



Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

MFL

	AT1 – Listening and Responding	AT1 – Speaking	AT3 – Reading and Responding	AT4 – Writing	Knowledge and Understanding
Emergent Year 3	<p>Pupil understands speech spoken clearly and can respond to simple phrases.</p> <ul style="list-style-type: none"> • <i>Greetings</i> • <i>Body parts</i> • <i>Clothing</i> • <i>Numbers</i> • <i>Classroom objects</i> • <i>Days of the week</i> 	<p>Pupil can respond with single words or short phrases to what they see and hear. Pronunciation may not be accurate.</p> <ul style="list-style-type: none"> • <i>Bonjour/Au revoir</i> • <i>Ça va ?/Ça va bien /Comme çi Comme ça</i> • <i>Oui/non/s'il vous plait/merci</i> • <i>Naming classroom objects</i> • <i>Days of the week</i> • <i>Names of clothing</i> 			<p>Pupil understands that French is a language spoken in other countries.</p>
Early Year 4	<p>Pupil shows that they understand short statements and questions.</p> <ul style="list-style-type: none"> • <i>Age</i> • <i>Birthday</i> • <i>Where someone lives</i> • <i>Pets</i> • <i>Family</i> • <i>Date</i> • <i>Weather</i> 	<p>Pupil responds with a short phrase or sentence in response to what they see or hear. Pronunciation may not be accurate but meaning is clear.</p> <ul style="list-style-type: none"> • <i>J'ai...ans</i> • <i>Mon anniversaire..</i> • <i>J'habite à...</i> • <i>J'ai un chien/J'ai un frère</i> • <i>C'est lundi...</i> • <i>Il fait beau...</i> 	<p>Pupil can recognise single words presented in clear script and presented in a familiar context.</p> <ul style="list-style-type: none"> • <i>Labels on classroom objects</i> • <i>Numbers</i> • <i>Days of the week</i> • <i>Body parts</i> 	<p>Pupil can copy single familiar words correctly.</p> <ul style="list-style-type: none"> • <i>Numbers</i> • <i>Colours</i> • <i>Days of the week</i> • <i>Classroom objects</i> 	<p>Pupil can identify France on a world map and how to get there. They know that Paris is the capital city.</p>
Middle Year 5	<p>Pupil shows that they understand short statements and questions using a range of vocabulary, but may need items to be repeated.</p> <ul style="list-style-type: none"> • <i>Description of a town</i> • <i>How to get to a town</i> • <i>Pastimes</i> • <i>Weather forecast</i> 	<p>Pupil takes part in a brief conversation (2 or 3 exchanges) responding appropriately.</p> <ul style="list-style-type: none"> • <i>Taking part in an interview about my area and pastimes</i> • <i>Describing pets</i> • <i>Talking to a friend about what we like to do and wear</i> 	<p>Pupil can read aloud single familiar words and short phrases.</p> <ul style="list-style-type: none"> • <i>Simple phrases about self</i> • <i>Weather phrases</i> • <i>Simple phrases about family and pet</i> 	<p>Pupil can copy familiar short phrases correctly. Spelling may be inaccurate.</p> <ul style="list-style-type: none"> • <i>Personal information</i> • <i>Where I live</i> • <i>How old I am</i> • <i>Holiday greetings on a postcard</i> 	<p>Pupil can identify cultural differences, e.g. greetings, food, climate and customs.</p>
Later Year 6	<p>Pupil shows that they understand short passages made up of familiar language, however some repetition may be needed.</p> <ul style="list-style-type: none"> • <i>Sentences describing what people are wearing</i> • <i>What they are doing</i> • <i>Where they are going</i> 	<p>Pupil can have a simple, structured conversation of 3 or 4 exchanges, supported by visual or other cues. Pronunciation and intonation are generally accurate.</p> <ul style="list-style-type: none"> • <i>Discuss a picture with a partner, describing colours, what people are wearing/doing</i> • <i>Ask for and give directions around a town</i> • <i>Discuss family members/pets</i> 	<p>Pupil can read aloud and understand short sentences.</p> <ul style="list-style-type: none"> • <i>Simple messages on a postcard about a town</i> • <i>Part of a story describing pets</i> • <i>Email from a friend about pastimes</i> 	<p>Pupil can write 2 or 3 short sentences on a familiar topic using aids.</p> <ul style="list-style-type: none"> • <i>An email about pastimes</i> • <i>A postcard about a town</i> 	<p>Pupil understands how the French language has influenced English, e.g. café, restaurant, croissant, brie, perfume.</p>
Extended	<p>Pupil shows that they understand longer passages made up of familiar language in simple sentences. They identify and note main points and some details, but may need some repetition.</p> <ul style="list-style-type: none"> • <i>Children talking about their likes and dislikes</i> • <i>Descriptions of people and what they are wearing.</i> 	<p>Pupil can have a simple, structured conversation of at least 3 or 4 exchanges without the need for visual aids. Pronunciation and intonation are accurate.</p>	<p>Pupil understands short texts made up of familiar language. They are beginning to read independently, selecting simple texts and using a bi-lingual dictionary/glossary to look up new words.</p>	<p>Pupil can write an individual paragraph of 3 or 4 simple sentences with some knowledge of grammatical conventions. Spelling is readily understandable.</p>	<p>Pupil understands about the climate and cultural differences, e.g. skiing, beaches, cities. They know that France is significantly larger than the UK.</p>