

Key: ***Bold** writing shows development or progression from previous year. *Underline shows cross-over of key concepts with other end-points

Faculty: Hums and MFL		Subject: MFL				
End points	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
<p>SPEAKING</p> <p>Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation</p>		<p>Broken down knowledge and skills:</p> <p>To know how to pronounce all single letter sounds</p> <p>To be able to pronounce letter strings</p> <p>To understand how accents (in particular é, è, ç) change sounds</p> <p>To be able to give basic information and opinions</p> <p>To be able to ask simple questions</p> <p>To be able to take part in brief dialogues, using short phrases in the present tense</p>	<p>Broken down knowledge and skills:</p> <p>To be clearly understood</p> <p>To be able to take part in simple conversations, referring to the present or the past</p> <p>To start to speak spontaneously – for example to give opinions unprompted</p>	<p>Broken down knowledge and skills:</p> <p>To be able to speak with increasingly accurate pronunciation and intonation</p> <p>To be able to take part in short conversations on a range of topics, describing, informing, giving information, justifying opinions</p> <p>To be able to speak spontaneously by asking some questions unprompted</p>	<p>Broken down knowledge and skills:</p> <p>To be able to speak spontaneously by asking questions and expand answers with more detail</p> <p>To be able to initiate and develop conversations</p> <p>To be able to adapt language from other topics for new contexts</p> <p>To be able to narrate events in detail</p> <p>To be able to use range of complex grammar structures, with a range of tenses</p>	<p>Broken down knowledge and skills:</p> <p>To develop coping strategies to deal with unknown words</p> <p>To be able to initiate and develop discussions on a wide range of topics, using the appropriate register</p> <p>To be able to narrate events and express my opinions and thoughts on a wide range of topics</p> <p>To be able to interact naturally, with only occasional hesitation and little rephrasing</p> <p>To be able to use language creatively to exchange and fully justify a wide range of ideas/opinions</p>

	<p>NC/Spec coverage</p>	<p>NC/Spec coverage</p> <ul style="list-style-type: none"> • <i>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</i> • <i>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</i> • <i>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</i> 				
<p>WRITING Write at varying length, for different purposes and audiences, using a variety of grammatical structures, and be able to translate accurately both to and from the target language</p>		<p>Broken down knowledge and skills:</p> <p>To be able to write short phrases or sentences correctly</p> <ul style="list-style-type: none"> • To be able to write a few sentences with support, giving basic information and using the present tense • To be able to write several short sentences with support to give information and express simple opinions • To be able to express opinions and give simple justifications • To be able to translate simple sentences with familiar words 	<p>Broken down knowledge and skills:</p> <ul style="list-style-type: none"> • To be able to refer to the past and the present using familiar vocab and common grammar structures • To be able to write short texts on a range of topics: give / ask information and use the present/past 	<p>Broken down knowledge and skills:</p> <ul style="list-style-type: none"> • To be able to translate longer sentences into the French • avoid minor errors in written work (e.g. spellings, genders, agreements) • To be able to give descriptions, narrations and justified opinions, refer to the past/present/future 	<p>Broken down knowledge and skills:</p> <p>To be able to write longer texts on a variety of topics and for different purposes</p> <ul style="list-style-type: none"> • To be able to link sentences and paragraphs, and structure ideas • To be able to use familiar language more creatively 	<p>Broken down knowledge and skills:</p> <p>To be able to language creatively to express individual thoughts, ideas and points of view</p> <ul style="list-style-type: none"> • To be able to use a range of grammar structures, including a combination of tenses • To be able to translate into French texts with a range of less common vocab/complex structures • To be able to write sentence structures that are accurate throughout and inaccuracies are isolated

		and structures into French				
	NC/Spec coverage	NC/Spec coverage <ul style="list-style-type: none"> Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. 				
READING Read, understand, and be able to respond to a range of authentic texts		Broken down skills and knowledge: To be able to read (including out loud) and understand a range of familiar words and phrases, and opinions. <ul style="list-style-type: none"> To be able to match sounds to written words To be able to use a bilingual dictionary to look up unfamiliar words. To be able to understand the main points and opinions in short texts which contain familiar language. 	Broken down skills and knowledge: To be able to understand the main points, opinions, overall message and some details in short written texts, referring to the present or past. <ul style="list-style-type: none"> To be able to work out the meaning in short authentic texts (e.g. adapted adverts, poems and songs). To be able to translate longer sentences into English, showing awareness of familiar grammar especially tenses. 	Broken down skills and knowledge: To be able to understand the overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures. <ul style="list-style-type: none"> To be able to understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles) To be able to translate with increasing accuracy, into English, short passages containing 	Broken down skills and knowledge: To be able to deduce meaning in longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). <ul style="list-style-type: none"> To be able to draw inferences and organise and present relevant details from a range of longer texts. To be able to translate into English, accurately with occasional errors, short passages containing more complex language and grammar. 	Broken down skills and knowledge: To be able to respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material. <ul style="list-style-type: none"> To be able to recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style. To be able to translate into English,

		<ul style="list-style-type: none"> To be able to translate simple sentences containing familiar vocabulary and grammar into English 		<p>occasional more complex grammatical structures and less common vocabulary.</p>		<p>accurately with isolated errors, longer passages containing a range of complex grammatical structures and less common vocabulary.</p>
	NC/Spec coverage	<p>NC/Spec coverage</p> <ul style="list-style-type: none"> Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture 				
LISTENING Listen to a variety of forms of spoken language to obtain information and be able to respond appropriately		<ul style="list-style-type: none"> To be able to understand familiar words, phrases and opinions, sometimes needing them repeated. To be able to understand the main points and opinions from short passages using familiar vocabulary and short phrases To be able to transcribe familiar words. 	<ul style="list-style-type: none"> To be able to transcribe short phrases accurately. To be able to understand the main points, opinions and some details in short passages which include reference to either the present or the past 	<ul style="list-style-type: none"> To be able to transcribe sentences accurately. To be able to understand short and longer passages which include opinions with justifications, a range of basic grammatical structures and reference to the present, the past and the future 	To be able to deduce meaning and understand the overall message and detail in longer passages which include a range of at least three different tenses, opinions and some more complex grammatical structures and less familiar vocabulary.	To be able to draw conclusions and interpret meaning in a range of longer passages covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures and a range of uncommon vocabulary.

	NC/Spec coverage	NC/Spec coverage <ul style="list-style-type: none"> Listen to a variety of forms of spoken language to obtain information and respond appropriately Transcribe words and short sentences that they hear with increasing accuracy 				
<p>CULTURE Develop an appreciation for French-speaking culture</p>		<ul style="list-style-type: none"> Understand the geography of the Francophone world Making comparisons between students' culture and society and French (food and drink, school, sports, festivals and celebrations etc) Breaking down stereotypes Using authentic texts – adapted where necessary (adverts, poems, articles, blogs, letters, cartoons) Watching French films <p>Exposure to examples of French art and music</p>	<ul style="list-style-type: none"> Making comparisons between students' culture and society and French (food and drink, school, sports, festivals and celebrations etc) Breaking down stereotypes Using authentic texts – adapted where necessary (adverts, poems, articles, blogs, letters, cartoons) Watching French films <p>Exposure to examples of French art and music</p>	<ul style="list-style-type: none"> Making comparisons between students' culture and society and French (food and drink, school, sports, festivals and celebrations etc) Breaking down stereotypes Using authentic texts – adapted where necessary (adverts, poems, articles, blogs, letters, cartoons) Watching French films <p>Exposure to examples of French art and music</p>	<ul style="list-style-type: none"> Making comparisons between students' culture and society and French (food and drink, school, sports, festivals and celebrations etc) Breaking down stereotypes Introduction to sayings, proverbs, idiomatic language Using authentic texts (adverts, poems, articles, blogs, letters, cartoons) Watching French films <p>Exposure to examples of French art and music</p>	<ul style="list-style-type: none"> Making comparisons between students' culture and society and French (food and drink, school, sports, festivals and celebrations etc) Breaking down stereotypes Introduction to sayings, proverbs, idiomatic language Using authentic texts (adverts, poems, articles, blogs, letters, cartoons) Watching French films <p>Exposure to examples of French art and music</p>
	NC/Spec coverage	NC/Spec coverage				

	coverage					
<p>Grammar (key concepts)</p>		<ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> ○ Gender ○ Singular and plural • Articles <ul style="list-style-type: none"> ○ Definite ○ Indefinite • Adjectives <ul style="list-style-type: none"> ○ Agreements ○ Position ○ Possessive • Quantifiers / intensifiers • Pronouns <ul style="list-style-type: none"> ○ Personal • Verbs <ul style="list-style-type: none"> ○ Regular and irregular ○ Negatives ○ Tenses: <ul style="list-style-type: none"> ▪ Present • Conjunctions (coordinating conjunctions and subordinate conjunctions) Opinion expressions 	<ul style="list-style-type: none"> • Adjectives <ul style="list-style-type: none"> ○ Comparative ○ Superlative ○ Interrogative (quel, quelle) • Adverbs <ul style="list-style-type: none"> ○ Regular ○ Comparative ○ Superlative ○ Adverbs of time and place • Pronouns <ul style="list-style-type: none"> ○ Relative: qui and que • Verbs <ul style="list-style-type: none"> ○ Regular and irregular ○ Negatives ○ Tenses: <ul style="list-style-type: none"> ▪ Present Perfect 	<ul style="list-style-type: none"> • Pronouns <ul style="list-style-type: none"> ○ Interrogative (qui, que) • Verbs <ul style="list-style-type: none"> ○ Regular and irregular ○ Negatives ○ Tenses: <ul style="list-style-type: none"> ▪ Immediate future ▪ Conditional 	<ul style="list-style-type: none"> • Adjectives <ul style="list-style-type: none"> ○ Demonstrative (ce, cet, cette, ces) ▪ Articles <ul style="list-style-type: none"> ○ partitive • Adjectives <ul style="list-style-type: none"> ○ Indefinite (chaque, quelque) • Pronouns <ul style="list-style-type: none"> ○ Reflexive ○ Object (direct and indirect) ○ y/en ○ Demonstrative (ça, cela) • Verbs <ul style="list-style-type: none"> ○ Regular and irregular ○ Negatives ○ Tenses: <ul style="list-style-type: none"> ▪ Imperfect ▪ Sim 	<ul style="list-style-type: none"> • Pronouns <ul style="list-style-type: none"> ○ Indefinite (quelqu'un) ○ Interrogative (qui, que) • Verbs <ul style="list-style-type: none"> ○ Regular and irregular ○ Negatives ○ Tenses: <ul style="list-style-type: none"> ▪ Subjunctive mood Passive voice

					<p style="text-align: right;">p l e f u t u r e</p> <ul style="list-style-type: none"> ▪ Plu rfect ○ Imperative ○ Present participle <p>Idiomatic expressions</p>	
	<p>NC/Spec coverage</p>	<p>NC/Spec coverage</p> <ul style="list-style-type: none"> • <i>Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</i> • <i>Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</i> • <i>Use accurate grammar, spelling and punctuation</i> 				