style="list-style-type: none"> <li>see spanish plans</li> </ul>	<ul style="list-style-type: none"> <li>use more verbs in present tense</li> <li>conjugate present tense verbs</li> <li>pronouns in French</li> </ul>	<ul style="list-style-type: none"> <li>memory techniques – word and sentence</li> <li>read and understand increasingly complex texts</li> <li>decoding techniques</li> </ul>
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<p>key grammatical features</p> <ul style="list-style-type: none"> <li>• asking for opinions and expressing range of opinion and justification</li> <li>• phonics enables confident pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate phonic knowledge</li> <li>• Using a dictionary</li> <li>• Adjectives Using a dictionary to check spelling, gender and meaning</li> </ul>		<ul style="list-style-type: none"> <li>• Asking for help and clarification</li> <li>• Asking and answering questions</li> <li>• Adapting longer conversations</li> </ul>	<ul style="list-style-type: none"> <li>• understand concept of past and present tense</li> <li>• dictionary practice</li> <li>• Listening and understanding longer sentences with unfamiliar language – listen and note key points</li> </ul>
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