|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject: MFL: Curriculum Key Knowledge(K) & Skills(S)** | | | | |
| **Focus** |  | **Year 6** | **Year 7** | **Year 8** |
| Listening | **S** | In class: to understand key instructions with the help of mime and re-wording  Recorded voice: to pick out gist understanding using key words  Transcription: individual words and short sentences of known vocabulary | In class: to understand simple instructions with some re-wording; to follow basic conversational language  Recorded voices: to show gist understanding of short passages and some details (present tense only)  Transcription: sentences in the 1st and 3rd person present tense with a variety of verbs in the present tense and reasons joined with simple conjunctions | In class: to cope with target language being used for most communication, including some use of different tenses  Recorded voices: to show gist understanding and some details of longer passages with different tenses  Transcription: sentences using the immediate future, modal verbs and the passé composé |
| Reading | **S** | Text: to show understanding of simple sentences of known vocabulary; to use knowledge of phonics to sound out a word  Dictionary skills: to be able to find the meaning of French words into English, both in paper and online; to be able to look up nouns and adjectives for English to French | Text: to show gist understanding of a longer text in the present tense (all persons) and be able to pick out some detail.  Dictionary skills: to be able to use a bilingual dictionary from French to English and English to French for all word types and be able to work out the gender of a noun from the rubric given | Text: to show understanding of text written in different tenses.  Dictionary skills: to be able to use a dictionary to find verbs; to understand that it is the infinitive which is given and to have an idea of how simple verb tables work |
| Speaking | **S** | Target language: to begin to use key words for items they need  To be able to use pre-learnt language to answer questions | Target language: to begin use simple sentences with the teacher as a means of conveying needs within the classroom  To use the present tense in role play and to talk about themselves and their family in more detail | Target language: to use target language as a matter of course for standard conversation and begin to attempt to find a way to say something they haven’t expressly learnt if the situation arises  To use more than one tense in role play and in conversation based on picture questions |
| Writing | **S** | To write simple sentences in the first person using learnt language | To write sentences using simple conjunctions and all persons in the present tense.  Translation: to translate simple sentences with regular verbs in the present tense; | To write sentences using the 2nd verb infinitive rule (modal verbs and the immediate future) and simple sentences using the passé compose  Translation: to translate sentences using the 2nd verb infinitive rule (modal verbs and immediate future) and simple sentences using the passé composé |
| Grammar | **K S** | Phonics  Simple sentence structure including different word order with adjectives and nouns and verbs in the 1st person  Word classes to support teaching of KS2 literacy | Conjugation of regular er verbs  Agreement of adjectives  Possessive pronouns  Introduction of the 2nd verb infinitive rule with liking verbs  Use of the irregular verb aller to form the immediate future | 2nd verb infinitive rule (modal verbs and the immediate future  Introduction to the passé compose  Development of complexity in writing – use of conjunctions and adverbial phrases |
| Vocabulary | **K** | Personal information: name, age, dates  School items and subjects  Hobbies  Numbers 1-31 | Family  Homes  Food and drink  Places in a town  Countries of the World  Numbers 31-100 | Places in a town (revisited)  Clothes and fashion  Media – TV, cinema, computer terminology  Transport  Countries of the World (revisited) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |