

MFL: YEAR 3 – Little Red Riding Hood

	EYFS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening Skills	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>No Specific 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 individual letters and groups of letters (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>
Speaking Skills		<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 pronunciation and spelling.</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 phonic knowledge 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 connectives to link together what they say so as to add fluency.</p>
Reading Skills		<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) 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>
Writing Skills		<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 verbs 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 verbs 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 adjectives (e.g. colours or size) and connectives placing them correctly in a sentence</p>

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

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.
- 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.

COMPONENTS

	1	2	3	4	5	End Point
	Can I listen to a story?	Can I begin to read a story?	Can I begin to name the body parts?	Can I name the body parts?	Can I consolidate fairy tale language?	End of Unit assessment Children will be able to complete the end of unit

							assessment successfully.
	CONCEPTS Link to concept map	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
	SKILLS	<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 individual letters and groups of letters (phonics).</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 individual letters and groups of letters (phonics).</p> <p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Read aloud familiar words or short phrases in chorus.</p> <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Read aloud familiar words or short phrases in chorus.</p> <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Read aloud familiar words or short phrases in chorus.</p> <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p> <p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p>
	KNOWLEDGE	Basic understanding of the story of Little Red Riding Hood.	Basic understanding of the story of Little Red Riding Hood and some recognition of key vocabulary.	Nouns and articles for ten body parts.	Nouns and articles for ten body parts.	A mixture of body parts and vocabulary from the fairy tale.	All knowledge from the unit.

	LESSON LINK	https://www.languageangels.com/schools/public/uploads/documents/1/4/144/772/4/167301/9926.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/4/144/773/4/1673020249.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/4/144/774/4/1673281928.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/4/144/775/4/1673282320.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/4/144/776/4/1673282844.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/4/144/777/4/1673283267.pdf
	PROGRESSIVE VOCABULARY	<p>La grand-mère (the grandmother)</p> <p>Le loup (the wolf)</p> <p>Le bûcheron (the woodcutter)</p> <p>Petit Chaperon Rouge (Little Red Riding Hood)</p> <p>La forêt (the forest)</p> <p>Les parents (the parents)</p> <p>Des gâteaux (some cakes)</p> <p>La maison (the house)</p>	<p>La grand-mère (the grandmother)</p> <p>Le loup (the wolf)</p> <p>Le bûcheron (the woodcutter)</p> <p>Petit Chaperon Rouge (Little Red Riding Hood)</p> <p>La forêt (the forest)</p> <p>Les parents (the parents)</p> <p>Des gâteaux (some cakes)</p> <p>La maison (the house)</p>	<p>Le corps = the body</p> <p>La tête = the head</p> <p>La bouche = the mouth</p> <p>Le nez = the nose</p> <p>Les oreilles = the ears</p> <p>Les yeux = the eyes (plural) (NB: L'œil = the eye (singular))</p> <p>Les pieds = the feet</p> <p>Les genoux = the knees</p> <p>Les épaules = the shoulders</p> <p>Le bras = the arm (used in rabbit puppet exercise)</p>	<p>Le corps = the body</p> <p>La tête = the head</p> <p>La bouche = the mouth</p> <p>Le nez = the nose</p> <p>Les oreilles = the ears</p> <p>Les yeux = the eyes (plural) (NB: L'œil = the eye (singular))</p> <p>Les pieds = the feet</p> <p>Les genoux = the knees</p> <p>Les épaules = the shoulders</p> <p>Le bras = the arm (used in rabbit puppet exercise)</p>	A mixture of vocabulary from previous lessons in the unit.	All vocabulary from the unit.
	CURRICULUM EXPERIENCES				Perform head, shoulders, knees and toes in French (video in Lesson 3 to aid teachers with this).		
	END POINT	Children will have developed their listening skills and be able to place key events from the story in order.	Children will have developed their reading skills/vocabulary and be able to identify key words from the story.	Children will be familiar with the nouns and articles for the ten body parts.	Children will be able to use the nouns and articles for the ten body parts.	Children will be able to apply language taught from the unit through reading or writing skills.	Children will be able to say a French phrase from memory. Children will be able to listen to body parts in French and write the corresponding numeral down.

							<p>Children will be able to name the body parts and vocabulary from the story in French and match it to the corresponding picture.</p> <p>Children will be able to accurately write a selection of body parts and vocabulary from the story in French using a word bank if needed.</p>
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