



Abberley Parochial V.C. Primary School
Rooted and Grounded in love
MFL Curriculum Outcomes

MFL Curriculum Outcomes-

Languages are taught progressively through the 3 pillars:

- **Phonics** (the system of the sounds of a language and how these are represented in written words)
- **Vocabulary** (building a body of useful words for different contexts and situations to enable communication and understanding)
- **Grammar** (including syntax and inflectional and/or derivational features e.g. the systems for changing the form of a word and for creating new words respectively)

For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to:

- Learn and internalise the sounds, vocabulary and grammar of the language
- Understand and produce these when they are combined into sentences
- Build up the range and complexity of grammatical features and vocabulary to increase the length and complexity of text that is spoken, written or understood.


Pupils will learn French through a series of units e.g. Lifestyle, My Family, Holidays, Describing Places etc. to give a context to apply their phonics, vocabulary and grammar knowledge. In each unit, they will have opportunities for speaking, listening, reading and writing.



Phonics: Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly.

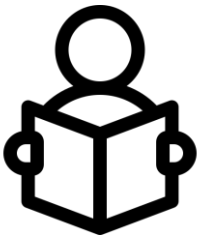
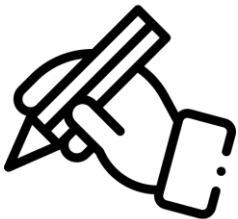
Grammar: Pupils will learn the rules of grammar that apply to a different language and revisit these rules through different context, applying them in speaking, listening, reading and writing activities.

Vocabulary: Pupils will be taught a bank of topic words and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on common words which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.

Knowledge and skills learning outcomes:

	Year 3	Year 4	Year 5	Year 6
Grammar 	<ul style="list-style-type: none"> - To start to understand the concept of noun gender, the use of articles and forming plurals (adding an 's'). - To use the first-person singular version of high frequency verbs. (e.g. 'I like- <i>J'aime</i>', 'I have- <i>J'ai</i>', 'I am- <i>Je suis</i>'). 	<ul style="list-style-type: none"> - To understand and recognise the concept of gender and which articles to use for meaning (e.g. 'the – <i>le/la</i>', 'a- <i>un/une</i>' or 'some- <i>de la/du/des</i>') and apply these with some accurately. - To recognise simple adjectival agreement (e.g. adjectival agreement when describing family- <i>elle est gentille</i>). - To use the simple conjunction of 'and- <i>et</i>' to expand ideas. - To recognise the negative form and possessive adjectives (e.g. 'In my family I have...- <i>Dans ma famille j'ai...</i>' or 'In my family I do not have...- <i>Dans ma famille je n'ai pas...</i>'). 	<ul style="list-style-type: none"> - To apply understanding to use articles, gender and plurals with accuracy. - To understand the rules of adjectival agreement and possessive adjectives. - To apply the negative form to verbs (e.g. <i>ne + verb + pas</i>). - To apply simple conjunctions to expand and add detail (e.g. 'and- <i>et</i>, but- <i>mais</i>, so- <i>donc</i>). - To start to explore conjugation of key verbs linked with topic (e.g. 'I have...- <i>J'ai...</i>', 'he/she has...- <i>il/elle a</i>' and also be able to describe items in terms of colour e.g. 'My blue bag- <i>Mon sac bleu</i>'). 	<ul style="list-style-type: none"> - To understand gender and nouns, use of the negative, adjectival agreement and possessive adjectives (e.g. which subjects I like at school and also which subjects I do not like). - To become familiar with core conjunctions and use these to expand using opinions e.g. (and- <i>et</i>, but- <i>mais</i>, so- <i>donc</i>, also- <i>aussi</i>, because- <i>parce que</i>). - To become more confident with full verb conjugation and recognise patterns for regular verbs (e.g. speak – <i>parler: parle, parles, parle, parlons, parlez, parlent</i>). - To recognise full verb conjugation for irregular verbs for core verbs (e.g. <i>avoir/aller/être</i>)

Listening 	<ul style="list-style-type: none"> - To listen to and enjoy short stories, nursery rhymes and songs. - To be able to recognise familiar words and short phrases covered in the units taught. 	<ul style="list-style-type: none"> - To learn to listen to longer passages and understand more of what they hear. - To be able to pick out key words and phrases from current and previous units when listening. 	<ul style="list-style-type: none"> - To be able to listen more attentively and for longer periods. - To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills. 	<ul style="list-style-type: none"> - To be able to listen to longer text and more authentic foreign language material. - To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar.
Speaking 	<ul style="list-style-type: none"> - To learn to repeat and reproduce language and key words with accurate pronunciation. - To learn to communicate with others using simple words and short phrases. 	<ul style="list-style-type: none"> - To be able to communicate with others with improved confidence and accuracy. - To learn to ask and answer questions based on the language covered in the units. (e.g. What is your favourite colour? - <i>Quelle est ta couleur préférée?</i>) 	<ul style="list-style-type: none"> - To be able to communicate on a wider range of previously covered topics and themes. - To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. 	<ul style="list-style-type: none"> - To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity. - To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	<ul style="list-style-type: none"> - To be able to identify the written version of some of the words they hear. 	<ul style="list-style-type: none"> - To develop the confidence to be able to read aloud short pieces of French text, 	<ul style="list-style-type: none"> - To understand longer passages in French and start to decode meaning of 	<ul style="list-style-type: none"> - To be able to tackle unknown language with increased accuracy by

	<ul style="list-style-type: none"> - To be able to read familiar and high frequency words and short phrases accurately by applying phonetical knowledge. - To understand the meaning in English of some words read in French including cognates. 	<p>applying phonetical knowledge.</p> <ul style="list-style-type: none"> - To understand most of what they read in French, when the text is based on familiar language and units that have been taught. 	<p>unknown words using cognates and context.</p> <ul style="list-style-type: none"> - To increase knowledge of phonemes and letter strings and apply these when reading. 	<p>applying phonics knowledge, including awareness of accent, silent letters etc.</p> <ul style="list-style-type: none"> - To decode unknown language using a bilingual dictionary.
<p>Writing</p> 	<ul style="list-style-type: none"> - To be able to write familiar words and short phrases using a model or vocabulary list. 	<ul style="list-style-type: none"> - To be able to write some short phrases based on familiar topics. - To begin to use the conjunction 'and – <i>et</i>' and the negative form with support where appropriate. 	<ul style="list-style-type: none"> - To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required. -To be able to substitute words for suitable alternatives. - To use a bilingual dictionary to translate unknown vocabulary. 	<ul style="list-style-type: none"> - To be able to write a piece of text using language from a variety of units covered. - To learn to adapt any models provided to show solid understanding of grammar covered. - To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives.