

## Modern Foreign Languages at St Alban's CE Aided Primary (v07/21)

Intention	
<p>Modern Foreign Languages (MFL) is part of our school's wider aims to foster children's curiosity about God's world. The chosen themes provide an introduction to the culture of French-speaking countries and communities. Children learn to appreciate the importance of recognising similarities and celebrating difference. MFL lessons enable children to express their ideas and thoughts in French and provide opportunities to interact and communicate with other both in speech and writing. At the heart of our teaching is the desire to expose children to authentic French with regular opportunities to listen to native speakers.</p> <p>St Alban's pupils will leave Key Stage 2 inspired to develop a love of languages and with an insight into other countries, cultures and people. We aim to help pupils grow into curious confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.</p>	
Pupil approach: Working as a bi-linguist pupils will...	Learning journey structure/steps
<ul style="list-style-type: none"> <li>Listen to spoken French and recognise key vocabulary</li> <li>Speak in French with correct pronunciation</li> <li>Read texts written in French, recognising grammatical patterns</li> <li>Write in French, applying grammatical patterns</li> <li>Learn to recite songs, rhymes and poems in French</li> <li>Learn about the French-speaking world and some of the cultures and traditions associated with these areas.</li> </ul>	<p>Within each 6-lesson unit children will progressively</p> <ol style="list-style-type: none"> <li>1. Focus on listening (hearing spoken French)</li> <li>2. Respond to spoken modelling (teacher or sound files)</li> <li>3. Practicing speaking and listening</li> <li>4. Recognise new content in written texts, songs or rhymes</li> <li>5. Write in French</li> </ol>
Teaching approach: non-negotiables for teachers	Key resources/documents for planning
<p>MFL is taught discretely.</p> <p>Written work and texts read are recorded in Yellow French books. At the beginning of each year, a title page with the year group is put into this book to signal new curriculum content. Where appropriate and valuable, photo-collages and word banks can be included for speaking and listening activities.</p> <p>A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills, teachers should therefore follow the sequence of lessons within the suggested planning.</p> <ul style="list-style-type: none"> <li>Each lesson begins with opportunities to revise language and grammar</li> </ul> <p>Within each lesson, children should have the opportunity to:</p> <ul style="list-style-type: none"> <li>Hear new vocabulary and grammatical structures (using the sound files provided)</li> <li>Practice new content orally (chorally, in groups or to a partner)</li> <li>See new content written down</li> <li>The use of pictorial representation to support understanding of new vocabulary.</li> </ul> <p>In Lower Key Stage 2 there is a strong emphasis on developing speaking and listening skills. In Upper Key Stage 2, these skills are embedded, alongside Reading and Writing.</p>	<p>Twinkl planning (saved on staff share\MFL) including:</p> <p>Lesson plans</p> <p>Activities</p> <p>Presentations with sound files</p> <p>Boxes of hands-on resources, vocabulary cards and activities for each year group.</p> <p>Additional songs and information can be found on the BBC schools website.</p>

## Implementation

### MFL skills progression – Year 3

What does working at <u>ARE</u> look like?			
Listening, speaking/ Oracy	Reading and writing/literacy	Stories, songs, poems and rhymes	Grammar
<p>Children can:</p> <ul style="list-style-type: none"> <li>ask and answer a simple and familiar question with a response;</li> <li>name objects and actions and may link words with a simple connective;</li> <li>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>identify individual sounds (including letter strings) in words and pronounce accurately when modelled;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>join in with actions to accompany familiar songs, stories and rhymes;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>show awareness of word classes – nouns, adjectives, verbs and connectives</li> <li>name the first and second person singular subject pronouns;</li> <li>use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> </ul>

What does <u>GREATER DEPTH</u> achievement look like?	Key vocab to secure for ARE	How has learning <u>last year</u> equipped pupils to become French speakers?	Key assessment tasks
<p>Say/ write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Ask and answer at least two simple and familiar questions with a response.</p> <p>Use context to predict the meaning of new words.</p>	<p>Noun Adjective Verb Connective First/second person Singular Pronunciation</p>	<p><b>N/A- Non-statutory in Key Stage 1</b></p> <p>However, exercises like using French greetings, singing and sharing stories in different languages and signage from pupil's home language lay the groundwork for this learning.</p>	<p>Complete a 'cloze' activity, selecting appropriate vocabulary.</p>

## MFL skills progression – Year 4

What does working at <b>ARE</b> look like?			
Listening, speaking/ Oracy	Reading and writing/literacy	Stories, songs, poems and rhymes	Grammar
<p>Children can:</p> <ul style="list-style-type: none"> <li>express simple opinions such as likes, dislikes and preferences;</li> <li>ask and answer at least two simple and familiar questions with a response.</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>adapt intonation to ask questions;</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> <li>write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> <li>join in with words of a song or storytelling.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>show awareness of subject-verb agreement;</li> <li>use simple prepositions in their sentences;</li> </ul>

What does <b>GREATER DEPTH</b> achievement look like?	Key vocab to secure for ARE	How has learning <b>last year</b> equipped pupils to become French speakers?	Key assessment tasks
<p>say a longer sentence using familiar language</p> <p>present a range of ideas and information, using prompts</p> <p>read and understand the main points from short, written material</p> <p>write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold</p>	<p>Masculine</p> <p>Feminine</p> <p>Indefinite article</p> <p>Definite article</p> <p>Plural</p> <p>Intonation</p> <p>Accents</p> <p>Elisions</p> <p>Silent letters</p>	<ul style="list-style-type: none"> <li>Name objects and describing in phrases</li> <li>Asking and answering simple questions</li> <li>Listening to a range of songs and rhymes, joining in with actions and words.</li> <li>Introducing individual sounds including letter strings.</li> <li>Classify French words by their word class</li> </ul>	<p>Create an 'all about me' fact file, describing themselves.</p>

## MFL skills progression – Year 5

What does working at <b>ARE</b> look like?			
Listening, speaking/ Oracy	Reading and writing/literacy	Stories, songs, poems and rhymes	Grammar
<p>Children can:</p> <ul style="list-style-type: none"> <li>listen and understand the main points from short, spoken material in French;</li> <li>ask and answer more complex questions with a scaffold of responses;</li> <li>say a longer sentence using familiar language;</li> <li>pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>read and understand the main points from short, written material;</li> <li>use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); including bilingual dictionary to identify the word class;</li> <li>read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules and the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>follow the text of a familiar song or story and sing or read aloud;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>use appropriate determiners;</li> <li>explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>







What does <b>GREATER DEPTH</b> achievement look like?	Key vocab to secure for ARE	How has learning <b>last year</b> equipped pupils to become historians?	Key assessment tasks
<p>vary language and produce extended responses (several longer sentences)</p> <p>use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>read and understand the main points and some detail from short, written material.</p> <p>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary</p>	<p>Determiners</p> <p>Noun-adjective agreement</p> <p>Simple future tense</p> <p>Present tense</p> <p>Perfect tense</p> <p>Imperfect tense</p>	<ul style="list-style-type: none"> <li>ask and answer 2 simple questions</li> <li>say 1 or 2 short sentences</li> <li>Write 1 or 2 simple sentences</li> <li>adapt intonation (accents, elision and silent letters)</li> <li>Identify the gender of nouns</li> <li>Subject/verb agreement</li> <li>Definite/indefinite article</li> </ul>	<p>Compare a French and English version of the same text, identifying similarities and differences.</p> <p>Present information about school life, to a partner or a small group of people.</p>







## MFL skills progression – Year 6







What does working at <b>ARE</b> look like?			
Listening, speaking/ Oracy	Reading and writing/literacy	Stories, songs, poems and rhymes	Grammar
<p>Children can:</p> <ul style="list-style-type: none"> <li>listen and understand the main points and some detail from short, spoken material in French.</li> <li>express a wider range of opinions and begin to provide simple justification;</li> <li>vary language and produce extended responses (several longer sentences)</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation, for example to mark questions and exclamations.</li> <li>present a range of ideas and information, without prompts, to a partner or a group of people.</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>read and understand the main points and some detail from short, written material.</li> <li>use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual paper/online dictionary in French and in English.</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> <li>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>name and use a range of conjunctions to create compound sentences;</li> <li>use some adverbs;</li> <li>recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li>recognise and use a range of prepositions;</li> </ul>

What does <b>GREATER DEPTH</b> achievement look like?	Key vocab to secure for ARE	How has learning <b>last year</b> equipped pupils to become historians?	Key assessment tasks
<p>Write a short text, using a model, applying taught vocabulary and grammatical patterns.</p> <p>Extend vocabulary using reading materials and bilingual dictionaries.</p> <p>Read a wider range of literature in French with confidence and understanding.</p>	<p>Conjunctions</p> <p>Compound sentence</p> <p>Adverbs</p> <p>Immediate future tense</p> <p>First, second, third person prepositions</p>	<p>Ask and answer complex questions</p> <p>Say longer sentences with familiar language</p> <p>Read and understand short written material</p> <p>Write several simple sentences to describe.</p> <p>Classify words including: Determiners</p> <p>Noun-adjective agreement</p> <p>Simple future tense</p> <p>Present tense</p> <p>Perfect tense</p> <p>Imperfect tense</p>	<p>Use ICT to present information about French-speaking countries.</p>





## MFL National Curriculum Map- taught as a discrete subject

Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>					
					
Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
listen attentively to spoken language and show understanding by joining in and responding					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
speak in sentences, using familiar vocabulary, phrases and basic language structures					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
present ideas and information orally to a range of audiences					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
read carefully and show understanding of words, phrases and simple writing					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
appreciate stories, songs, poems and rhymes in the language					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
describe people, places, things and actions orally and in writing					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4					
					
All Around Town	On the Move	Gone Shopping	Where in the World	What's the Time?	Holidays and Hobbies
listen attentively to spoken language and show understanding by joining in and responding					
1 ② 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	① 2 3 4 5 6	1 2 3 4 5 6
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
1 2 ③ ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
speak in sentences, using familiar vocabulary, phrases and basic language structures					
1 2 3 4 5 6	1 2 3 4 ⑤ 6	① 2 3 4 ⑤ ⑥	1 2 3 4 5 6	1 2 ③ 4 5 6	1 2 3 4 ⑤ ⑥
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
1 2 3 4 5 6	1 2 3 4 5 6	1 ③ ④ 4 5 6	① 2 3 4 ⑤ 6	① ② 3 ④ 5 6	1 ② 3 ④ 5 6
present ideas and information orally to a range of audiences					
① 2 3 4 5 6	1 2 ③ 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
read carefully and show understanding of words, phrases and simple writing					
1 2 3 4 ⑤ 6	① 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6
appreciate stories, songs, poems and rhymes in the language					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 ⑤ 6	1 2 3 4 5 6
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
1 2 3 4 5 ⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 ③ 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
describe people, places, things and actions orally and in writing					
1 2 3 4 5 6	1 2 3 4 5 6	① 2 3 4 5 6	① 2 3 4 5 ⑥	1 2 3 4 5 6	① 2 3 4 5 6
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					
1 2 3 4 5 6	1 2 3 ④ 5 6	1 ② ③ 4 5 6	1 ② 3 ④ ⑤ ⑥	1 2 3 4 5 6	1 2 ③ ④ 5 6

Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5					
					
Getting to Know You	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
listen attentively to spoken language and show understanding by joining in and responding					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
speak in sentences, using familiar vocabulary, phrases and basic language structures					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
present ideas and information orally to a range of audiences					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
read carefully and show understanding of words, phrases and simple writing					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
appreciate stories, songs, poems and rhymes in the language					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
describe people, places, things and actions orally and in writing					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6



Autumn 1	Autumn2	Spring 1	Spring 2	Summer
Year 6				
				
Let's Visit a French Town				
Let's Go Shopping				
This is France				
All in a Day				
listen attentively to spoken language and show understanding by joining in and responding				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
speak in sentences, using familiar vocabulary, phrases and basic language structures				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
present ideas and information orally to a range of audiences				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
read carefully and show understanding of words, phrases and simple writing				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
appreciate stories, songs, poems and rhymes in the language				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
write phrases from memory, and adapt these to create new sentences, to express ideas clearly				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
describe people, places, things and actions orally and in writing				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
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				
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	

Consolidation and application of skills taught through speak and listening, reading and writing activities.