



# Upper Nidderdale Primary Federation

## Modern Foreign Language (MFL)

Intent, Implementation and Impact  
Long Term Plans & Progression  
KS2 - Updated September 2026



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

**Community** - Treat others as we would want to be treated ourselves

**Hope** – Giving confidence in what we can contribute and achieve together

**Aspiration** - Believe that we can be the best version of ourselves in all that we do

**Mission** – Living with purpose and commitment to making a positive difference

**Perseverance** – Not everything comes easily – keep trying to reach your goals and dreams

**Shine** – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

# Modern Foreign Language

## Intent

All pupils have the right to a rich and deep learning experience that includes the learning of the basics of an additional language. The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Language learning provides liberation from insularity and provides an opening to other cultures. Pupils use language to communicate information responsibly and creatively; learning how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures across our school and wider demographic. In addition, understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this..

We teach a curriculum that enables our pupils to become effective users of language, and show an understanding and respect of different cultures in our local, national and global communities.

Through the teaching of French, we aim to:

- Ensure every child has the opportunity, throughout Key Stage 2, to study French as a foreign language; developing their interest in the culture of other nations, communities and beliefs.
- Ensure pupils have access to high-quality teaching and learning opportunities.
- Ensure pupils have exposure to simple commands including day-to-day French language, including days, months, numbers and classroom instructions.
- Ensure pupils develop an increased wider cultural understanding through our enriched and varied curriculum to which languages contribute.
- Provide language informed by the National Curriculum and the skills expressed in this: Listening, Speaking, Reading, Writing and Cultural Understanding.

# Modern Foreign Language

## Implementation

Teachers are provided with an additional three planning days throughout the year to supplement their planning, preparation and assessment time to plan their curriculum. Within their planning time, teachers have access to a comprehensive scheme of work - Kapow- which covers all aspects of the MFL curriculum: speaking and pronunciation, listening, reading and writing, grammar and inter-cultural understanding, and progresses these skills and knowledge throughout Key Stage 2.

Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Teachers and pupils use French in daily routines, for example, through answering the register and displaying the French date within the classroom.

## Impact:

Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 2. In addition, we measure the impact of our curriculum through:

- Pupil discussions about their learning;
  - Monitoring and reflection against subject-specific skills defined in each year of study;
  - Children applying their knowledge of language to other areas of the curriculum;
  - Children applying their cultural understanding and tolerance across society and cultures.
  - Children will be assessed at the end of each unit in speaking, listening and reading/writing.
- Data will be moderated twice a year.

# Modern Foreign Language

## Aims of the Curriculum

### Aims

The national curriculum for languages aims to ensure that all pupils:

- 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

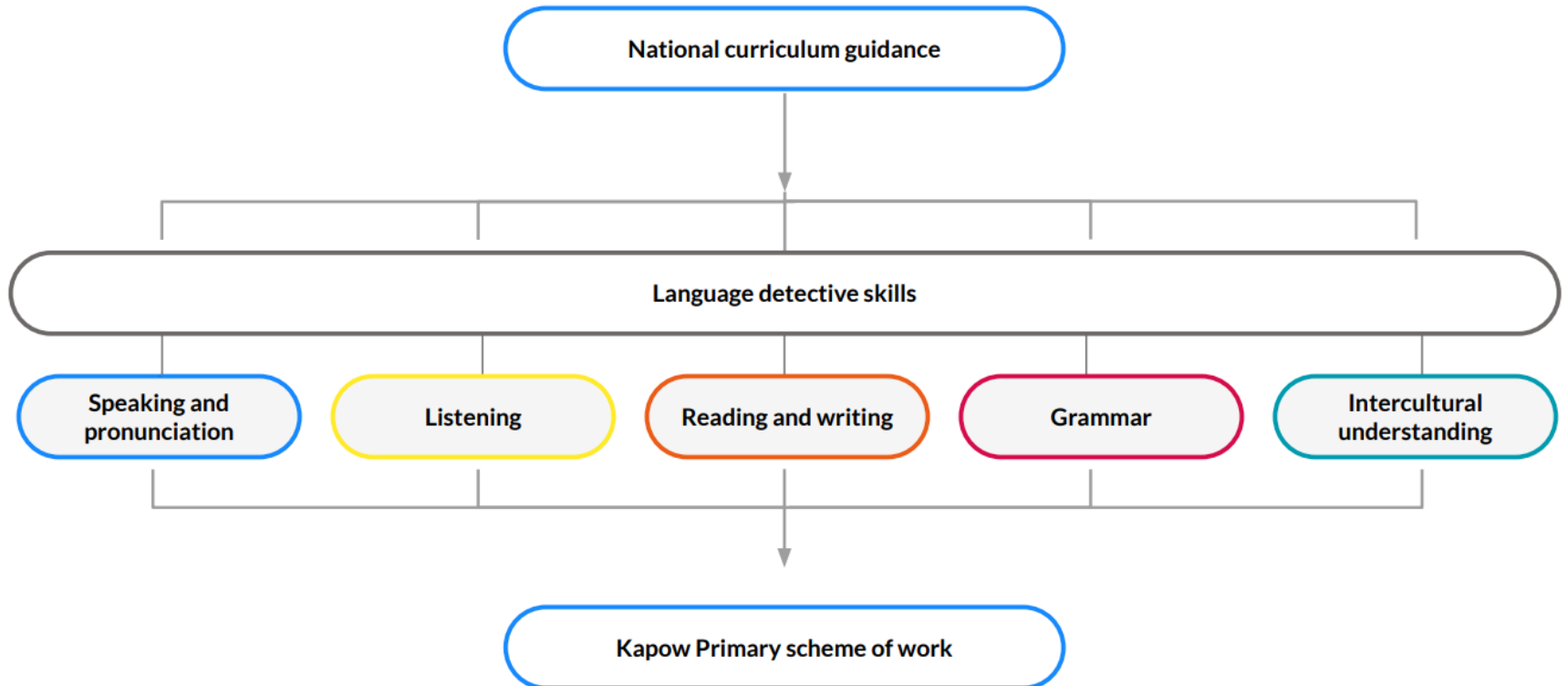
questions, and continually improving the accuracy of their pronunciation and intonation

- can write at varying length, for different purposes and audiences, using the variety of

grammatical structures that they have learnt

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

# Modern Foreign Language



# **SMSC & Fundamental British Values in French**

# MFL → SMSC Links

## Spiritual

- Exploring the beauty of languages from around the world.
- Using topics to look at other languages such as Latin during a Roman topic..

## Moral

- Help pupils to have an accurate and truthful understanding of other cultures through the study of their language.

## Social

- Learning the skill of communicating in different ways.
- Explore different social conventions..

## Cultural

- Appreciate the language and customs of others.
- Explore the literature and culture of other countries.
- Take part in cultural occasions such as Chinese New Year and Diwali.

## MFL → Fundamental British Values

We understand that the fundamental British Values are widely recognised as universal values which you would expect to find in any democratic society. Our aim in school is to address these wherever possible in the curriculum so that our children are immersed in those concepts on a daily basis.

MFL is a rich and challenging subject through which those values can be investigated by our children as they progress through their educational journey. Efforts are made to explore the cultural values and traditions of France. By gaining an appreciation of the country where the language the students are studying is spoken, they are encouraged to reflect on another culture and way of life and embrace socio-cultural differences. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies. This in turn, emphasises the need for tolerance and justice. The children are aware that the concept of democracy transcends the more literal understanding of the term to include those processes which select and approve achievements in MFL by the majority, for display and award and this naturally feeds into the wider acceptance of the value of democracy in the political arena. All of this is underpinned by the implementation of school rules which make these choices by the individual or group a safe and non-threatening process for all.

# **SEND**

## **Adaptions**

### **in French**

# **Different Types of Knowledge in French**

## **MFL Knowledge**

**Knowledge has driven the philosophy in developing the MFL curriculum.**

**The knowledge essentials specify what children should know in as much detail as possible and content sequenced such that there is a coherent flow.**

**This ensures ideas build on secure foundations, staged towards challenging goals. Careful sequencing ensures that elements are regularly returned to, supporting pupils to accumulate knowledge over time, feeding previous topics into current topics supported by Practice and Retrieval strategies.**

# MFL Knowledge

In designing the curriculum, we have considered a broad range of knowledge forms with a focus on being able to articulate substantive and disciplinary knowledge:

- **Substantive knowledge** sets out the content that is to be learned. In French, it is based on the acquisition of the knowledge of how to listen, speak, read and write in the language.
- **Disciplinary knowledge** enables the children to adapt and use language creatively and purposeful

Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously. The MFL curriculum reflects careful thinking as to what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. As a result, pupils know more, remember more and can do more.

# **Golden Threads in French**

# Golden Threads

**Topics build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.**



Phonics



Vocabulary



Grammar

**These are the building blocks of the subject: they are not reductivist but rather they enable the progress that is necessary to achieve the goals of language learning: it is these three things that will enable pupils to learn the language so they can converse fluently, fully explore cultures and increase their economic prospects. These pillars overlap and require steady development to improve pupils' understanding and language production.**

# Golden Threads

## Key Concept Progression

Communication - Expression of ideas and thoughts using language and to understand and respond to other speakers



| LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                          | UKS2                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Listen</b> attentively to the correct pronunciation of taught words and phrases.</li><li>• <b>Repeat</b> taught words and phrases with correct pronunciation.</li><li>• <b>Recognise</b> taught words and phrases and recall their meaning.</li><li>• <b>Ask</b> and <b>answer</b> simple questions using taught words and phrases.</li><li>• <b>Write</b> words and phrases accurately.</li></ul> | <ul style="list-style-type: none"><li>• <b>Memorise</b> and <b>recite</b> the correct pronunciation of taught words, phrases and sentences.</li><li>• <b>Use</b> taught words, phrases and sentences accurately and independently in speech.</li><li>• <b>Apply</b> taught words, phrases and sentences accurately and independently in writing.</li><li>• <b>Translate</b> taught words, phrases and sentences.</li></ul> |

Culture - The ideas, customs, and social behaviour of a particular people or society



| LKS2                                                                                                                                                                  | UKS2                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Study</b> the culture of another country by <b>exploring</b> popular religious beliefs, customs, food and music.</li></ul> | <ul style="list-style-type: none"><li>• <b>Explore</b> cultural stereotypes and <b>justify</b> why they are flawed and inaccurate.</li></ul> |

# **Long Term Planning in French**

## **Year 3 & 4**

# French - Long Term Overview

## Year 3 and 4

|             | AUTUMN                                                                                                                                                         | SPRING                                                                                              | SUMMER                                                                                                                                      |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 2026 - 2027 | <p><u>Unit 5</u><br/>Introductions: Singular<br/>etre, avoir and regular<br/>adjectives</p> <p><u>Unit 6</u><br/>What I and others like:<br/>Opinion Verbs</p> | <p><u>Unit 7</u><br/>People, places, things:<br/>Adjective agreement,<br/>subject pronouns 'it'</p> | <p><u>Unit 8</u><br/>What I and others like<br/>doing: 2 verb phrases</p> <p><u>Unit 9</u><br/>Telling the story</p>                        |
| 2027 - 2028 | <p><u>Unit 1</u><br/>Me and others: Singular<br/>etre and regular<br/>adjectives</p>                                                                           | <p><u>Unit 2</u><br/>What I and others have:<br/>singular 'avoir' and nouns</p>                     | <p><u>Unit 3</u><br/>What I and others do:<br/>Singular regular -er verbs</p> <p><u>Unit 4</u><br/>Numbers: 'il y a' - plural<br/>nouns</p> |

# **Unit 1 - Year A**

## **Me and others: Singular etre and regular adjectives**

- 1) The French vowels a, e, i**
- 2) Practice with French vowels and verbs for the classroom**
- 3) Greetings: 'Je suis' and 'il, elle est.'**
- 4) Introductions and taking the register: singular regular adjective agreement**
- 5) In class: intonation questions**
- 6) Is it going ok? Ca va?**
- 7) What you are like: tu es?**
- 8) What you are like: singular regular adjective agreement**
- 9) FRIENDS: adjectives ending -e**
- 10) What is he or she like? Intonation questions**
- 11) It's Monday! C'est and days of the week.**
- 12) I'm brave! Adjectives ending in -eux, -euse**
- 13) Poem: Matthieu le merveilleux**
- 14) Christmas: practice with key sounds**

## **Unit 2 - Year A**

### **What I and others have: singular 'avoir' and nouns**

- 1) What is it? Naming belongings with 'un' and 'une'**
- 2) What is it? C'est and liaison**
- 3) What is it? Intonation questions and 'quoi'**
- 4) What I and others have: J'ai and il, elle, a**
- 5) An excursion: 'tu as' and intonation questions**
- 6) Who has what? Singular 'avoir' and etre**
- 7) A Strange dream: Practice with sounds**
- 8) Story: Lulu, la tortue**
- 9) Packing a bag: singular 'avoir'**

## **Unit 3 - Year A**

### **What I and others do: Singular regular -er verbs**

- 1) In class activities: -er infinitive verbs**
- 2) In class activities: translating -er infinitive verbs into English**
- 3) At school: -er verbs 'I' and 'you'**
- 4) At school: singular -er verbs**
- 5) A family: Singular definite articles 'le' and 'la'**
- 6) A birthday: -er verbs 'she' and 'he'**

## **Unit 4 - Year A**

### **Number: il y a, plural nouns**

- 1) Numbers: 1-12, plural nouns, il y a**
- 2) Numbers: 'il y a', liaison**
- 3) Numbers: plural indefinite article 'des' and 'combien'**
- 4) Numbers: 1 -12 'des'**

## **Unit 5 - Year B**

### **Introductions: Singular etre, avoir and regular adjectives**

- 1) Introductions: voici, ;je suis; and 'il, elle est.'**
- 2) New friends: 'mon, ma', 'ton, ta'**
- 3) Months of the year**
- 4) My birthday: 'quand'**
- 5) My Monster: numbers 1-12, 'des', 'combine'**
- 6) My Monster: il y a' and 'il a'**
- 7) I'm hungry: 'avoir' meaning be**
- 8) Age: 'avoir' meaning 'be'**
- 9) How are you today? Avoir meaning 'be'**
- 10)I'm sick! Avoir meaning 'be'**

## **Unit 6 - Year B**

### **What I and others like: opinion verbs**

- 1) Likes: 'aimer' 'mon, ma' and 'ton, ta.'**
- 2) My friend: Singular -er verbs**
- 3) Preferences: Singular verbs of opinion**
- 4) Preferences: Extending my sentences**

## **Unit 7 - Year B**

**People, places, things: Adjective agreement, subject pronouns 'it**

- 1) What do you have? 'J'ai' and 'tu as'**
- 2) What it is like: adjectives after the noun**
- 3) Describe what you have: adjectives after the noun**
- 4) Describe what you have: Speaking in sentences**
- 5) Mother's Day in la Francophonie. 'il' and 'elle' meaning it.**
- 6) Mother's Day in la Francophonie: ; mon ma' and 'ton, ta.'**
- 7) At the zoo: 'il, elle' (it) and adjective agreement**
- 8) At the zoo: Writing from a word list for reference**
- 9) Tintin: person nouns, 'avoir' 'etre'**

## **Unit 8 - Year B**

### **What I and others like doing: 2 verb phrases**

- 1) Activities at school: -er 1 and 2 verb phrases**
- 2) Friendship : Plural definite article 'les'**
- 3) All about me: intonation questions, adjectives and -er verbs**
- 4) Message to a friend: Writing words and phrases**

## **Unit 9 - Year B**

### **Telling a Story**

- 1) Understand the story: Numbers and colours**
- 2) Retell the story: Numbers and days of the week**
- 3) Listen and pronounce: Food**
- 4) Retell the story: Numbers and food**

# **Long Term Planning in French**

## **Year 5 & 6**

# French - Long Term Overview

## Year 5 and 6

|             | AUTUMN                                                                                                                                                                                           | SPRING                                                                                                          | SUMMER                                                                                                                                             |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 2026 - 2027 | <p><u>Unit 4</u><br/>School: 'Avoir', 'etre' ,<br/>'il y a' and regular verbs<br/>in the present</p> <p><u>Unit 5</u><br/>Where am I going: 'aller'<br/>singular persons, ou est-<br/>ce que</p> | <p><u>Unit 6</u><br/>What I and others do:<br/>'faire' singular persons,<br/>qu'est-ce que</p>                  | <p><u>Unit 7</u><br/>What we like to do:<br/>'Faire' plural persons, 2-<br/>verb structures</p> <p><u>Unit 8</u><br/>Poem: Ton Christ est juif</p> |
| 2027- 2028  | <p><u>Unit 1</u><br/>Me and others: Plural<br/>etre and regular<br/>adjectives</p>                                                                                                               | <p><u>Unit 2</u><br/>Celebrations in France<br/>and Haiti: Plural =ER<br/>verbs, est - ce que,<br/>negation</p> | <p><u>Unit 3</u><br/>What I and others have:<br/>Plural 'avoir' and nouns</p>                                                                      |

# **Unit 1 - Year A**

## **Me and others: Plural etre and regular adjectives**

- 1) Back to school: Information questions with 'qui' and 'comment.'**
- 2) Story – Soura, la souris**
- 3) Teachers: 'nous sommes' and plural adjective agreement**
- 4) Self and friends: 'nous sommes' and plural adjective agreement.**
- 5) Birthdays: numbers 1-31, months**
- 6) Birthdays: 'quand', dates**
- 7) Dates: Intonation questions and 'quell' and 'quelle'**
- 8) Important dates in Francophonie**
- 9) Cousins: 'vous etes' and plural adjective agreement**
- 10) Cousins: etre and adjective agreement**
- 11) Mum is pleased! 'ils, elles sont' and plural adjective agreement**
- 12) People: adjective agreement**
- 13) In the classroom: 'ils' and 'elles' meaning 'they' for nouns**
- 14) Christmas traditions in Haiti**

## **Unit 2 - Year A**

### **Celebrations in France and Haiti: Plural -ER verbs, est - ce que, negation**

- 1) New Year's Traditions: 'Vous' meaning formal you**
- 2) New Year's Eve traditions: Intonation questions with 'tu' and 'vous'**
- 3) 1<sup>st</sup> January in Haiti: -er verbs 'ils' and 'elles'**
- 4) Independence Day in Haiti: -er verbs 'ils' and 'elles'**
- 5) Presentation about Haiti: est-ce que questions**
- 6) 1<sup>st</sup> January in Haiti: est-ce que questions**
- 7) La Chandeleur: negation, -er singular verbs**
- 8) La Chandeleur: negation, -er plural verbs**
- 9) Mardi Gras: negation, singular verbs**
- 10) At the festival: est-ce que questions**

## **Unit 3 - Year A**

### **What I and others have: Plural 'avoir' and nouns**

- 1) A horrible week! Avoir singular persons and adjectives after the noun**
- 2) Lost and Found! Avoir and etre singular**
- 3) My ideal teacher: Singular and Plural adjectives**
- 4) In class: 'il y a' and 'ce sont'**
- 5) Exchange school in England: 'nous avons' and 'vous avez'**
- 6) Exchange school in England: intonation questions**
- 7) Our Own Space: 'ils ont', 'elles ont' and adjectives before the noun.**
- 8) Our Own Space: Practice with adjectives before the nouns**
- 9) Hair and Eyes: Singular and plural adjective agreement**
- 10) My friend Max: Understanding descriptions**

## **Unit 4 - Year B**

**School: 'Avoir', 'etre' ,**

**'il y a' and regular verbs in the present**

- 1) Introduce a friend: voici, 'il, elle est' adjective agreement**
- 2) School: Instructions in class**
- 3) Numbers: 1-31, il n'y a pas de'**
- 4) School: ils, elles, ont and ils, elles sont**

## **Unit 5 - Year B**

**Where am I going: 'aller' singular persons, ou est-ce que**

- 1) Canada: 'Je vais' and 'il, elle va'**
- 2) Canada: 'dans' and 'à' both meaning 'in' and 'to'**
- 3) Places in town: tu vas**
- 4) Places in town: Questions with Ou est-ce que**

## **Unit 6 - Year B**

### **What I and others do: 'faire' singular persons, qu'est-ce que**

- 1) Activities at home: 'Je fais' and 'Il, elle fait'**
- 2) Activities at home: negation**
- 3) Activities at home: Tu fais**
- 4) Activities at home: questions with Qu'est-ce que ...**
- 5) Weather: Il fait**
- 6) Weather: Written production**
- 7) Sports: 'Jouer' singular persons**
- 8) Sports: Longer sentences with 'quand'**
- 9) My friends: 'mes' and 'tes'**
- 10) Sports: Intonation questions with 'quel' and 'quelle'**
- 11) Sports: 'faire' singular persons with sports**
- 12) Sports: Understand and write longer sentences**

## **Unit 7 - Year B**

**What we like to do: 'Faire' plural persons, 2 verb structures**

- 1) Household chores: 'Faire' plural persons**
- 2) Household chores: Two-verb phrases**
- 3) A picnic: 'Acheter' and boire', 'du, de la, de I'**
- 4) A picnic: Questions with es-ce que**
- 5) Summer Time: Understand a longer text**
- 6) Summer Time: Compose a message**

## **Unit 8 - Year B**

### **Poem: Ton Christ est juif**

- 1) Poem: Ton Christ est juif**
- 2) Poem: Understand and read aloud**
- 3) My World: Using reference resources**
- 4) My World: Creative writing**

# **Progression Map in French**

| National Curriculum                                                                                                                             | Year 3                                                                                                                                                      | Year 4                                                                                                                                                                                               | Year 5                                                                                                                                                                                                                                | Year 6                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b>         | Asking and/or answering simple questions<br><br>Forming simple statements with information including the negative<br><br>Practising speaking with a partner | Recognising and answering simple questions which involve giving personal information<br><br>Beginning to form opinion phrases<br><br>Beginning to use conversational phrases for purposeful dialogue | Forming a question in order to ask for information<br><br>Presenting factual information in extended sentences including justification                                                                                                | Developing extended sentences to justify a fact or opinion<br><br>Planning, asking and answering extended questions<br><br>Engaging in conversation and transactional language                                                      |
| <b>Speak in sentences, using familiar vocabulary, phrases (and simple writing).</b>                                                             | Using short phrases to give information<br><br>Beginning to adapt phrases from a rhyme/song                                                                 | Using a model to form a spoken sentence<br><br>Speaking in full sentences using known vocabulary                                                                                                     | Rehearsing and recycling extended sentences orally<br><br>Planning and presenting a short descriptive text                                                                                                                            | Planning and presenting a short text<br><br>Modifying, expressing and comparing opinions                                                                                                                                            |
| <b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b> | Repeating short phrases accurately, including liaison of final consonant before vowel<br><br>Listening and repeating key phonemes with care                 | Comparing sounds and spelling patterns with English<br><br>Listening and repeating further key phonemes with care                                                                                    | Using intonation and gesture to differentiate between statements and questions<br><br>Making realistic attempts at pronunciation of new vocabulary<br><br>Listening and repeating key phonemes with care applying pronunciation rules | Discussing strategies for remembering and applying pronunciation rules<br><br>Speaking and reading aloud with increasing confidence and fluency<br><br>Comparing and applying pronunciation rules or patterns from known vocabulary |
| <b>Present ideas and information orally to a range of audiences.</b>                                                                            | Introducing self to a partner with simple phrases                                                                                                           | Rehearsing and performing a short presentation                                                                                                                                                       | Adapting a story and retelling to the class                                                                                                                                                                                           | Giving a presentation drawing upon learning from a number of previous topics                                                                                                                                                        |
| <b>Describe people, places and things and actions orally</b>                                                                                    | Recognising and using adjectives                                                                                                                            | Choosing appropriate adjectives from a wider range of adjectives                                                                                                                                     | Using adjectives with correct placement and agreement                                                                                                                                                                                 | Recognising and using a wide range of descriptive phrases                                                                                                                                                                           |

*Progression of skills***Listening**

| National Curriculum                                                                                                            | Year 3                                                                                                                                                                                         | Year 4                                                                                                                                                         | Year 5                                                                                                                                                                                                                  | Year 6                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listen attentively to spoken language and show understanding by joining in and responding.</b>                              | <p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p> <p>Responding to objects or images with a phrase or other verbal response</p> | <p>Identifying items by colour and other adjectives</p> <p>Listening and selecting information</p> <p>Using language detective skills to decode vocabulary</p> | <p>Listening and gisting information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p> | <p>Using prepositions to indicate the location of objects relative to something</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</p> <p>Recognising present and near future tense sentences (using aller + infinitive)</p> |
| <b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b> | <p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>           | <p>Listening to songs, joining in with songs and noticing sound patterns</p> <p>Noticing and beginning to predict key word patterns and spelling patterns</p>  | <p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>                                                                 | <p>Recalling and performing an extended song or rhyme</p> <p>Listening to stories, songs or texts in French</p>                                                                                                                                                                                          |

|                                                                                                                                                                             |                                                                                      |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              |                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read carefully and show understanding of words, phrases and simple writing.</b>                                                                                          | Recognising some familiar words in written form                                      | Noticing and discussing cognates and beginning to identify language detective strategies                                                                                                                                                                     | Recognising features of different text types<br><br>Using a range of language detective strategies to decode new vocabulary including context and text type                                                                                                  | Making increasingly accurate attempts to read unfamiliar words and phrases<br><br>Reading and using language detective skills to assess meaning including sentence structure |
| <b>Appreciate stories, songs, poems and rhymes in the language.</b>                                                                                                         | Reading aloud some words from simple songs, stories and rhymes                       | Following a short text or rhyme, listening and reading at the same time                                                                                                                                                                                      | Reading and adapting a range of different format short texts                                                                                                                                                                                                 | Reading and responding to, an extract from a story, an e-mail message or song<br><br>Reading short authentic texts for enjoyment or information                              |
| <b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b> | Beginning to develop dictionary skills<br><br>Identifying cognates and near cognates | Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words<br><br>Using cognates and near cognates along with other detective skills to gist information | Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words<br><br>Using contextual clues and cues to gist and make predictions about meanings<br><br>Gisting information from an extended text | Using a bilingual dictionary to select alternative vocabulary for sentence building                                                                                          |
| <b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b>                                                                         | Recalling and writing simple words from memory                                       | Selecting and writing short words and phrases                                                                                                                                                                                                                | Using existing knowledge of vocabulary and phrases to create new sentences<br><br>Completing a gapped text with key words/phrases                                                                                                                            | Choosing words, phrases and sentences and writing as a text or captions                                                                                                      |
| <b>Use familiar vocabulary in phrases and simple writing.</b>                                                                                                               | Experimenting with simple writing, copying with accuracy                             | Making short phrases or sentences using word cards                                                                                                                                                                                                           | Writing a short text using word and phrase cards to model or scaffold                                                                                                                                                                                        | Constructing a short text on a familiar topic                                                                                                                                |
| <b>Describe people, places and things and actions orally and in writing.</b>                                                                                                | Recognising and using adjectives of colour and size                                  | Using adapted phrases to describe an object or person                                                                                                                                                                                                        | Using different adjectives, with correct positioning and agreement<br><br>Using language of metaphor and comparison                                                                                                                                          | Using a wide range of descriptive phrases<br><br>Recognising and using verbs in different tenses                                                                             |