

# M.F.L (French) Curriculum Map

<b>Early Learning Goal</b>	<b>Listening and exploring</b>	I can explore the patterns and the sounds of language through songs, games and rhymes.
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Skill	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	I can appreciate and actively participate in traditional short stories & fairy tales.	I can listen to short stories & fairy tales and start to understand some of the familiar words in what we hear.	I can listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	I can listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	I can listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	I can listen to longer text and more authentic foreign language material. I can pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b>	I can repeat and reproduce the language I hear with accurate pronunciation.	I can learn to articulate key words introduced in the lesson and understand their meaning.	I can communicate with others using simple words and short phrases covered in the units.	I can communicate with others with improved confidence and accuracy. I can ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	I can communicate on a wider range of topics and themes. I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	I can recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. I can engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
<b>Reading</b>	I can identify written versions of the words I hear.	I can identify the written version of a wider range of the words I hear.	I can read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	I can read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. I increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'	I can tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. I can decode unknown language using bilingual dictionaries.

<p><b>Writing</b></p>	<p>I can consolidate letter formation skills by copying words in the foreign language from a model.</p>	<p>I start to reproduce nouns and determiners/articles from a model.</p>	<p>I can write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>I can write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<p>I can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. I can manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>I can write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also I start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>
<p><b>Grammar</b></p>	<p>I can start to understand that foreign languages can have different structures to English.</p>	<p>I can understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.</p>	<p>I start to understand the concept of noun gender and the use of articles. I can use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>I can understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). I can use simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>I can remember the gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). I can understand better the rules of adjectival agreement and possessive adjectives. I start to explore full verb conjugation (EG: 'I wear...'; 'he/she wears...') and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>I can consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). I become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>