

MODERN FOREIGN LANGUAGES IN THE EARLY YEARS FOUNDATION STAGE			
There is no requirement for pupils in EYFS to learn a modern foreign language however there are opportunities for pupils to learn some vocabulary through their topics. e.g. When <i>studying the world around us</i> , pupils learn about France including some basic vocabulary.			
FRENCH CONTENT			
Year 3	Year 4	Year 5	Year 6
<p>With support pupils should begin to know:</p> <ul style="list-style-type: none"> • Numbers up to 30/40 • Basic greetings • Colours • Days of week • Simple weather phrases • Food and drinks that they like • Numbers up to 40 • Members of the family • Describe body parts • Months of the year • Birthdays • Likes and dislikes of food/drinks/sports 	<p>Pupils should be able to independently know:</p> <ul style="list-style-type: none"> • Numbers up to 30/40 • Basic greetings • Colours • Days of week • Simple weather phrases • Food and drinks that they like • Numbers up to 40 • Members of the family • Describe body parts • Months of the year • Birthdays • Likes and dislikes of food/drinks/sports 	<p>With support pupils should begin to know:</p> <p>Numbers up to 50 then 100</p> <p>Animals – pets</p> <p>Clothing</p> <p>Other hobbies that children do</p> <p>How to order in a restaurant</p> <p>Alphabet</p> <p>Where they live</p> <p>Describe places – what is there such as different buildings</p> <p>Likes and dislikes of food/drinks/sports</p>	<p>Pupils should be able to independently know:</p> <p>Numbers up to 50 then 100</p> <p>Animals – pets</p> <p>Clothing</p> <p>Other hobbies that children do</p> <p>How to order in a restaurant</p> <p>Alphabet</p> <p>Where they live</p> <p>Describe places – what is there such as different buildings</p> <p>Likes and dislikes of food/drinks/sports</p>
SPEAKING & LISTENING			
Year 3	Year 4	Year 5	Year 6
<p>With support pupils should begin to:</p> <ul style="list-style-type: none"> • name and describe people, a place and an object • have a short conversation, saying 3 to 4 things • give response using a short phrase to a question • start to speak, using a full sentence 	<p>Pupils should be able to independently:</p> <ul style="list-style-type: none"> • name and describe people, a place and an object • have a short conversation, saying 3 to 4 things • give response using a short phrase to a question • start to speak, using a full sentence 	<p>With support pupils should begin to:</p> <ul style="list-style-type: none"> • hold a simple conversation with at least 4 exchanges • use knowledge of grammar to speak correctly 	<p>Pupils should be able to independently:</p> <ul style="list-style-type: none"> • hold a simple conversation with at least 4 - 5 exchanges • use knowledge of grammar to speak correctly

READING

Year 3	Year 4	Year 5	Year 6
<p>With support pupils should begin to:</p> <ul style="list-style-type: none"> • read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words 	<p>Pupils should be able to independently:</p> <ul style="list-style-type: none"> • read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words 	<p>With support pupils should begin to:</p> <ul style="list-style-type: none"> • understand a short story or factual text and note the main points • use the context to work out unfamiliar words 	<p>Pupils should be able to independently:</p> <ul style="list-style-type: none"> • understand a short story or factual text and note the main points • use the context to work out unfamiliar words

WRITING

Year 3	Year 4	Year 5	Year 6
<p>With support pupils should begin to:</p> <ul style="list-style-type: none"> • write phrases from memory • write 2-3 short sentences on a familiar topic • write what they like/dislike about a familiar topic 	<p>Pupils should be able to independently:</p> <ul style="list-style-type: none"> • write phrases from memory • write 4-5 short sentences on a familiar topic • write what they like/dislike about a familiar topic 	<p>With support pupils should begin to:</p> <ul style="list-style-type: none"> • write a paragraph of 4-5 sentences (scaffolded) • substitute words and phrases 	<p>Pupils should be able to independently:</p> <ul style="list-style-type: none"> • write a paragraph of 4-5 sentences • substitute words and phrases

GREATER DEPTH IN MODERN FOREIGN LANGUAGES

<p>At St John's pupils working at Greater Depth in French show the following skills and aptitudes:</p> <ul style="list-style-type: none"> • Show flair and curiosity for language and its culture. • Engage in learning new vocabulary, building on their current knowledge and seek to learn new phrases. • Apply new phrases within their spoken and written work. • Play with language and develop a greater understanding of grammatical rules and the start to link matching sound words from previous topics.
