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| **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-wordingRecorded voice: to pick out gist understanding using key wordsTranscription: individual words and short sentences of known vocabulary | In class: to understand simple instructions with some re-wording; to follow basic conversational languageRecorded 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 tensesTranscription: 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 wordDictionary 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 needTo 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 classroomTo 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 arisesTo 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 composeTranslation: to translate sentences using the 2nd verb infinitive rule (modal verbs and immediate future) and simple sentences using the passé composé |
| Grammar | **K S** | PhonicsSimple sentence structure including different word order with adjectives and nouns and verbs in the 1st personWord classes to support teaching of KS2 literacy | Conjugation of regular er verbsAgreement of adjectivesPossessive pronounsIntroduction of the 2nd verb infinitive rule with liking verbsUse of the irregular verb aller to form the immediate future | 2nd verb infinitive rule (modal verbs and the immediate futureIntroduction to the passé composeDevelopment of complexity in writing – use of conjunctions and adverbial phrases  |
| Vocabulary | **K** | Personal information: name, age, datesSchool items and subjectsHobbiesNumbers 1-31 | FamilyHomesFood and drinkPlaces in a townCountries of the WorldNumbers 31-100 | Places in a town (revisited)Clothes and fashionMedia – TV, cinema, computer terminologyTransportCountries of the World (revisited) |
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