



End Point Expectations

Nursery	Educational Programme N/A	
Reception		
KS1 NC	N/A	
KS2 NC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 Languages – key stage 2 3 • 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. The starred (*) content above will not be applicable to ancient languages. 	

The iLanguages curriculum follows the 2014 Primary MFL National Curriculum.

Aims – pupils should be able to

- 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
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt



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- discover and develop an appreciation of a range of writing in the language studied.

The curriculum provides an appropriate balance of spoken and written language and 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.

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: feminine, masculine 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.

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MFL - French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception						
Y1						
Y2	Greetings Classroom instructions Animals		Numbers to 10 Connectives Un and une		Je m'appelle and French names Je suis Colours Giving opinions	
assessment	Speaking: I can say a variety of short phrases. Listening: I can understand a variety of short commands, statements & questions.					
Y3	Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	French names Colours Opinions Word order of adjectives A traditional story: the Enormous turnip	Numbers 1-10 French maths: addition and subtraction <i>J'ai</i> (I have) Age Easter	Definite (<i>le, la, les</i>) and indefinite (<i>un, une, des</i>) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	<i>C'est</i> Extending sentences with <i>aussi</i> Numbers 1-15 Days of the week Assessments Paris project
assessment	Speaking: I can take part in simple conversations. Listening: I can understand short spoken passages. Reading: I can understand short phrases; I can use a dictionary to check meanings. Writing: I can copy short phrases correctly or write single words from memory.					
Y4	Revision of animals and classroom instructions A French poem How to use a French bilingual dictionary Parts of the body Introduction to the negative	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the	<i>Je voudrais</i> with food Phonemes e and an Revise numbers 1-15 Months Numbers 16-31 French	Dates and birthdays Personal descriptions (hair and eye colour) The third person (verbs) Phonemes r and ch	Family vocabulary Possessive adjectives (<i>mon, ma, mes</i>) Phoneme eu Further dictionary skills Clothing	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions

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		snowman	maths:division and multiplication April fool's day (<i>poisson d'avril</i>)		vocabulary Revise adjectival agreements	Assessments French food project
assessment	<p>Speaking: I can ask questions and give replies two or three times. Listening: I can pick out the main points from a short, spoken passage. Reading: I can understand short written passages & pick out the main points. Writing: I can write simple, short phrases from memory, expressing opinions; I can write 2-3 sentences with help.</p>					
Y5	Revise opinions Sports vocabulary Sports clothing Verb <i>avoir</i> Phonemes a and ai Masculine and feminine nouns Dictionary skills	Weather vocabulary Hobbies vocabulary Pets Phonemes qu and oi Traditional tale: The fox and the crow Christmas in France	Verb <i>être</i> Dictionary skills Revise dates Numbers 32-60 School subjects	Words starting with h Primary school in France Subject preferences Reasons Verb <i>aller</i> Transport vocabulary Easter: Mardi gras	Items in a classroom Possessive adjectives (revision and new) Prepositions Pronunciation: silent letters at the end of words	Revise aller The simple future tense Revision Assessments Project: West Africa where French is spoken
assessment	<p>Speaking: I can take part in longer conversations. I can ask questions & give replies 3 or 4 times; I can change phrases that I already know to say something new; I can give my own opinion. Listening: I can understand longer spoken passages & pick out the main points. Reading: I can understand longer written passages; I can pick out the main points and some detail; Sometimes I can work out the meaning of new words from what I already know. Writing: I can write 3-4 sentences from memory; I can change phrases I already know to say something new.</p>					
Y6	Revise <i>avoir</i> and <i>être</i> Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	<i>Je peux</i> + infinitive Bedroom descriptions Places in a town	Revise places in town Revise <i>aller</i> Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense	The perfect (past) tense Revision Assessments The French alphabet

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assessment	<p>Speaking: I can take part in conversations giving information & opinions. I can speak about the future or the past as well as the present.</p> <p>Listening: I can understand spoken passages containing words & phrases from different topics; I can recognise if people are speaking about the future or the past as well as the present; I can recognise if they are giving opinions.</p> <p>Reading: I can understand longer written passages containing words & phrases from different topics; I can recognise if the passages are about the future or the past as well as the present.</p> <p>Writing: I can write longer passages giving information and opinions. I can write about the future of the past & present.</p>
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