

Year 3	MFL			Provision Audit across the Year/Key Stage
Autumn	Spring	Summer		
<p>Numbers 0-10 <b>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</b> Links between some sounds and spellings. Watch mouth of speaker.</p> <p>Greetings: <b>Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal</b> Listen and respond to rhymes. Recognising difference between un/une.</p> <p>Classroom instructions: <b>Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence</b> Listen to and follow simple commands.</p> <p>Ask for and give name <b>Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle</b> Recognise a question form. Perform a simple communicative task.</p> <p>Christmas: Simple dialogue in Nativity Play. Join in singing a French carol.</p>	<p>Numbers 0-10 <b>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</b> <b>Quel âge as-tu? J'ai... ans.</b> Participate in chorusing a finger rhyme.</p> <p>Colours: <b>Rouge, bleu, blanc, noir, vert, jaune, orange, rose, Gris, violet, marron</b></p> <p>Experiment with writing. Respond to sound patterns.</p> <p>Easter: Develop and understand customs and traditions.</p>	<p>Numbers 0-10 <b>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</b></p> <p>Fruit : <b>Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes</b></p> <p>Food : <b>Les chips, le coca, les sucettes, le chocolat, les bonbons</b> Understand and respond to a question. Notice spelling of words.</p> <p>Listen and respond to a nursery rhyme and an extended text.</p> <p>Days of the Week: <b>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</b> Copy written words correctly.</p> <p>Months of the Year : <b>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing Languages – key stage 2 3</li> <li>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, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	