

		End of Year 3	End of Year 4	End of Year 5	End of Year 6
Listening					
L1	Listen attentively and show understanding by joining in and responding	Respond confidently to greetings, register, classroom instructions, phonics	Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations	Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food and sports Understand and respond to movement instructions	Understand a range of spoken opinions heard in sentences and short texts.
Speaking					
S1(a)	Ask and answer questions	<p>Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal) Comment ça va? (How are you?) Comment tu t'appelles? (What do you call yourself?) Je m'appelle (I call myself) Quel âge as-tu? (How old are you?) J'ai...ans. (I am ...years old) Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) Dans ma trousse, j'ai... (In my pencil case I have...) Tu as un/une...? (Do you have a...?) Comment dit-on... en anglais/en français? (How do you say ... in</p>	<p>Ask / answer questions about birthdays, ages, dates, times, simple maths Comment ça se dit en français? (How do you say that in French?) C'est de quelle couleur? (What colour is)? Combien de ... y a-t-il? (How many... are there?) Quel jour sommes-nous? (What day is it (today)? Quelle est la date aujourd'hui? (What date is it (today)? Quelle est la date de ton anniversaire? (When is your birthday?) Comment il s'appelle? (What is he/she called?) Comment ça s'écrit? (How do you spell that?) Est-ce que tu as.....? (Do you have..?) Tu as les yeux de quelle couleur? (What colour are your</p>	<p>Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things Quelle heure est-il? (What time is it?) Il est une heure. Il est cinq heures. (It's one o'clock, It's five o'clock) A quelle heure prends-tu ton petit déjeuner? (What time do you have breakfast?) Qu'est ce que tu manges au petit-déjeuner? (What do you have for breakfast?) A quelle heure prends tu ton déjeuner au collège ? (What time do you have lunch in school?) A quelle heure déjeunes-tu/ prends tu ton goûter/ dînes-tu? (What time do you have lunch, have tea, have dinner?)</p>	<p>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals Quel temps fait-il? (What's the weather like?) Où habites-tu? (Where do you live?) D'où viens-tu? (Where do you come from?) Quelles langues parles-tu? (What languages do you speak?) Est-ce qu'il y a...? (Is there...?) Qu'est qu'il y a(What is there...?) Où est....? (Where is ...?) Qu'est ce-que tu portes? (What do you wear?)</p>

		English/French?) Tu as un animal? (Do you have a pet?) Quel est ton animal favori? (Which is your favourite animal?)	eyes?) Et tes cheveux? (And your hair)	Ça se prononce comment? (How do you pronounce?) Quel(s) sport(s) fais-tu? (What sports can you play?) Quel(s) instrument(s) de musique joues-tu?(What instrument do you play?) Quel(s) instrument(s) de musique sais-tu jouer? (What instrument can you play?)	
S1(b)	Express opinions and respond to those of others		Use: A mon avis (In my opinion), je crois que (I think that)	Tu aimes ...? (Do you like?) Qu'est-ce-que tu aimes manger/boire?(What do you like eating / drinking) Qu'est ce que tu préfères au collège? Pourquoi est-ce que tu aimes ... ?(Why do you like..?)	Tu aimes...? (Do you like...?) Pourquoi aimes-tu..? (Why do you like..?) Qu'est ce-que tu penses de...? (What do you think of...?)
S2	Speak in sentences	Use the verb forms j'ai / je n'ai pas de, c'est + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. Say what your favourite ... is	Use these sentence structures: Mon anniversaire est le / il est une heure (deux heures etc) / Aujourd'hui c'est le ---- de...(Hier c'était le de / Demain ce sera le de) Ca commence à.... / Ca finit à.....C'est..... / Ce n'est pasll y a.../ il n'y a pas (de).....	Say what sports you play using "jouer à la/au" or "faire du/de la" and when you do it "je joue au foot tous les lundis". Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" Say what you like to eat and drink using 'j'aime manger/boire'	Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" Use the 3rd person of key verbs to say what other people do.To talk about the weather. To say where you live.
S3	Describe people, places, things and actions orally (to a range of audiences)	Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies	Describe hair / eyes of self and others Birthday survey, songs	Describe actions: eating / drinking at different times, playing sports and instruments	Describe the key geographical features of France Describe where things are Describe the where you live. To say what you wear.

Reading					
R1	read and show understanding of words, phrases and simple texts	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Colour by numbers activity	My Birthday Story in French Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)	Read short texts and answer questions to show understanding	Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out
R2	appreciate stories, songs, poems and rhymes in the language	Join in confidently with the classroom instructions song, greetings song, phonics song, Old Macdonald song	Numbers song, birthday and Christmas songs, Alain le Lait & months / days rhymes	Film clips on sports and food in France/ Belgium/Switzerland	French songs on a variety of topics
R3	read aloud with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud.	Numbers Read and add questioning intonation	Pronounce sports (including cognates) using correct sounds	Pronounce place names when reading aloud from text or from a map. To read a text using knowledge of phonics.
R4	understand new words that are introduced into familiar written material	Enjoy stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week /	birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making cards and booklets		adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions

Writing					
W1	write words and phrases from memory	Write on mini-white boards and/or trace on arm: simple sentences e.g. J'ai un cheval blanc with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory.	Write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to videos) Write ' My birthday is on the ... of ...' from memory with accurate spelling.	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.	label maps – using il y a/ il n'y a pas with confidence to write sentences from memory
W3	describe people, places, things and actions in writing	Describe animals with colours Create mini-books	Revision – colours and numbers Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Describe house and home Make birthday cards, Design invites,	Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).	Express opinions and giving reasons (from memory) Describe places and compare locations (from memory)
Grammar					
G1	Gender of nouns - definite and indefinite articles	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)		Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink.	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
G2	Singular and plural forms of nouns	Form plural nouns	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural		Some irregular plurals learnt.
G3	Adjectives (place and agreement)	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	Use of plural nouns	Agree adjectives in reasons after parce que c'est/ce sont, remembering to match number and gender.	Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender.

G4	Conjugation of key verbs (and making verbs negative)	Use j'ai, je n'ai pas de, c'est, ce sont	Use adjectives (agreement and position) with more confidence	Use all persons MANGER/BOIRE Use 1st/2nd person PRENDRE (le petit déjeuner) Use all persons FAIRE / JOUER Use j'aime + manger/ boire/ jouer/ faire	Use 'il y a'
G5	Connectives and qualifiers, adverbs of time, prepositions of place	Use simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also).	Create greater variety of sentences using the key verb forms from Y3. Use il y a / il n'y a pas de and c'est / ce n'est pas.... Retell story with 3rd person ER verbs (non-explicit focus) Use future tense (je vais + infinitive verb), infinitives	Use days of the week (les lundis, etc..)	Use the verbs être and aller

National Curriculum Expectations for MFL states that pupils should be taught to:

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- *present ideas and information orally to a range of audiences**
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
- *describe people, places, things and actions orally* and in writing*5 Languages – key stage 2 3
- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

The starred () content above will not be applicable to ancient languages.*