

Year 6	MFL			Provision Audit across the Year/Key Stage
	Autumn	Spring	Summer	
	<p>Re-use previously learned language in a new context.</p> <p>Discuss language learning and reflect on how to memorise and recall language.</p> <p>Understand key details from an authentic text.</p> <p>Revision of clothes from Yr4 + des chaussures, des chaussettes, un sweat.</p> <p>Justifying opinions: Je n'aime pas le rouge.</p> <p>Understand details including opinions from spoken passages.</p> <p>Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions.</p> <p>Structures: Il s'appelle; il a x ans; il est; il habite à...</p> <p>Quantifiers: très, assez</p> <p>Adjectives : Sympa, intelligent, amusant.</p> <p>Recognise agreements and patterns in the foreign language:</p>	<p>Re-use previously learned language in a new context.</p> <p>Recap of phrases from Y4 and Y5: Il y a; j'habite dans; j'habite à Voici Une maison Un appartement</p> <p>Be aware of cultural differences in housing at home and abroad.</p> <p>Match sound to individual word in a list of nouns.</p> <p>Adjectives: Petit, grand, superbe, magnifique immense, de luxe, en haut, en bas</p> <p>Contribute to a shared writing task, describing an ideal home.</p> <p>Memorise and perform a verse from a song.</p> <p>Understand the gist of an audio recording, matching adjectives to nouns.</p> <p>Prepositions: sur, sous</p> <p>Sort word cards into nouns, verbs, adjectives, prepositions.</p> <p>Dictionary work - be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs. Recognise</p>	<p>Re-use previously learned language in a new context.</p> <p>PROJECT: Planning a holiday to a French-speaking country.</p> <p>Understand that French is spoken in many countries throughout the world.</p> <p>Choose a French-speaking country/town for a holiday, investigating climate and selecting dates.</p> <p>Recap of days of the week and months of the year from Y3, Y4 and Y5.</p> <p>Choose accommodation and write letter to book: un hôtel, un appartement, un gîte, un camping</p> <p>Research travel arrangements, food and make a note of these in French: en bateau, en avion, en voiture, en train</p> <p>Find places of interest near where your holiday is: on va, visiter, regarder, d'abord, plus tard, le musée, le château, la plage, le zoo, le jardin publique, la piscine, le centre commercial, le parc</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing Languages – key stage 2 3 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.

<p>Sportif/sportive Beau/belle</p> <p>Revision of VERB: être (to be): Il est (He is) Elle est (She is)</p> <p>Occupations: Médecin Vendeur/vendeuse Serveur/serveuse Agent de police Professeur</p> <p>Understand that some nouns for occupations change their spelling in relation to gender.</p> <p>Match sound to sentences and paragraphs, by re-ordering lines from a song.</p> <p>Phrases to use when playing games in French: Donne-moi A toi A moi S'il te plaît Merci</p> <p>Play a game using phrases in French.</p> <p>Prepare songs and sketches for a performance.</p>	<p>potential hazards when using dictionaries and how abbreviations can help.</p> <p>Repetition requests: répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français?</p> <p>Use knowledge of pronunciation patterns to create a rap.</p> <p>Recap of pause words from Yr5: et alors, voyons, eh bien</p> <p>Use stalling strategies as appropriate.</p> <p>Sustain an unrehearsed conversation of at least four exchanges.</p>	<p>d'attractions, un match de</p> <p>Write a programme of activities for a week on holiday using the future tense.</p> <p>Present project to class.</p>	
--	---	--	--