



MfL (French) Curriculum
- KS2

LKS2 French

	Unit 1	Unit 2 and 8	Unit 3 and 7
French Unit Title	BONJOUR!	EN CLASSE QUELLE HEURE EST-IL?	MON CORPS ENCORE!
French Key Objectives	<ul style="list-style-type: none"> Greet and say goodbye to someone Ask someone's name and say your own Ask how someone is and respond to the same question Learn some basic nouns Count numbers 1 - 10 Project work - French Chateaux 	<ul style="list-style-type: none"> Identify classroom objects Identify colours and describe and object's colour Say your age Recognise and repeat classroom instructions <p><u>Extension</u></p> <p>Unit 8</p> <ul style="list-style-type: none"> Talk about activities Tell the time Talking about what time you do activities 	<ul style="list-style-type: none"> Identify parts of the body Describe eyes and hair appearance Recognise days of the week Give basic character descriptions Project work - Famous French People <p><u>Extension</u></p> <p>Unit 7</p> <ul style="list-style-type: none"> Revise ways of describing people Describe someone's nationality Describe people using various adjectives

UKS2 French

French Unit Title	Unit 4	Unit 5	Unit 6 and 11
French Key Vocab and Objectives	<p style="text-align: center;">LES ANIMAUX</p>	<p style="text-align: center;">MA FAMILLE</p>	<p style="text-align: center;">BON ANNIVERSAIRE!</p> <p style="text-align: center;">ON MANGE!</p>
	<ul style="list-style-type: none"> • Identify animals and pets • Recognise and use numbers 11 - 20 • Give someone's name • Describe someone • Project work - Pets <p><u>Extension</u> Unit 9 Lesson 3 Count from 31 - 60</p> <p>Unit 12 Lesson 3 and 4 - clothes</p>	<ul style="list-style-type: none"> • Identify family members • Recognise and spell with letters of the alphabet • List household items • Use basic prepositions sue and dans to describe position • Project work - Alphabet Chart 	<ul style="list-style-type: none"> • Recognise and ask for snacks • Give basic opinions about food • Use numbers 21 - 31 • Recognise and use months • Form dates <p><u>Extension</u> Unit 11</p> <ul style="list-style-type: none"> • Go shopping for food • Ask how much something costs • Talk about activities at a party • Give opinions about food and various activities

Year 3 Assessment Grid

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Grammar</u>
Show that he/she recognises words and phrases heard by responding appropriately.	Ask and answer simple questions, for example about personal information.	Recognise some familiar phrases in written form.	Write some single words from memory.	Recognise the main word classes e.g. nouns, verbs and adjectives.
Follow simple instructions and link pictures or actions to language.	Repeat sentences heard and make simple adaptations to them.	Read some familiar words aloud using mostly accurate pronunciation.	Use simple adjectives such as colours and sizes to describe things orally.	Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.
When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.	Use mostly accurate pronunciation and speak clearly when addressing an audience.	Learn and remember new words encountered in reading.	Record descriptive sentences using a word bank.	Have basic understanding of the usual order of sentences in the target language.

Year 4 Assessment Grid

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Grammar</u>
Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.	Ask and answer a range of questions on different topic areas.	Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.	Write words and short phrases from memory.	Recognise a wider range of word classes including pronouns and articles and use them appropriately.
Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.	Using familiar sentences as models, make varied adaptations to create new sentences.	Follow the written version of a text he/she is listening to.	Use a range of adjectives to describe things in more detail such as describing someone's appearance.	Understand that adjectives may change form according to the noun they relate to and select the appropriate form.
Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.	Read aloud using accurate pronunciation and present a short learned piece for performance.	Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.	Write descriptive sentences using a model but supplying some words from memory.	Recognise questions and negative sentences.

Year 5 Assessment Grid

Listening	Speaking	Reading	Writing	Grammar
Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.	Take part in conversations and express simple opinions giving reasons.	Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.	Know how to conjugate some high frequency verbs.
Identify different ways to spell key sounds, and select the correct spelling of a familiar word.	Adapt known complex sentences to reflect a variation in meaning.	Learn a song or poem using the written text for support.	Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.	Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.
	Begin to use intonation to differentiate between sentence types.	Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.		Adapt sentences to form negative sentences and begin to form questions.
	Create a short piece for presentation to an audience.			

Year 6 Assessment Grid

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Grammar</u>
Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.	Engage in longer conversations, asking for clarification necessary.	Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.	Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.	Know how to conjugate a range of high-frequency words.
Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.	Create his/her own sentences using knowledge of basic structure.	Attempt to read a range of texts independently using strategies to make meaning.	Select appropriate adjectives to describe a range to things, people and places and appropriate verbs to describe actions.	Understand how to use some adverbs in sentences.
	Use pronunciation and intonation effectively to accurately express meaning and engage an audience.	Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.	Begin to use some adverbs.	Have an awareness of similarities and differences in grammar between different languages.