

Year groups 3 - 6

Modern Foreign Languages at St Edwards

Our main Modern Foreign Language is French, but we also aim to deliver some of the desired learning with reference to children's home languages. The government's advisory Framework for Languages comprises *Listening, Speaking, Reading, Writing, Knowledge about Language, Language Learning Strategies* and *Intercultural Understanding*. Aspects of these strands to be covered are outlined in the second table. The first table shows how the children will experience these aspects.

Year 3

Autumn Term	Spring Term	Summer Term
Notre Père (Our Father)	Chasse à l'Ours (Bear Hunt)	Je vous salue Marie (Hail Mary)
Forêt Noire introductory activity	Oui! Non! Peut-être! Je ne sais pas!	Quel âge as-tu?
1-20 (Alain le lait –chiffres)	Comment tu t'appelles? Je m'appelle...	Est = is et = and
Colours Days of the week	Ecoutez! Regardez! Répétez!	Hungry Caterpillar
How do we learn things off by heart?	Months of the year	Bastille Day
Bonjour; Salut; Au revoir Comment ça va?	Holy Week / Easter	Contact with French school
Asseyez vous! Levez vous! Silence!	What languages are spoken in our class?	How do you know what I mean?
Christmas (La Divine Enfant, etc.)	Revision of previous learning	Revision of previous learning

Please note: To allow us to continually improve the quality of our MFL teaching, the children will have totally new lessons throughout the year, which, if successful, will be incorporated into future curriculum maps.



Year 3

Aspects of the Framework for Languages to be covered in Year 3

Listening

Hear an increasing range of common words and useful phrases. Listen out for the main point(s) from a short spoken passage.

Speaking

Have the opportunity to say/repeat an increasing range of words and phrases. Be encouraged to answer simple questions and give basic information.

Reading

Be encouraged to recognise and read out an increasing range of familiar words and phrases.

Writing

Write or copy simple words and phrases. Be encouraged to write one or two short sentences to a model and fill in the words on a simple form.

Intercultural Understanding (plus aspects covered in other subjects)


Participate in lesson about languages spoken by children in the school. Participate in lesson with contact with French-speaking country. Bastille Day (July 14)

Knowledge about Language

Begin to look at phonics and word classes, recognise question and negative forms; look at adjective agreement and singular and plural forms

Language Learning Strategies

Prompt discussion about how language works. Use context to work out meaning. Listen for clues to meaning (tone of voice, key words). Discuss how to memorise. Practise phrases and words. Compare with English.



Year 4

Modern Foreign Languages at St Edward's

Autumn Term	Spring Term	Summer Term
Mon monstre (song)	Où est? (droite, gauche) (song)	Numbers to 31
Masculine and feminine nouns	How do you say that in French?	Hobbies
Mon Ma	J'ai Je n'ai pas	J'adore, j'aime, je n'aime pas
Date and weather	Je voudrais	Tu aimes
Meunier, tu dors (song)	Le radis géant (The Giant Radish)	Dictionary skills
Family members (introducing, answering questions)	Adjective agreement (hotter, colder)	Petit esgargot (song)
Il est Elle est	Alphabet	Assez très aussi un peu
Christmas (le Divine Enfant, etc.)	Holy week/Easter	Bastille Day (July 14)
Revision of previous learning	Revision of previous learning	Revision of previous learning

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Year 4

Aspects of the Framework for Languages to be covered in Year 4.

Listening

Hear an increasing range of common words and useful phrases. Listen out for the main point(s), and later some of the details, from a short spoken passage.

Speaking

Have the opportunity to say/repeat an increasing range of words and phrases. Be encouraged to ask and answer simple questions, give basic information and talk about their interests.

Reading

Be encouraged to recognise and read out an increasing range of familiar words and phrases. Be encouraged to understand the main points from a short text.

Writing

Write or copy simple words and phrases. Be encouraged to write one or two short sentences to a model and fill in the words on a simple form. Be encouraged to write a few short sentences with support.

Intercultural Understanding (plus aspects covered in other subjects)

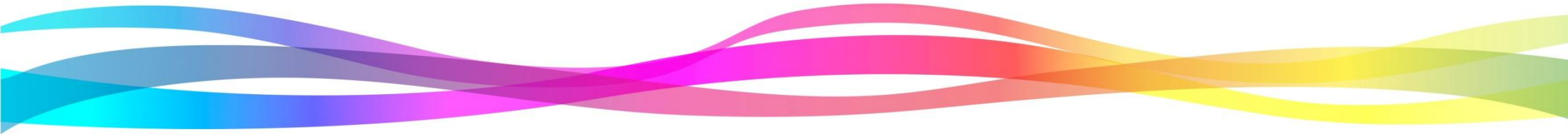
Participate in lesson(s) about traditional stories. Participate in lesson about social conventions ("kissing" hello and goodbye). Participate in lesson with contact with French-speaking country. Bastille Day (July 14)

Knowledge about Language

Look further at phonics; discuss negative forms; discuss word classes and their function; look at sentence patterns and notice agreements.

Language Learning Strategies

Prompt discuss about how language works. Use context to work out meaning; use previous knowledge to work out meaning. Listen for clues to meaning (tone of voice, key words). Discuss how to memorise; actually memorise. Practise phrases and words. Compare with English. Begin to apply phonics knowledge.



Year 5

Modern Foreign Languages at St Edward's

Autumn Term	Spring Term	Summer Term
Mon monstre (song)	Où est? (droite, gauche) (song)	Numbers to 31
Masculine and feminine nouns	How do you say that in French?	Hobbies
Mon Ma	J'ai Je n'ai pas	J'adore, j'aime, je n'aime pas
Date and weather	Je voudrais	Tu aimes
Meunier, tu dors (song)	Le radis géant (The Giant Radish)	Dictionary skills
Family members (introducing, answering questions)	Adjective agreement (hotter, colder)	Petit esgargot (song)
Il est Elle est	Alphabet	Assez très aussi un peu
Christmas (le Divine Enfant, etc.)	Holy week/Easter	Bastille Day (July 14)
Revision of previous learning	Revision of previous learning	Revision of previous learning
Roman Numerals to tie in with Maths		

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Year 5

Aspects of the Framework for Languages to be covered in Year 5

Listening

Hear an increasing range of common words and useful phrases. Listen out for the main point(s), and later some of the details, from a short spoken passage. Be encouraged to identify simple opinions (e.g. likes and dislikes) in a longer passage.

Speaking

Have the opportunity to say/repeat an increasing range of words and phrases. Be encouraged to ask/answer simple questions, give basic information and talk about their interests. Be encouraged to take part in a simple conversation and express opinions.

Reading

Be encouraged to recognise and read out an increasing range of familiar words and phrases. Be encouraged to understand the main point(s), and some detail, from a written text. Be encouraged to understand the main points and simple opinions (e.g. likes & dislikes) of a longer written text.

Writing

Write or copy simple words and phrases. Be encouraged to write one or two short sentences to a model and fill in the words on a simple form. Be encouraged to write a short text on a familiar topic, adapting language which they have already learned.

Intercultural Understanding (plus aspects covered in other subjects)

Participate in lesson on an aspect of everyday life in different countries (school?) Task involving map of Francophone countries
Bastille Day (July 14)

Knowledge about Language

Look at other writing systems. Begin to use phonics. Use negative forms. Sort word classes. Use a frame to create different sentences and apply agreements. Recognise sentence patterns. Look at different genres. Know that some words do not have a direct equivalent.

Language Learning Strategies

Prompt discussion about how language works. Discuss how to memorise; actually memorise. Ask for repetition and clarification. Use context to work out meaning; use previous knowledge to work out meaning; use visual and aural clues. Practise phrases and words. Compare with English. Dictionary work. Apply phonics knowledge; begin to read unknown words. Sort words into categories. Use Internet to find out information about the language.

Year 6

Modern Foreign Languages at St Edward's

Autumn Term	Spring Term	Summer Term
Mon monstre (song)	Où est? (droite, gauche) (song)	Numbers to 31
Masculine and feminine nouns	How do you say that in French?	Hobbies
Mon Ma	J'ai Je n'ai pas	J'adore, j'aime, je n'aime pas
Date and weather	Je voudrais	Tu aimes
Meunier, tu dors (song)	Le radis géant (The Giant Radish)	Dictionary skills
Family members (introducing, answering questions)	Adjective agreement (hotter, colder)	Petit esgargot (song)
Il est Elle est	Alphabet	Assez très aussi un peu
Christmas (le Divine Enfant, etc.)	Holy week/Easter	Bastille Day (July 14)
Revision of previous learning	Revision of previous learning	Revision of previous learning

Please note: To allow us to continually improve the quality of our MFL teaching, the children will have totally new lessons throughout the year, which, if successful, will be incorporated into future curriculum maps.

Year 6

Aspects of the Framework for Languages to be covered in Year 6

Listening

Hear an increasing range of common words and useful phrases. Listen out for the main point(s), and later some of the details, from a short spoken passage. Be encouraged to identify simple opinions (e.g. likes and dislikes) in a longer passage. Be encouraged to listen out for reference to present and past or future events.

Speaking

Have the opportunity to say/repeat an increasing range of words and phrases. Be encouraged to ask/answer simple questions, give basic information and talk about their interests. Be encouraged to take part in a simple conversation and express opinions. Be encouraged to give a short prepared talk..

Reading

Be encouraged to recognise and read out an increasing range of familiar words and phrases. Be encouraged to understand the main point(s), and some detail, from a written text. Be encouraged to understand the main points and simple opinions (e.g. likes & dislikes) of a longer written text. Be encouraged to distinguish present and past or future events.

Writing

Write or copy simple words and phrases. Be encouraged to write one or two short sentences to a model and fill in the words on a simple form. Be encouraged to write a short text on a familiar topic, adapting language which they have already learned. Be encouraged to write a simple text, e.g. a letter, giving and seeking information.

Intercultural Understanding (plus aspects covered in other subjects)

How do you get to go overseas? (holiday, visiting family and friends, work). A cultural presentation on an aspect of France. Bastille Day (July 14)

Knowledge about Language

Explicitly learn about Tu and Vous. Begin to build simple spoken and written text (using knowledge of words, text and structure). Use knowledge of word order and sentence construction to support understanding of the written text. Use more accurate pronunciation.

Language Learning Strategies

Prompt discussion about how language works. Discuss how to memorise; actually memorise. Ask for repetition and clarification. Use context to work out meaning; use previous knowledge to work out meaning; use visual and aural clues. Make predictions based on existing knowledge. Practise phrases and words. Compare with English. Dictionary work. Apply phonics knowledge; begin to read unknown words. Sort words into categories. Use Internet to find out information about the language. Evaluate learning. What do you need to do to get this language task done?

Make predictions based on existing knowledge. Integrate new language into known language Apply grammar knowledge to make sentences.