**MFL Age related expectations**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listen and understand** | Listen to and understand familiar spoken words and phrases. | Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. | Listen to and understand the main points and some detail in extended sentences and short passages. | Listen to and understand the main points and key details from a range passages including complex language and reference to past and future tenses. |
| **Listen and recount** | Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story. | Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. | Listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts. | Listen to and recount from memory familiar stories, songs, rhymes and poems. |
| **Identify sound-spelling link** | Identify phoneme/grapheme links in the target language and use them to aid understanding. | Use strings of phoneme/grapheme links to help understand new words and short phrases. | Listen and apply knowledge of phoneme/grapheme links to help understand extended sentences. | Listen and apply knowledge of phoneme/grapheme links to help understand more complex extended sentences. |
| **Transcribe** | Listen to the phoneme or words including the phoneme and transcribe accurately. | Listen to high-frequency familiar words and phrases and transcribe accurately. | Listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge. | Listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge. |
| **Read** | Read and understand some familiar written words and short phrases, sometimes using visual cues. | Read and understand a range of familiar written phrases and simple sentences. | Read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts. | Read and understand a variety of texts (for gist or detail) including extended and complex sentences on a range of familiar topics. |
| **Read aloud** | Read aloud individual words and short phrases with accurate pronunciation. | Read aloud a series of sentences with accurate pronunciation and intonation. | Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning. | Read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely. |
| **Use reference materials** | Identify familiar words in a text. | Use a dictionary to find the meaning and gender of nouns from English to French and French to English. | Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to French and French to English. | Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to French and French to English. |
| **Apply phonic knowledge** | Read aloud words and short phrases, applying some phonic knowledge. | Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation. | Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge. | Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge. |
| **Speak** | Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation. | Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation. | Produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with good pronunciation and intonation. | Use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an audience, on a range of familiar topics with good pronunciation and intonation and increasing confidence, fluency and spontaneity. |
| **Listen & speak** | Ask and answer simple pre-learned questions from memory and use several short phrases and questions. | Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation. | Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons. | Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future. |
| **Write with support** | Copy words and short phrases accurately. | Write sentences accurately using support such as a sentence builder or word list to check spellings. | Write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support. | Write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary. |
| **Write independently** | Write some familiar simple words from memory, with plausible spelling. | Write several short phrases or sentences from memory with understandable spelling. | Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling. | Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling. |
| **Adapt a written model** | Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). | Adapt different elements of a sentence to create new sentences using a sentence builder. | Use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy. | Use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy. |
| **Translate** | Translate words from French to English and English to French. | Translate phrases or simple sentences from French to English and English to French including the use of a dictionary or supporting resource. | Translate sentences or short texts from French to English and English to French including the use of a dictionary or supporting resource. | Translate texts including subordinate clauses or complex language from French to English and English to French including the use of a dictionary or supporting resource. |
| ***Grammar:***  **Articles** | Use indefinite (*un,une,des*) articles in the masculine, feminine and plural nouns.  Use definite (*le,la,l’,les*) articles in the masculine, feminine and plural nouns. |  | Use definite and indefinite articles with increasing accuracy. | Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. |
| **Nouns** | Form regular plural nouns. | Use a variety of plural nouns, including some irregular ones. |  |  |
| **Agreements** | Identify adjective and noun position.  Use masculine, feminine and plural adjectives correctly. | Use adjectives (agreement and position) with more confidence.  Use possessive adjectives (*mon, ma, mes*). | Use adjectival agreements in a wider range of topics.  Understand word order and agreements: nouns, adjectives. | Agree adjectives for number and gender after *ils/elles*  Understand word order and agreements: nouns, adjectives, verbs |
| **Conjunctions** | Use the conjunctions *et, aussi, mais*. | Use the conjunctions *parce que* and *car*. | Use conjunctions *comme, en plus* |  |
| **Verbs** | Use the high-frequency verb forms in the 1st person (e.g. *j’ai, je suis*) and opinion verbs confidently.  Use *c’est.*  Use *je voudrais* to express a desire or request. | Use the high-frequency verb forms in the 1st and 3rd person (eg *j’ai, il/elle a, je suis, il/elle est*) confidently.  Use opinions + infinitive verbs.  Use *je voudrais* to express a desire or request. | Use 1st, 2nd and 3rd person of several regular verbs in the present tense in addition to the irregular high frequency verbs including *avoir* (to have)*, être* (to be)and *aller* (to go).  Use phrases using *faire*.  Use the near future tense in the 1st, 2nd and 3rd person. | Use the full conjugation of the verbs *être* and *avoir* in several different contexts, still with some errors.  Use the perfect tense with auxiliary *avoir* and or être with regular verbs in the 1st person.  Imperfect phrases;e.g. *c’était., j’étais, j’avais*  Introduction to reflexive verbs in the 1st person.  Modal verb; *je peux* + infinitive (I can …)  Use near future with *aller* + infinitive in the first person. |
| **Negatives** | Use the negative ‘*ne...pas’* with opinion verbs in the 1st person. | Use the negative ‘*ne…pas’* witha range of high frequency verbs in the 1stand 3rd person. | Use the negative *ne… pas* with variety of high frequency verbs and parts including ‘*il n’y a pas de’.* | Use of different negative structures (*ne… pas, ne… plus, ne… que, ne…rien*) with variety of high frequency verbs. |
| **Prepositions** |  |  | Prepositions of place and location (countries), *(sur, sous, devant)*.  Verb with prepositions: *(faire de, jouer à)* |  |
| **More complex language** |  |  |  | Use comparative language (*plus/ moins que* and *mieux/pire*).  Use subordinating connectives *si* (if) and some may be able to use *que* (which).  Form question words. |
| **Cultural capital** | Foster children’s curiosity about France: an introduction to France and its capital city.  Key vocabulary relating to traditional events, i.e. Christmas and Easter.  Appreciate authentic songs and rhymes. | Foster children’s curiosity about life in France: an introduction to daily life in France.  Typical customs and traditions e.g. April Fool’s Day.  Appreciate authentic songs, poems and rhymes. | Introduction to the French-speaking world.  Learn about festivals, such as Mardi Gras and wider coverage of French traditions, such as Epiphany.  Appreciate French fables (the Fox and the Crow). | Deepen children’s understanding of the wider French-speaking world and beyond.  Ordering food in authentic setting.  Independent research into a French-speaking country.  A global focus including authentic resources such as French menus.  Children’s lives around the world. |