



## MFL : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Topics/Themes/Texts:

The key things we want children to know/be able to do

### Sunflowers

**Respond to the register in French**

**Greetings - Hello, goodbye**

**Colours**

**Animals (Pets)**

**Numbers- 1-10**

In The Foundation Stage, children learn in a child-led, freeflow environment within their provision.

Communication is a key part of a child's development and creates the foundations from which all other subject areas can flourish.

Learning other languages should be fun. At this age we want children to develop an interest in other languages.

Language Learning (LL), Knowledge about Language (KaL) and Intercultural Understanding (IU) can be introduced in a variety of inspiring ways:

-songs on the Smart Board

-books and stories about other countries

-saying the register in another language, not just your school's target language e.g. a different language each week. (Bonjour in French, Bonjourno in Italian, Jendobre in Polish).



	<ul style="list-style-type: none"><li>-watch familiar stories in other languages e.g. The Hungry Caterpillar</li><li>-count steps in the outdoors in another language</li><li>-blow bubbles and pop them counting in another language</li><li>-use musical instruments to play along to songs in other languages</li><li>-have a class teddy who only understands your target language.</li><li>-paint/model/draw animals connected to songs you sing.</li></ul> <p>celebrate festivals and events from other countries and cultures, not just your target language.</p> <p>EYFS DEVELOPMENT MATTERS links:</p> <p>Communication and Language:Speaking, Listening and Attention and Understanding</p> <ul style="list-style-type: none"><li>-Literacy</li><li>-Mathematics</li><li>-Understanding the World: People and Communities and The World</li><li>-Expressive Arts and Design: Being Imaginative</li></ul>
<p><b>Daffodils</b></p>	



<p><b><u>Reception</u></b></p> <p><b>Say the register in French</b></p> <p><b>Greetings - Hello, goodbye</b></p> <p><b>Colours</b></p> <p><b>Animals</b></p> <p><b>Numbers- 1-10</b></p> <p><b>Nursery rhymes/songs</b></p> <p><b>Year 1</b></p> <p><b><u>Recap:</u></b></p> <p><b>Say the register in French</b></p> <p><b>Greetings - Hello, goodbye, goodnight</b></p> <p><b>Colours</b></p> <p><b>Animals</b></p> <p><b>Numbers- 1-10</b></p> <p><b>Nursery rhymes/songs</b> <b>(Some resources available bbc bitesize)</b></p> <p><b>Story books</b></p> <p><b><u>New learning</u></b></p>	<p><b><u>Reception</u></b></p> <p>In The Foundation Stage, children learn in a child-led, freeflow environment within their provision.</p> <p>Communication is a key part of a child's development and creates the foundations from which all other subject areas can flourish.</p> <p>Learning other languages should be fun. At this age we want children to develop an interest in other languages.</p> <p>Language Learning (LL), Knowledge about Language (KaL) and Intercultural Understanding (IU) can be introduced in a variety of inspiring ways:</p> <ul style="list-style-type: none"><li>-songs on the Smart Board</li><li>-books and stories about other countries</li><li>-saying the register in another language, not just your school's target language e.g. a different language each week. (Bonjour in French, Bonjourno in Italian, Jendobre in Polish).</li><li>-watch familiar stories in other languages e.g. The Hungry Caterpillar</li><li>-count steps in the outdoors in another language</li><li>-blow bubbles and pop them counting in another language</li><li>-use musical instruments to play along to songs in other languages</li></ul>
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<p><b>Labelling body parts</b></p> <p><b>Naming items of clothing</b></p> <p><b>Languages afternoon: look at a range of cultures, greetings, flags, food, songs etc.</b></p>	<p>-have a class teddy who only understands your target language.</p> <p>-paint/model/draw animals connected to songs you sing.</p> <p>celebrate festivals and events from other countries and cultures, not just your target language.</p> <p>EYFS DEVELOPMENT MATTERS links:</p> <p>Communication and Language:Speaking, Listening and Attention and Understanding</p> <p>-Literacy</p> <p>-Mathematics</p> <p>-Understanding the World: People and Communities and The World</p> <p>-Expressive Arts and Design: Being Imaginative</p> <p><b>KS1 -To build on the experiences the children have had of foreign languages and the countries they derive from.</b></p> <p>Children should be exposed to activities which enable them to listen, speak, read and write about the target country/language.</p> <p>Children will develop grammar skills through repeated exposure to language.</p> <p>Activities to include:</p> <ul style="list-style-type: none"><li>● games (board/interactive)</li></ul>
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	<ul style="list-style-type: none"> <li>● books</li> <li>● role play</li> <li>● songs</li> <li>● dance</li> <li>● quizzes</li> </ul>
<p><b>Roses</b></p>	
<p><b>Recap:</b> Say the register in French</p> <p>Greetings - Hello, goodbye, goodnight</p> <p>Colours</p> <p>Animals</p> <p>Numbers- 1-10</p> <p>Nursery rhymes/songs (Some resources available bbc bitesize)</p> <p>Story books</p> <p><b>New learning</b> Labelling body parts</p> <p>Naming items of clothing</p>	<p><b>KS1 -To build on the experiences the children have had of foreign languages and the countries they derive from.</b></p> <p>Children should be exposed to activities which enable them to listen, speak, read and write about the target country/language.</p> <p>Children will develop grammar skills through repeated exposure to language.</p> <p>Activities to include:</p> <ul style="list-style-type: none"> <li>● games (board/interactive)</li> <li>● books</li> <li>● role play</li> <li>● songs</li> </ul>



<p>Languages afternoon: look at a range of cultures, greetings, flags, food, songs etc.</p>	<ul style="list-style-type: none"> <li>● dance</li> <li>● quizzes</li> </ul>
<p><b>Tulips</b></p>	
<p style="text-align: center; color: blue;"><b>Cycle 1</b></p> <p><b>Greetings</b> Y3- Greetings and French culture -Greetings and classroom instructions -Classroom instructions</p> <p><b>Animals</b> Y3- Animals -At the pet shop -Conjunctions and simple sentences Y4- Animals and a poem -Monsieur Gentil's day out</p> <p><b>Numbers</b> Y3- Numbers and plurals -Numbers 1-10 -Numbers and J'ai -Age -Numbers 1-15</p>	<p style="text-align: center; color: blue;"><b>Year 3</b></p> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● begin to listen attentively to spoken language and show understanding by joining in and responding             <ul style="list-style-type: none"> <li>○ <i>short dialogues of about 2 sentences (questions/answers)</i></li> </ul> </li> <li>● begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words             <ul style="list-style-type: none"> <li>○ <i>know some vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i></li> </ul> </li> <li>● begin to appreciate stories, songs, poems and rhymes in the language             <ul style="list-style-type: none"> <li>○ <i>nursery rhymes, language songs, authentic material whole school / topic based</i></li> </ul> </li> </ul> <p><b>SPEAKING</b></p>



<p>-Days of the week Y4- Numbers 1-15 revision and months -Numbers 1-31 and French maths -Dates, birthday and name days.</p> <p><b>Grammar</b> Y3- Definite and indefinite articles -Je Voudrais -The conjunction 'mais' -C'est and the hare and the tortoise -Aussi</p> <p><b>Y3 Christmas</b></p> <p style="text-align: right; color: blue;"><b>Cycle 2</b></p> <p><b>Greetings</b> Y3- Greetings and French culture</p> <p><b>Body</b> Y3- Gender -Je M'appelle -French names -Je suis Y4-Parts of the body -Monsters! -Adjective agreements -Personal descriptions</p>	<ul style="list-style-type: none"> <li>● begin to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>● <i>begin to ask and answer yes/no questions, ask and answer questions with question word (comment / quel age / où / qu'est -ce que) , answers in sentences (with a verb)</i></li> <li>● begin to explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i></li> <li>● begin to speak in sentences; including familiar vocabulary, phrases and basic language structures</li> <li>● begin to use some of the following verbs - avoir / être / porter / aimer / détester / aller / jouer/ manger / boire</li> <li>● begin to present ideas and information orally to a range of audiences <i>tu (informal) / vous (formal), role plays (market, cafe)</i></li> <li>● begin to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>begin to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i></li> <li>● begin to describe people, places, things and actions orally <i>adjectival,verb, plural endings, verb endings</i></li> </ul>
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- Personal descriptions 2
- Celebrity descriptions
- Family
- Possessive adjectives
- Dictionary skills and pronunciation

**Colours**

- Y3- Colours and alien story
- Colours and opinions
- Word order of adjectives

Y4- Clothes

- Clothes and colours
- The hedgehog story

**Food**

- Y4- Food
- Opinions about food
- Goldilocks story
- Shopping for food and pronunciation
- Talk 4 Writing and revision

**Y3 Easter**

**Y4 Christmas**

- begin to use pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
  - *vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)*

**READING**

- begin to read carefully and show understanding of words, phrases and simple writing
  - *eg. write a 3-sentence paragraph*
- begin to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary
- *begin to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)*

**WRITING**

- begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- write a sentence about themselves/topics covered
- give opinions with the same structure across a range of topics
  - eg. food, hobbies, clothes, music
- begin to describe people, places, things and actions in writing



eg. write a sentence

#### GRAMMAR

- begin to understand basic grammar appropriate to the language being studied, including:
  - feminine and masculine forms
  - the different forms of high-frequency verbs (verb endings)
- agreement of the adjectives (+e, +s)
  - position of the adjectives (before/after the nouns)
  - plural forms of the nouns
  - infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- asking questions (word order)
- partitive article Some (du/de la / de l', des)
- possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- negative form (ne ...pas)
- il y a / il n'y a pas de
- forms of the verb (je / tu / il elle on)
- avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- articles (le/la/les, un/une)

#### CULTURE

- begin to understand some cultural issues relevant to the country being studied
  - greetings (handshake, bises/kisses, un check/elaborate fist pump)
  - geography of France/french-speaking countries



famous french people, artists (painters, musiciacs, etc.)  
landmarks  
food and drink  
school day  
festivals and celebrations  
climate, population  
history

**Year 4**

**LISTENING**

Become more able to listen attentively to spoken language and show understanding by joining in and responding  
*eg short dialogues of about 3 sentences (questions/answers)*

Become more able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

*e.g know a wider range of vowels, nasal sounds  
on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters  
(h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)*

Be more able to appreciate stories, songs, poems and rhymes in the language: *nursery rhymes, language songs, real authentic material*  
*eg whole school / topic based*

**SPEAKING**

Be more able engaging in some conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help



	<p><i>ask and answer a yes/no question, ask and answer questions with question word (comment / quel age / où / qu'est -ce que)</i></p> <p>Be more able exploring some of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/rigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i></p> <p>Be more able speaking in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Be more able using a wider range of verbs (avoir / être / porter / aimer / détester / aller / jouer/ manger / boire)</p> <p>Be more able presenting ideas and information orally to a range of audiences tu (informal) / vous (formal), role plays (market, cafe)</p> <p>Become familiar with a broader range of vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>become more confident using bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i></p> <p>Be more able at describing people, places, things and actions orally (adjectival endings, verb endings)</p>
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**Commented [1]:** Is it necessary to define 'bilingual dictionaries' in each Year group?



	<p>Use more accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p><i>Know a wider range of vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i></p> <p><b>READING</b> Be more able to read carefully and show understanding of words, phrases and simple writing <i>4 sentence paragraph</i> Develop vocabulary and ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>Become more familiar using bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i></p> <p><b>.WRITING</b> Develop skills to write phrases from memory, and adapt these to create new sentences, to express ideas clearly and write some sentences about themselves/topics covered</p> <p>Be more able to give opinions with the same structure across a range of topics (eg food, hobbies, clothes) Be more able to describe people, places, things and actions in writing Write some sentences</p> <p><b>GRAMMAR</b> Show a wider understanding of a range of basic grammar appropriate to the language being studied, including:</p>
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**Commented [2]:** Again, redefining nasal sounds, silent letters etc. Editing required? Could there simply be a glossary defining these terms appended to the document rather than include these definitions in each Year group?



- feminine and masculine forms
- the different forms of high-frequency verbs (verb endings)
- agreement of the adjectives (+e, +s)
- position of the adjectives (before/after the nouns)
- plural forms of the nouns
- infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- asking questions (word order)
- partitive article Some (du/de la / de l', des)
- possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- negative form (ne ...pas)
- il y a / il n'y a pas de
- forms of the verb (je / tu / il elle on)
- avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- articles (le/la/les, un/une)

**CULTURE**

Develop a wider understanding of :  
greetings (handshake, bises/kisses, un check/elaborate fist pump)  
geography of France / French speaking countries  
famous French people, artists (painters, musicians)  
landmarks  
food and drink  
school day  
festivals and celebrations  
climate, population  
history



Lilies

Cycle one:

Lessons from the Year 5 scheme of work:

- Classroom instructions and opinions
- Sports and opinions
- Sports, opinions and sports clothing
- Revise 'avoir'
- Revise 'avoir' with negative/adjectival agreement
- Emperor's new clothes
- Weather
- Describing the weather
- Hobbies
- Revise hobbies. Pets
- Pets. Fox and Crow story
- Poems
- Christmas
- Verb etre
- Numbers 1-31, sums, months and dates revision

Cycle two:

Lessons from the Year 5 scheme of work:

- Numbers 1-31, sums, months and dates revision
- Revise 1-31, practise sums
- School subjects and French schools
- School subjects, preferences

Year 5

**LISTENING**

Be able to listen attentively to spoken language and show understanding by joining in and responding  
eg *short dialogues of about 4 sentences (questions/answers)*

Be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

*know most: vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)*

Be able to appreciate stories, songs, poems and rhymes in the language:  
*nursery rhymes, language songs, real authentic material*  
eg *whole school / topic based*

**SPEAKING**

Be able to engage in conversations; ask and answer most questions; express opinions and respond to those of others; seek clarification and help  
*ask and answer yes/no question, ask and answer questions with question word (comment / quel age / où / qu'est -ce que) ,answers in sentences (with a verb)*

Be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

*know most vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)*

Commented [3]: Again?



<ul style="list-style-type: none"> <li>-Tortoise birthday story</li> <li>-Revise 'aller', transport</li> <li>-Transport types</li> <li>-Classroom items</li> <li>-Easter: Mardi Gras</li> <li>-Possessive adjectives</li> <li>-Prepositions</li> <li>-Revise prepositions</li> <li>-Pronunciation</li> <li>-Revision of 'aller', simple future</li> <li>-Revise simple future</li> </ul>	<p>Be able to speak in sentences, using familiar vocabulary, phrases and basic language structures                  Use most verbs (avoir / être / porter / aimer / détester / aller / jouer / manger / boire)                  Present ideas and information orally to a range of audiences                  tu (informal) / vous (formal), role plays (market, cafe)</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary                  Use <i>bilingual dictionaries</i> (two parts, genders for nouns nf/nm, synonyms, word class) / <i>online dictionaries</i> (reverso / word reference)</p> <p>Be able to describe people, places, things and actions orally (adjectival endings, verb endings)</p> <p>Use pronunciation and intonation mostly accurately so that others understand when they are reading aloud or using familiar words and phrases                  Understand most vowels, nasal sounds <i>on/an/en/am/in/un/ain/im</i>, consonants (<i>ch, ss, gn, ç</i>) silent letters (<i>h, s, t, d, x</i>), digraphs/ trigraphs (<i>au/o/eau, ou, ai/ei, oui, oi, eu</i>)</p> <p><b>READING</b>                  Be able to read carefully and show understanding of words, phrases and simple writing                  5 sentence paragraph</p> <p>Broaden vocabulary and developability to understand new words that are introduced into familiar written material, including through using a dictionary                  Use <i>bilingual dictionaries</i> (two parts, genders for nouns nf/nm, synonyms, word class) / <i>online dictionaries</i> (reverso / word reference)</p>
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**Commented [4]:** This increases incrementally in each Year group, which is great, but other areas simply define progress as 'Broaden...'. (Vocabulary, for example). Could this be more quantitative?



**.WRITING**

Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Write a number of sentences about themselves/topics covered

Be able to give opinions with the same structure across a range of topics (eg food, hobbies, clothes)

Be able to describe people, places, things and actions in writing  
write a number of sentences

**GRAMMAR**

Be able to understand most basic grammar appropriate to the language being studied, including:

- feminine and masculine forms
- the different forms of high-frequency verbs (verb endings)
- agreement of the adjectives (+e, +s)
- position of the adjectives (before/after the nouns)
- plural forms of the nouns
- infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- asking questions (word order)
- partitive article Some (du/de la / de l', des)
- possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- negative form (ne ...pas)
- il y a / il n'y a pas de
- forms of the verb (je / tu / il elle on)
- avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- articles (le/la/les, un/une)

**CULTURE**

Understand a range of:

greetings (handshake, bises/kisses, un check/elaborate fist pump)



geography of France / French speaking countries  
famous French people, artists (painters, musicians)  
landmarks  
food and drink  
school day  
festivals and celebrations  
climate, population  
history

### Year 6

#### **LISTENING**

Listen attentively to spoken language and show a good understanding by joining in and responding

*short dialogues of about 5 sentences (questions/answers)*

Explore a wide range of patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  
*know all vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)*

Appreciate a wider range of stories, songs, poems and rhymes in the language: *nursery rhymes, language songs, real authentic material whole school / topic based*

#### **SPEAKING**

Engage in a wider range of conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

*Ask and answers a range of yes/no question, ask and answer questions with question word (comment / quel age / où / qu'est -ce que) , answers in sentences (with a verb)*



	<p>Explore all the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i></p> <p>Speak using a wider range of sentences, using a wider range of familiar vocabulary, phrases and basic language structures (avoir / être / porter / aimer / détester / aller / jouer/ manger / boire)</p> <p>Present a wider range of ideas and information orally to a range of audiences tu (informal) / vous (formal), role plays (market, cafe)</p> <p>Further broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>To be more able to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i></p> <p>To be more able to describe people, places, things and actions orally (adjectival endings, verb endings)</p> <p>Use accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i></p> <p><b>READING</b> Read more carefully and show a greater understanding of words, phrases and simple writing <i>short paragraph</i></p>
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Commented [5]: Broaden



Further broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary

*Be more able using bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)*

#### **WRITING**

Write a range of phrases from memory, and adapt these to create new sentences, to express ideas clearly

Write several sentences about themselves/topics covered

Give opinions with the same structure across a range of topics (eg food, hobbies, clothes)

Further describe people, places, things and actions in writing  
write several sentences

#### **GRAMMAR**

Be able to use and understand basic grammar appropriate to the language being studied, including:

- feminine and masculine forms
- the different forms of high-frequency verbs (verb endings)
- agreement of the adjectives (+e, +s)
- position of the adjectives (before/after the nouns)
- plural forms of the nouns
- infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- asking questions (word order)
- partitive article Some (du/de la / de l', des)
- possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- negative form (ne ...pas)



- il y a / il n'y a pas de
- forms of the verb (je / tu / il elle on)
- avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- articles (le/la/les, un/une)

**CULTURE**

Understand a wide range of cultural issues: greetings (handshake, bises/kisses, un check (elaborate fist pump))  
geography of France / French speaking countries  
famous French people, artists (painters, musicians)  
landmarks  
food and drink  
school day  
festivals and celebrations  
climate, population  
history

**Commented [6]:** This is identical to the Year 5 Grammar list. Should it be? Again, a glossary of terms would shorten this entire document. Alternatively, should there be a focus on a selection of these area of Grammar in earlier years, with additional elements introduced year on year?

**Commented [7]:** These are introduced in Year 3, then Year 4, and again in 5 and 6. If they 'understand' them in Year 3, should they be reappearing each year? Shouldn't there be a progression of cultural issues year on year?