**Modern Foreign Languages (MFL)**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Content/vocabulary** | Early Start Online – French 1* Greetings/goodbyes
* How are you?
* What’s your name?
* Alphabet
* My family
* Numbers 1-12
* How old are you?
* Brother and sisters
* Do you have a pet?
* Colours
* Months of the year
* Numbers 13-31
* When’s your birthday?
* Days of the week
* What’s today’s date?
* Weather

**Year 3** | Early Start Online – French 2* Where do you live?
* Places in town
* Directions
* At school
* Classroom objects
* What’s the time?
* Weather
* Numbers 40-200
* The Euro
* Food and drink
* Enjoy your meal
* Ice cream
* Leisure activities
* School subjects
* What are you wearing?

 **Year 4** | Early Start Online – French 3* Healthy Eating
* Parts of the body
* Circus School
* Mini-beasts
* At the Zoo
* Morocco
* Travel to school
* Four seasons
* Past and present
* Out and about
* Cinderella

**Year 5** | Consolidation of previously taught content and vocabulary**Year 6** |
| **Listening** | Understand a few familiar spoken words and phrases | Understand a range of familiar spoken phrases Respond to a clear model of language. | Understand the main points from a spoken passage made up of familiar language | Understand the main points and some of the detail from a short spoken passage  |
| **Speaking** | Say and/or repeat a few words and short simple phrasesKnow how to pronounce some single letter sounds. Imitate correct pronunciation with some success. | Answer simple questions and give basic informationKnow how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood. | Ask and answer simple questionsTalk about personal interests. Know how to pronounce some letter strings. | Take part in a simple conversation. Express an opinion. Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed. |
| **Reading** | Recognises and reads out a few familiar words or phrasesUse visual clues to help with reading. | Understands some familiar written phrases | Understands the main point(s) from a short written text Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words. | Understand the main points and some of the detail from a short written text.Begin to read independently. Use a bilingual dictionary to look up new words. |
| **Writing** | Write or copy simple words and/or symbols correctlySelect appropriate words to complete short phrases or sentences. | Write one or two short sentences with support e.g. a model or fill in the words on a simple formBegin to spell some commonly used words correctly | Write a few short sentences with support using already learntSpell words that are readily understandable. | Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly |
| **Understanding Culture** | Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own. | Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. | Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country. | Talk about, discuss and present information about a particular country’s culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war. |