



MFL – Learning Map

<u>Year Group</u>	<u>Knowledge and Skills to be taught:</u>				<u>Learning Opportunities:</u>
	<u>Speaking</u>	<u>Listening</u>	<u>Reading</u>	<u>Writing</u>	
EYFS <i>(Non-compulsory)</i>	1. Explore patterns of sound through songs.	2. Appreciate songs / stories in the target language.	N/A	N/A	<ul style="list-style-type: none"> • Experience French culture through stories, songs and food • Participate in whole-school events, e.g. Bastille Day, French Day • Link to famous French people, including sports people, musicians, film stars
Year 1 <i>(Non-compulsory)</i>	1. Explore patterns of sounds through songs. 2. Begin to identify sounds that are specific to the target language.	3. Appreciate and begin to engage in songs / stories in the target language, e.g. by repeating refrains.	N/A	N/A	
Year 2 <i>(Non-compulsory)</i>	1. Explore patterns of sounds through songs and rhymes. 2. Begin to identify words that are specific to the target language.	3. Appreciate and engage in songs / stories in the target language, e.g. by repeating refrains and identifying key meanings / words.	N/A	N/A	
Year 3	1. Explore the patterns and sounds of the target language and begin to link sounds and spellings, e.g. through Jolly-Phonique. 2. Speak in simple, carefully-structured and rehearsed sentences. 3. Begin developing aspects of French pronunciation (for familiar words and phrases) to aid understanding.	4. Listen attentively to spoken language (with support). 5. Begin to appreciate stories, songs, poems and rhymes in the target language, with scaffolded support. 6. Understand basic grammar: masculine, feminine and neuter terms.	7. Begin to appreciate simple children's literature in the target language, scaffolded through flash-cards and visuals. 8. Begin to understand basic grammar: feminine, masculine, neuter forms; conjugation of high-frequency verbs.	9. Write familiar phrases with support.	

<p>Year 4</p>	<p>1. Explore the patterns and sounds of the target language, linking sounds and spellings of words, e.g. through Jolly-Phonique. 2. Speak in simple, structured sentences using familiar vocabulary. 3. Ask simple questions. 4. Express simple opinions using well-rehearsed phrases. 5. Begin to describe people and places orally. 6. Develop aspects of French pronunciation and intonation (for familiar words and phrases) to aid understanding. 7. Begin to use familiar phrases to adapt spoken language to own meanings, e.g. through the use of sentence structure boards.</p>	<p>8. Listen attentively to spoken language and begin joining in. 9. Appreciate stories, songs, poems and rhymes in the target language, with scaffolded support.</p>	<p>10. Appreciate simple children’s literature in the target language, scaffolded through flash-cards and visuals. 11. Link written spellings with key phonic sounds from the target language. 12. Know how to use a bilingual dictionary. 13. Understand basic grammar: feminine, masculine, neuter forms; conjugation of high-frequency verbs. 14. With support, identify key features and patterns of the target language (e.g. the position of adjectives in a sentence; types of punctuation used).</p>	<p>15. Write familiar phrases from memory.</p>	
<p>Year 5</p>	<p>1. Explore the patterns and sounds of the target language, linking sounds, spellings and meanings of words. 2. Speak in sentences using familiar vocabulary</p>	<p>8. Listen attentively to spoken language and show understanding by joining in and beginning to respond. 9. Appreciate stories, songs, poems and</p>	<p>10. Appreciate simple children’s literature in the target language, identifying well-known and well-rehearse words and phrases.</p>	<p>14. Begin to describe people, places and actions in writing with the use of scaffolds. 15. Write phrases from memory.</p>	

	<p>and basic language structures.</p> <p>3. Ask and answer questions.</p> <p>4. Express opinions and respond to those of others using well-rehearsed phrases.</p> <p>5. Describe people and places, and begin to describe actions, orally.</p> <p>6. Develop accurate pronunciation and intonation (for familiar words and phrases) to aid understanding.</p> <p>7. Use familiar phrases to adapt spoken language to own meanings with some support.</p>	<p>rhymes in the target language.</p>	<p>11. Independently use a bilingual dictionary to find the meanings of words.</p> <p>12. Understand basic grammar and how to apply frequently-used rules.</p> <p>13. Identify key features and patterns of the target language (e.g. the position of adjectives in a sentence; types of punctuation used).</p>		
<p>Year 6</p>	<p><i>All from Year 5, plus:</i></p> <p>1. Seek clarification and help.</p> <p>2. Present ideas and information orally.</p> <p>3. Describe people, places and actions orally.</p> <p>4. Adapt familiar phrases in spoken language to express ideas clearly.</p>	<p><i>All from Year 5, plus:</i></p> <p>5. Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><i>All from Year 5, plus:</i></p> <p>6. Appreciate literature in the target language, identifying well-known and well-rehearse words and phrases.</p> <p>7. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through the use of a bilingual dictionary.</p>	<p><i>All from Year 5, plus:</i></p> <p>9. Describe people, places and actions in writing.</p> <p>10. Write phrases from memory, and adapt these to create new sentences.</p>	

			8. Read carefully in the target language, showing and understanding of words, phrases and simple writing.		
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