



## Churchside Federation

### MFL in our school

It is our aim at Churchside Federation to enable children to discover new cultures through an understanding and appreciation of how different people communicate across the globe. We will inspire children to reach beyond their geographical location and to use the skills of reading, writing, listening and speaking to progress substantially in French. We will also link our language skills to the unique cultures in which they are spoken, allowing us to apply our cross –curricular learning ethos to other subject areas such as Geography and history.

### Progression of knowledge, skills and golden threads

EYFS			
	Knowledge	Skills	Golden Threads
<b>Speaking</b>	Children can answer the register in French. They start to use appropriate greetings at different times of the day and link these to time (of day e.g. morning, night) supported by teacher e.g. call and repeat bon matin, au revoir at home time. They sometimes try to join in with songs and rhymes to count to ten.	Children understand basic greetings – hello, good morning, good afternoon, goodbye and use these to communicate at appropriate times. They begin to understand when we might say different things at different times of day – e.g. in the morning (matin) we say good morning (Bonjour!) and at night time (nuit) we say goodnight (Bonne nuit!) They begin to become familiar with numbers to ten.	<b>Daily routines</b> Using appropriate greetings at different times of day. Gain an understanding of daily life in other countries.  <b>Numbers</b> To begin to recognize and repeat numbers to ten.
<b>Listening</b>	– Children are exposed to a range of traditional songs and rhymes. They are supported to compare language in English and foreign language of choice in these songs and rhymes. Do we have the same songs, rhymes and stories in France and England? Can we discover new ones? To listen to alphabet songs in English and French.	Children are supported to make links between stories and rhymes/songs enjoyed all over the world. To compare what we like to listen to and what other children do in the world. Are there stories about the same animals? Link to study of different animals –what is your favourite animal? Can we make the noises this animal makes? Teacher drops in French names of animals. To begin to recognize sounds and patterns in the alphabet and link to phonics.	<b>Traditional stories and rhymes</b> To compare well-known stories such as the three little pigs and rhymes such as incy wincy spider in English and chosen foreign language. To match images to words e.g. pig picture to word for pig in chosen language.
<b>Reading</b>	To read picture books with recognisable images in foreign languages. To create a visual timetable with language for good morning, good afternoon and to begin to recognise these words by sight and sound.	To make links between the sounds of the alphabet and the letters in English and chosen foreign language.	
<b>Writing</b>	To compare the alphabet in English and chosen foreign language and try to trace some letters.	To link pictures to words by sight and sound. Play games such as point to the picture that goes with this letter or the letter that goes with this picture or draw favourites such as numbers, animals or colours to create an ‘all about me picture passport’.	<b>Me and my world</b> To compare likes and dislikes between me and

<b>Cultural understanding</b>	Linked to listening – children will be exposed to traditional tales, songs and rhymes from French culture and will compare these to their own favourites.	To know that different countries have different songs and traditional/favourite stories. To look at pictures of other countries and watch videos about what their life is like (link to daily routine thread).	other children. To look at favourite colours and animals.
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Year 1			
	Knowledge	Skills	Golden Threads
<b>Speaking</b>	Children will answer the register and say what kind of packed lunch/school dinner they would like.	<b>Begin to listen and respond</b> to questions in chosen foreign language as part of a daily routine.	<b>Daily routines</b> To respond to the register and order their

	<p>Children will answer questions about their name and age selecting the correct vocabulary.</p> <p>They will communicate appropriate greetings at different times of day and will recognise different times of day e.g. matin = morning and nuit = night. They will take part in Feel Good Friday language café where they can apply their new speaking skills with older children.</p> <p>Children will continue to become more secure in colours and animals.</p>	<p>To introduce themselves by name and age to other children using <b>single word answers</b>.</p> <p>To know how to say and recognise the different times of day, e.g. morning, afternoon and night.</p> <p>Children can say their favourite colour or animal when asked.</p>	<p>lunch. To say different times of day, e.g. morning, night</p> <p><b>Numbers</b> Numbers to ten used to communicate age when given a writing frame to fill in the number. E.g. J'ai ....6.... ans.</p>
<b>Listening</b>	<p>Children take part in Feel Good Friday language café where they will listen to older children reading French short stories, poems or rhymes. They will link the picture to the sound and learn actions to stories as a memory anchor.</p> <p>Children will begin to listen out to the vowel sounds in the chosen foreign language – a, e, i, o, u – do these letters make the same sounds as they do in English? Do any of them sound different?</p>	<p>Children will <b>listen and begin to distinguish</b> between vowel sounds in the native and chosen language. They may be able to show where these sounds are in a word by pointing to the letter that represents them or say the sound made when a vowel flashcard is shown.</p>	<p><b>Traditional stories/rhymes</b> To listen to these in Friday language café and link the pictures and vocabulary.</p> <p><b>Me and my world</b> To communicate their name and age with prompting.</p>
<b>Reading</b>	<p>Children can read foreign language picture books in a guided group and can match the picture to the correct word when given multiple choice answers.</p>	<p>Children can <b>remember and recall single words</b> for objects such as colours, numbers and animals.</p>	
<b>Writing</b>	<p>Children can write the letters of the alphabet in the chosen foreign language.</p>	<p>Children can begin to fill in the missing letter in words they recognize such as colours, numbers and animals.</p>	
<b>Cultural Understanding</b>	<p>What does school look like in France? At what time of day do other children go to school, eat lunch, go home etc.</p>	<p>Compare daily school routine using videos and pictures of other schools in other countries.</p>	
<b>Year 2</b>			
	<b>Knowledge</b>	<b>Skills</b>	<b>Golden Threads</b>
<b>Speaking</b>	<p>Children can answer the register and order their lunch confidently.</p>	<p>Children can respond to simple questions about their name and age and can answer the register and order their lunch.</p> <p>They can say what happens at different times of day using <b>language that is more precise</b>.</p>	<p><b>Daily routine</b> To respond to the register and order lunch. To begin to have an understanding of</p>

	<p>They can introduce themselves saying their name and age in <b>simple sentences (some prompting may be needed)</b>. They can also count to twenty.</p> <p>They can sequence times of day with events – for example saying midday – lunch, afternoon – PE etc.</p> <p><b>They can talk about favourite colours and animals in simple sentences instead of single word responses.</b></p>	<p>Children create a visual timetable for their day with language in both English and French – they begin to understand terms such as ‘apres midi’ (after lunch) and dans le matin (in the morning) and can use this to talk about their day with support from their timetable.</p>	<p>speaking and writing more specifically about time such as times of day that they do things, e.g. 12 o’ clock is lunchtime.</p> <p><b>Numbers</b> To say their age in a simple sentence. To count to twenty confidently on their own.</p> <p><b>Traditional stories/Rhymes</b> To listen to some common English and foreign nursery rhymes/short stories and answer simple questions.</p> <p><b>Me and my world</b> To say their name and age in a simple sentence. To talk in simple terms about favourite colours and animals. To compare their daily life with that of a French child.</p>
<b>Listening</b>	<p>Children can begin to use their awareness of intonation to <b>distinguish between a statement and a question</b>.</p> <p>Children listen to a variety of stories, songs and rhymes from other cultures. They hear stories read by older children in Friday language café.</p>	<p>Listen carefully and hear different accents and intonations. Children understand what a statement and a question sounds like.</p> <p>Children <b>develop active listening skills</b> and begin to pick out single words from stories/rhymes they recognize. <b>They can answer a simple retrieval question</b> about a story using picture prompts – for example, what animal is this story about?</p>	
<b>Reading</b>	<p>Children look at picture books and dual language books. They can identify and point to the same word in different languages.</p>	<p><b>Children progress from picture books to books with longer sentences.</b> They can pick out key vocabulary taught.</p>	
<b>Writing</b>	<p><b>As well as writing the alphabet, children can write simple words that they see habitually</b>, such as words on the class visual timetable.</p> <p>They might be able to link their knowledge of numbers to write the time on a clock with words underneath saying what time it is. <b>They can also begin to write sentences with some correct vocabulary</b> talking about themselves such as ‘my favourite colour is...I am...years old.... I have ..... pets’</p>	<p><b>Children start to construct simple sentences using words and phrases learned when supported with a sentence frame and/or bank of key words.</b></p>	
<b>Cultural understanding</b>	<p>Children watch videos about daily life and routines in France. <b>They can begin to compare their life and routines with these children noting similarities and differences.</b></p> <p>They listen to songs from the country including the national anthem. <b>They can say which</b></p>	<p>Children develop their understanding of their place in the world and the cultural identities of other countries. They can speak about what is the same and different about daily life in France and England.</p>	

	<b>colours are on the flags of different countries using the target language.</b>		
<b>By the end of KS1</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• Numbers to twenty</li> <li>• How to say their name and age</li> <li>• Basic colours and animals</li> <li>• How intonation is used to indicate the difference between a statement and a question.</li> <li>• How to listen actively to a variety of short stories, songs and rhymes.</li> <li>• How to read simple, short sentences and recognize familiar vocabulary.</li> <li>• How to write the alphabet and recognise how to spell and sound the 5 vowel letters.</li> <li>• A little about the daily routine of children in other countries and some of the rhymes, songs or flag associated with them.</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use their knowledge of numbers in different ways for example to say their age and the time.</li> <li>• Say ‘I am’ and ‘I have’ and understand how I have is used to talk about the number of years they have lived.</li> <li>• Answer questions using single word answers about topics such as their favourite colours and animals and their daily routine. They may be able to write some key words that they are exposed to regularly such as those on their visual timetable.</li> <li>• Identify if something sounds like a statement or a question Use active listening skills to pick out single word answers to questions about the text. They should be able to use picture prompts to help them.</li> <li>• Pick out learnt vocabulary from short stories and picture books.</li> <li>• Make the sounds for the 5 vowels and write the alphabet. They could use this knowledge to spell simple, short words that they are familiar with.</li> <li>• Compare their culture with the basic culture of other countries that speak the target language (comparisons made in English).</li> </ul>	
<b>Year 3</b>			
	<b>Knowledge</b>	<b>Skills</b>	<b>Golden Threads</b>
<b>Speaking</b>	<p>Children can respond to the register and understand teacher commands such as ‘sit down’, ‘put your hand up’ etc.</p> <p>They can say their name, age and describe their family members and pets, building on animals learnt previously. They will also learn new vocabulary such as body parts</p>	<p>Children can play games such as Simon Says to practice their understanding of commands.</p> <p><b>Children draw on vocabulary learnt previously and enhance this with new vocabulary.</b></p> <p>They can count to 50.</p>	<p><b>Daily Routine</b> To respond to the register and teacher commands. To describe their classroom environment.</p>

	<p>e.g. hair and eyes so <b>they can give a more detailed description</b> of themselves.</p> <p>They know numbers to 50.</p> <p>They can describe some of the items in their classroom and where they are using <b>prepositions</b> (sous – under, sur la table – on the table, dans – in, devant – in front etc.)</p> <p>They can <b>imitate pronunciation with some accuracy</b>.</p>	<p>They can play games such as ‘I spy’ to locate items around their classroom using prepositional language.</p> <p>They play Guess Who, using new vocabulary relating to hair and eye colour etc. to rule out people. They can design their own Guess Who board game with people or animals.</p>	<p><b>Numbers</b> To count to 50 and use numbers in context such as age and time.</p> <p><b>Traditional Stories/Rhymes</b> To compare stories, songs and rhymes from the target language and their own. To perform some in an ensemble.</p> <p><b>Me and My World</b> To read and exchange simple letters with a pen pal/class. To describe themselves in more detail with new vocabulary relating to body parts e.g. hair and eyes. To learn about significant festivals and days in other countries and celebrate these through IT, art and music.</p>
<b>Listening</b>	<p>Children can distinguish who is speaking in conversations with more than one person.</p> <p>They enjoy songs and rhymes in the target language and can compare to our own versions.</p>	<p><b>In key stage 2 children begin to develop a keener sense of who is talking, the type of language they are using and the grammatical classes of words (e.g. prepositions of place).</b></p> <p>They take part in Friday language café where they can hear different stories, songs and rhymes.</p>	
<b>Reading</b>	<p>Children begin to pick out and understand some familiar language from a paragraph. They can read a few learned words/sentences from a letter.</p>	<p>Children can <b>understand the main points of a basic postcard, email or short letter</b>.</p> <p>They can play games such as running dictation to improve their ability to <b>read and recall vocabulary</b>.</p>	
<b>Writing</b>	<p>Children can construct simple sentences using the 1<sup>st</sup> person verb form with support. They <b>begin to understand that a verb is conjugated (ending changed) in different ways for different people (I, he, she, you, we, they)</b>.</p> <p>They can give more written detail about themselves using prior learning such as colours to say that they have blue eyes (les yeux bleu).</p>	<p>Children can <b>write guided simple sentences about themselves with a writing frame</b>.</p> <p>They can draw self-portraits and label their hair, eye and skin colour.</p> <p>They could fill in family trees for the royal family using family member vocabulary or create their own family trees.</p>	

<p><b>Cultural Understanding</b></p>	<p><b>Children will exchange letters with children from a school in France.</b> They will learn about the daily school routine and life of these children.</p> <p>They will continue to listen to songs and stories from France and will <b>learn about culturally significant days in the calendar such as Bastille Day.</b></p>	<p>Through letters, videos and other forms of correspondence children will build a picture of childhood in another country.</p> <p>Children will work on projects making use of IT to learn about festivities and important days in countries that speak the target language. They will learn about important music, arts and dances for these occasions.</p>	
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	Knowledge	Skills	Golden Threads
<b>Speaking</b>	<p>Children can give their name, age and describe their physical appearance building on vocabulary learnt the previous year. They can also <b>start to use some modifying language</b> such as very and quite, light and dark, e.g. I am quite tall, I have dark brown hair. They can describe family members and pets and begin to learn to say where they live using some directional language.</p> <p>They know numbers to 50.</p> <p><b>They can respond to a clear model of language and replicate this with reasonably accurate pronunciation.</b></p>	<p>Children can <b>ask and respond to questions to have a simple dialogue.</b></p> <p>They can describe themselves and their family members and can identify and talk about physical features with more detail.</p> <p>They can count to 50.</p> <p>They can say where they live and can give basic directions. They can guide a partner through an obstacle course telling them to turn left, right, go straight etc.</p>	<p><b>Daily Routine</b> To respond to the register and go about their classroom routines understanding instructions given in French. To understand what a command sounds like.</p> <p><b>Numbers</b> To count to 50 and use numbers in context.</p> <p><b>Traditional stories/rhymes</b> To enjoy discovering songs, rhymes and stories in Friday language café.</p> <p><b>Me and my world</b> To give a description of themselves including a physical appearance and begin to give more detail. To begin to talk about their local environment including where they live. To start to communicate with French pen pals through email, short postcards and letters.</p>
<b>Listening</b>	<p>Children can <b>begin to distinguish between different types of sentence</b>, for example commands and questions. They can do this by <b>recognising the intonation used for questions and the ‘ay’ sound at the end of words for commands e.g. levez, asseyez.</b></p> <p>They can distinguish who is speaking in conversations of more than one person.</p> <p>They enjoy songs, rhymes and stories in French and can compare these to ones they are familiar with in English.</p>	<p>In key stage 2 children begin to develop a keener sense of who is talking, the type of language they are using and the grammatical classes of words and sentence structures (e.g. prepositions of place, questions and commands).</p> <p>They take part in Friday language café where they can hear different stories, songs and rhymes.</p>	
<b>Reading</b>	<p>Children can pick out familiar words from a paragraph. They can read a few learned words/sentences from a letter.</p>	<p>Children can understand the main points from a basic letter, postcard or email. They play games such as running dictation to improve their ability to read and recall vocabulary.</p>	
<b>Writing</b>	<p>Children can construct simple sentences using the 1<sup>st</sup> person verb form with support. They begin to understand that a verb is conjugated (ending changed) in different ways for different people (I, he, she, you, we, they).</p> <p>They can give more written detail about themselves using prior learning such as colours to say that they have blue eyes (les yeux bleu).</p>	<p>Children can construct guided responses to short letters, postcards or emails using word banks.</p> <p><b>They can complete an ID card about themselves, and can write guided sentences about their family members and physical appearances building on labelling these features in the previous year groups.</b></p>	



<p><b>Cultural Understanding</b></p>	<p>Children will exchange letters with children from a school in a foreign country. They will learn about the daily school routine and life of these children.</p> <p>They will continue to listen to songs and stories from France and will learn about culturally significant days in the calendar such as Bastille Day.</p>	<p>Through letters, videos and other forms of correspondence children will build a picture of childhood in another country.</p> <p>Children will work on projects making use of IT to learn about festivities and important days in countries that speak the target language. They will learn about important music, arts and dances for these occasions.</p>	
<p><b>By the end of LKS2</b></p>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• How to count to 50.</li> <li>• A variety of classroom-based commands.</li> <li>• Language to describe physical appearance, family members and pets.</li> <li>• Some simple prepositional and directional language</li> <li>• A selection of songs, rhymes and short stories in French</li> <li>• That verbs are conjugated to match the subject and that different conjugations sound different and follow patterns in sound and spelling.</li> <li>• Some culturally significant dates and celebrations in France, e.g. Bastille Day.</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use these numbers in a variety of ways, to say the time, date, number of people in their family and their age.</li> <li>• Identify the type of sentence – statements, commands or questions. Respond to commands in the appropriate way, e.g. sit down, stand up and play games to demonstrate this.</li> <li>• Give more detail about family members, pets and physical appearance – for example, hair and eye colour, length, wavy or straight etc. with some modifying language (quite, very, light, dark etc.)</li> <li>• Answer questions relating to where something is/guide someone with simple directions – e.g. find the teddy – children could say ‘sous la table’ for example or could tell someone to turn left or right.</li> <li>• Perform/read aloud some basic short stories, songs and rhymes in French individually or as a group.</li> <li>• Distinguish who is speaking in short, simple conversations with more than one person.</li> <li>• Pick out familiar words or phrases from a postcard, short letter or email and use these to build an idea of the main points. Read and understand short paragraphs in addition to single sentences.</li> <li>• Conjugate verbs for ‘I am’ and ‘I have’ and use these to write sentences about themselves with some accuracy.</li> <li>• Discuss how Bastille Day is celebrated.</li> </ul>	
Year 5			
	Knowledge	Skills	Golden Threads

<p><b>Speaking</b></p>	<p>Children can conduct a survey about family, pets, likes and dislikes.</p> <p>They will learn vocabulary for the weather, opinions (likes and dislikes) and emotions.</p> <p>They will count to 100 and will learn to use numbers in terms of years as well as to say the date.</p> <p>They will sharpen their understanding of and ability to replicate pronunciation and intonation.</p>	<p><b>Children can use their speaking skills in a variety of ways and situations to give information and to give opinions (I like, don't like, love, hate).</b></p> <p>They will refine their ability to imitate pronunciation and intonation, paying particular attention to rolling their 'r'.</p> <p><b>They will be able to converse in different scenarios and for different purposes, e.g. conducting surveys and interviews.</b></p>	<p><b>Daily Routine</b> To ask and answer questions normally used in the school day. To describe their usual routine for each day of the week.</p> <p><b>Number</b> To count to 100. To give the date.</p> <p><b>Traditional stories/rhymes</b> To enjoy both listening to and reading aloud short stories and rhymes in Friday language café. To discuss things they have read and heard giving opinions.</p> <p><b>Me and my world</b> To talk about themselves and their families in more depth, giving detail about likes and dislikes and opinions and conducting surveys. To listen to and watch some French radio and television. To discuss Bastille Day and some other important events.</p>
<p><b>Listening</b></p>	<p><b>Children can interpret emotion through tone and language used.</b> They can sometimes tell if someone is happy, sad, likes or dislikes something etc.</p> <p>They can begin to recognise the person speaking (me, him/her, you, we, they) from the verb used but this may be inaccurate sometimes.</p> <p>Children enjoy stories and songs in Friday language café. <b>They listen to some French radio stations and watch some French TV.</b></p>	<p>Children develop their ability to interpret tone and emotion through what they can hear.</p> <p>When listening to French radio/television children develop their active listening skills and ability to pick out key language. They use this to construct meaning.</p>	<p><b>Me and my world</b> To talk about themselves and their families in more depth, giving detail about likes and dislikes and opinions and conducting surveys. To listen to and watch some French radio and television. To discuss Bastille Day and some other important events.</p>
<p><b>Reading</b></p>	<p>Children read short stories, poems and rhymes to their peers in Friday language café. They can recognise familiar written phrases and short sentences. <b>They begin to infer meaning around known vocabulary.</b></p> <p>Children can use a French dictionary to look for new or unfamiliar vocabulary. They can put new vocabulary into their own personal dictionaries.</p>	<p><b>Children can read short stories, poems and rhymes aloud using appropriate intonation.</b> They can understand some sentences from short letters, postcards and emails.</p> <p><b>Children use French dictionaries and personal dictionaries to increase their vocabulary.</b></p>	<p><b>Me and my world</b> To talk about themselves and their families in more depth, giving detail about likes and dislikes and opinions and conducting surveys. To listen to and watch some French radio and television. To discuss Bastille Day and some other important events.</p>

<p><b>Writing</b></p>	<p>Children can construct simple sentences using the 1<sup>st</sup> person verb form with support. They gain a deeper understanding of how a verb is conjugated in different ways for different people (I, he, she, you, we, they) and may be able to write sentences about another person/from another perspective with support/verb mats.</p> <p><b>Children begin to understand basic grammar appropriate to French including feminine, masculine, and neuter forms.</b></p>	<p>Children can construct sentences about themselves using known vocabulary confidently and can personalise their sentence and add detail using a French or their personal dictionary.</p> <p><b>They might be able to write simple sentences in another person/from another perspective.</b> They can combine statements and questions to write short responses to a variety of correspondence.</p>	
<p><b>Cultural Understanding</b></p>	<p>Children will exchange letters and emails with French children and learn about their daily life and routines.</p> <p>Children will continue to build on their knowledge of French songs, rhymes and stories. They may also look at simple poems.</p> <p>They will learn about culturally significant days such as Bastille Day.</p> <p><b>They will listen to French radio and television, gaining an insight into French media. They will also look at some French artwork and give their opinions on it.</b></p>	<p>Through letters, videos and other forms of correspondence children will build a picture of childhood in another country.</p> <p><b>Children begin to see colloquial expressions such as similes in poetry or idioms used by native speakers in TV/radio.</b></p> <p>Children will work on projects making use of IT to learn about festivities and important cultural days. They will learn about important music, arts and dances for these occasions.</p>	

Year 6			
	Knowledge	Skills	Golden Threads

<p><b>Speaking</b></p>	<p>Children will be able to ask and answer questions containing familiar vocabulary confidently. <b>They will be able to express ideas clearly.</b></p> <p><b>Children will learn vocabulary for the weather, opinions (likes and dislikes) and emotions.</b></p> <p><b>They will use their number knowledge to 1000 in relation to dates, age, years and the simple past.</b> They will combine their number knowledge with an understanding of how to say they did things in the past, e.g. yesterday I... 2 days ago/a year ago etc.</p>	<p>Children can apply their language skills to a variety of situations and scenarios. For example, they can <b>create a short weather forecast using iMovie.</b></p> <p>They can <b>talk about events in the present and the past using the correct verb conjugations for the simple past.</b></p>	<p><b>Daily Routine</b> To express daily communications confidently and clearly. To talk about what they have done in the simple past.</p> <p><b>Number</b> To use their knowledge of numbers to thousands to give dates including years.</p>
<p><b>Listening</b></p>	<p>Children can distinguish if someone is talking about events in the present or things that have happened in the past through careful active listening.</p> <p>They can better understand who is speaking based on the person form used as well as if the subjects are masculine, feminine or neutral based on whether le or la/un or une is used.</p> <p>Children enjoy stories and songs in Friday language café. They listen to some French radio and TV stations and can appreciate some short French poems.</p>	<p><b>Children develop their ability to distinguish individual words and sounds and can interpret what these mean. For example le/la to signify masculine or feminine, or understanding that the ‘ay’ sound in words like sauté means that the verb is in the past tense.</b></p> <p>They listen to French radio and TV, allowing them to gain a deeper understanding of native colloquialisms and idioms.</p>	<p><b>Traditional stories/rhymes</b> To enjoy both listening to and reading aloud short stories, poems and rhymes in Friday language café. To discuss things they have read and heard giving opinions and answering simple retrieval and inference questions.</p>
<p><b>Reading</b></p>	<p><b>Children take an active leading role in Friday language café.</b> They can read short stories, poems and rhymes in French, using appropriate intonation and accent to make words rhyme.</p> <p><b>Children can read passages of text from both the present and the simple past in the form of diary entries.</b></p> <p><b>They start to look at French children’s magazines.</b></p>	<p>Children can read short stories and poems with appropriate intonation and can pick out familiar vocabulary. They can use this to make sense of the text and <b>answer simple inference questions about it such as how is this person feeling? How do you know this? In addition to retrieval questions.</b></p> <p>They can identify whether a sentence is in the present or simple past tense through looking at the ending of the verb.</p>	<p><b>Me and my world</b> To talk about themselves and their families, emotions and opinions. To exchange letters, postcards and emails with French children. To gain an insight into French media through radio, magazines and television.</p>
<p><b>Writing</b></p>	<p>Children can understand feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language and how to apply these to build sentences; and how these are different and similar to English.</p>	<p><b>Children can construct sentences with knowledge of the different components and how they are structured. They can conjugate verbs according to person and can switch between the present and the simple past.</b></p>	<p>To know culturally significant days and dates and discuss these.</p>

	They understand how to conjugate and write irregular common past tense verbs such as was and went.	<b>Children write diary entries using the simple past tense.</b>	
<b>Cultural understanding</b>	<p>Children will exchange letters and emails with French children.</p> <p>They will continue to build on their knowledge of French songs, rhymes poems and stories as well as listening to radio and television.</p> <p>They will learn about culturally significant days such as Bastille day as well as other important events and dates.</p>	<p>Through letters, videos and other forms of correspondence children will build a picture of childhood in another country.</p> <p><b>Children begin to see colloquial expressions such as similes in poetry or idioms used by native speakers in TV/radio.</b></p> <p>Children will work on projects making use of IT to learn about festivities and important cultural days. They will learn about important music, arts and dances for these occasions.</p> <p>Children will be able to organise significant dates on a timeline.</p>	
<b>By the end of UKS2</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• How to count beyond 100 into the thousands.</li> <li>• Vocabulary to describe the weather.</li> <li>• Vocabulary for opinions e.g. likes and dislikes.</li> <li>• Vocabulary for emotions.</li> <li>• How to speak, read and write using the present and simple past tenses with some accuracy.</li> <li>• That some verbs conjugate for person and tense following rules and that some are irregular.</li> <li>• Some short stories, poems and rhymes in French.</li> <li>• Culturally significant dates and what happened on them.</li> <li>• How to use masculine, feminine and neutral terms in relation to the subject/object of a sentence.</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Match language to purpose with a greater level of understanding e.g. presenting information in a weather forecast or conducting a survey.</li> <li>• Use their number knowledge in a variety of ways including how to say full dates including the year.</li> <li>• Give an opinion on a variety of things, for example a story or piece of art, colours, animals etc.</li> <li>• Interpret how someone is feeling from the vocabulary and tone used.</li> <li>• Listen actively and purposely to radio, TV and other children speaking and interpret meaning both in content and some grammatical terms (e.g. to know the tense being spoken/who is speaking).</li> <li>• Link the rules for verb conjugation to those in English, e.g both have irregular words for the verbs to be, to go, etc.</li> <li>• Read short stories, poems and rhymes and listen to French TV and radio with some level of understanding. Answer simple retrieval and inference questions about these things.</li> <li>• Write a few sentences/short paragraphs about a few topics with some correct grammar and sentence structure.</li> </ul>	