

## MFL: YEAR 4 - Family

	EYFS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Listening Skills</b>	<p>The three <b>Prime ELGS of Communication and Language, PSED and Physical Development</b> provide the foundations of which all other learning is built upon.</p> <p>No <b>Specific</b> ELG links.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of <b>individual letters</b> and <b>groups of letters</b> (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
<b>Speaking Skills</b>		<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between <b>pronunciation</b> and <b>spelling</b>.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply <b>phonic knowledge</b> to support speaking (also reading and writing).</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use <b>connectives</b> to link together what they say so as to add fluency.</p>
<b>Reading Skills</b>		<p>Recognise and understand familiar written words and short phrases (e.g. <b>basic nouns</b> and first person "I" form of <b>simple verbs</b>) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school).</p>
<b>Writing Skills</b>		<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use <b>verbs</b> in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use <b>verbs</b> in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</p> <p>Identify and correctly use <b>adjectives</b> (e.g. colours or size) and <b>connectives</b> placing them correctly in a sentence and understand the concept of <b>adjectival agreement</b> (where relevant).</p>

<b>Grammar Skills</b>		<p>Start to understand the concept of <b>gender</b> (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with different <b>nouns</b>.</p> <p>Become familiar with and begin to use the <b>negative form</b>.</p> <p>Begin to look at what a <b>fully conjugated verb</b> looks like.</p>	<p>Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with different <b>nouns</b>.</p> <p>Use the <b>negative form</b>, <b>possessives</b> and <b>connectives</b>.</p> <p>Understand what the different parts of a <b>fully conjugated verb</b> look like and what each of the <b>personal pronouns</b> are.</p>	<p>Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with <b>different nouns</b>.</p> <p>Understand what the different parts of a <b>conjugated verb</b> look like, know what each of the <b>personal pronouns</b> are, understand a <b>verb stem</b> and the different endings (where appropriate) for the main types of <b>verbs</b>.</p> <p>Be able to identify and correctly use <b>adjectives</b> (e.g. colours or size) and <b>connectives</b> and understand the <b>concept of adjectival agreement</b> (where relevant).</p>
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**COMPOSITES**

- AT1 - Listen attentively to spoken language and show understanding by joining in and responding.
- AT2 - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- AT3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- AT4 - Speak in sentences, using familiar vocabulary, seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- AT5 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- AT6 - Present ideas and information orally to a range of audiences.
- AT7 - Read carefully and show understanding of words, phrases and simple writing.
- AT8 - Appreciate stories, songs, poems and rhymes in the language.
- AT9 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- AT10 - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- AT11 - Describe people, places, things and actions orally and in writing.
- AT12 - 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 to build sentences; and how these differ from or are similar to English.

**COMPONENTS**

		1	2	3	4	5	End Point
		Can I name members of my family?	How do I say 'my'?	Can I ask someone about their siblings and respond?	Can I introduce my family members?	How do I say the age of my family members?	<p>End of Unit assessment</p> <p>Children will be able to complete the end of unit assessment successfully.</p>
	<p><b>CONCEPTS</b></p> <p><a href="#">Link to concept map</a></p>	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION

	<b>SKILLS</b>						
	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Understand the concept of gender (masculine and feminine) and which article (definite or</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Understand the concept of gender (masculine and feminine) and</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p> <p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	

					indefinite) to use correctly with different nouns.	which article (definite or indefinite) to use correctly with different nouns.	
	<b>KNOWLEDGE</b>	Members of the family and understanding of gender.	Members of the family and understanding of gender. Three different possessive adjectives for the word 'my'.	Nouns for brother and sister. How to say they are an only child. How nouns change when they are plural.	Verbs for my and nouns for family members. How to say 'is called'.	Numbers to 70. Nouns and 'my' from previous lessons. How to say 'is _ years old.'	All knowledge taught in the unit.
	<b>LESSON LINK</b>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/46/135/4/1674135964.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/46/135/4/1674135964.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/46/136/4/1674230028.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/46/136/4/1674230028.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/46/137/4/1674230195.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/46/137/4/1674230195.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/46/138/4/1674230448.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/46/138/4/1674230448.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/46/139/4/1674231269.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/46/139/4/1674231269.pdf</a>	<a href="https://www.languageangels.com/schools/public/uploads/documents/1/5/46/140/4/1674231669.pdf">https://www.languageangels.com/schools/public/uploads/documents/1/5/46/140/4/1674231669.pdf</a>
	<b>PROGRESSIVE VOCABULARY</b>	la famille, la mère, le père, la sœur, le frère, la grand-mère, le grand-père, l'oncle, la tante	Nouns from last lesson plus mon, ma, mes.	je suis fils unique, je suis fille unique, j'ai un frère, j'ai deux frères, j'ai une sœur, j'ai deux sœurs	ma mère s'appelle, mon père s'appelle, je m'appelle, il s'appelle, elle s'appelle, ils s'appellent, elles s'appellent	j'ai sept ans, ma sœur a neuf ans, mon frère a huit ans	All vocabulary taught in the unit.
	<b>CURRICULUM EXPERIENCES</b>					Role play could be performed at any point across the unit.  Parents could be invited in and children can introduce them etc.	
	<b>END POINT</b>	Children will be able to say (with accurate pronunciation) and remember the nouns and the appropriate definite	Children will understand that there are three words for 'my' in French and know when to use each of these words.	Children will be able to ask and answer the question: 'Do you have any brothers or sisters?' in French. They will understand, that if	Children will be able to introduce their family members by saying what they are called.	Children will be able to say how old their family members are with some support if numbers are	Children will be able to say a French phrase from memory. Children will be able to listen to phrases regarding age in French and write the

		<p>article for their family members in French.</p>		<p>they are an only child, their answer will vary depending on whether they are a boy or a girl. They will also understand changes that occur when nouns are written in the plural form.</p>		<p>between 20 and 100.</p>	<p>corresponding numeral down. Children will be able to read the passage relating family in French and answer questions accurately in English. Children will be able to accurately write a selection of phrases relating to family in French using a word bank if needed.</p>
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