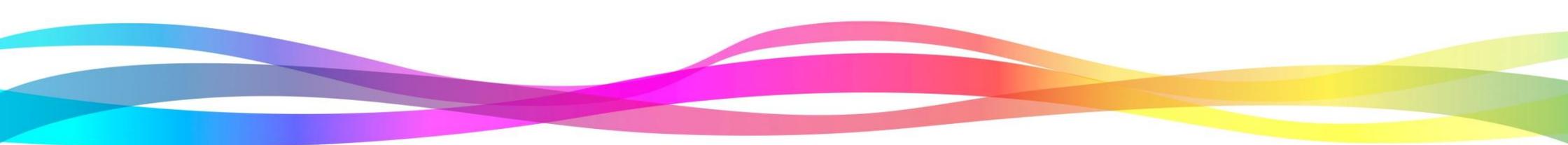


Year 5

Our main Modern Foreign Language is French, but we also aim to deliver some of the desired learning with reference to children's home languages. The government's advisory Framework for Languages comprises *Listening, Speaking, Reading, Writing, Knowledge about Language, Language Learning Strategies* and *Intercultural Understanding*. Aspects of these strands to be covered in Year 5 are outlined in the second table. The first table shows how the children will experience these aspects.

Autumn Term	Spring Term	Summer Term
Mon monstre (song)	Où est? (droite, gauche) (song)	Je vous salue Marie (Hail Mary)
Masculine and feminine nouns	How do you say that in French?	Numbers to 31
Mon Ma	J'ai Je n'ai pas	Hobbies
Date and weather	Je voudrais	J'adore, j'aime, je n'aime pas
Meunier, tu dors (song)	Le radis géant (The Giant Radish)	Tu aimes
Family members (introducing, answering questions)	Adjective agreement (hotter, colder)	Est = is et = and
Il est Elle est	Alphabet	Hungry Caterpillar
Christmas (le Divine Enfant, etc.)	Holy week/Easter	Dictionary skills
Revision of previous learning	Revision of previous learning	Petit esgargot (song)
		Assez très aussi un peu
		Bastille Day (July 14)
		Revision of previous learning

Please note: To allow us to continually improve the quality of our MFL teaching, the children will have totally new lessons throughout the year, which, if successful, will be incorporated into future curriculum maps.



Year 5

Aspects of the Framework for Languages to be covered in Year 5 from 2016/7

Listening

Hear an increasing range of common words and useful phrases. Listen out for the main point(s), and later some of the details, from a short spoken passage. Be encouraged to identify simple opinions (e.g. likes and dislikes) in a longer passage.

Speaking

Have the opportunity to say/repeat an increasing range of words and phrases. Be encouraged to ask/answer simple questions, give basic information and talk about their interests. Be encouraged to take part in a simple conversation and express opinions.

Reading

Be encouraged to recognise and read out an increasing range of familiar words and phrases. Be encouraged to understand the main point(s), and some detail, from a written text. Be encouraged to understand the main points and simple opinions (e.g. likes & dislikes) of a longer written text.

Writing

Write or copy simple words and phrases. Be encouraged to write one or two short sentences to a model and fill in the words on a simple form. Be encouraged to write a short text on a familiar topic, adapting language which they have already learned.

Intercultural Understanding (plus aspects covered in other subjects)

Participate in lesson on an aspect of everyday life in different countries (school?) Task involving map of Francophone countries
Bastille Day (July 14)

Knowledge about Language

Look at other writing systems. Begin to use phonics. Use negative forms. Sort word classes. Use a frame to create different sentences and apply agreements. Recognise sentence patterns. Look at different genres. Know that some words do not have a direct equivalent.

Language Learning Strategies

Prompt discussion about how language works. Discuss how to memorise; actually memorise. Ask for repetition and clarification. Use context to work out meaning; use previous knowledge to work out meaning; use visual and aural clues. Practise phrases and words. Compare with English. Dictionary work. Apply phonics knowledge; begin to read unknown words. Sort words into categories. Use Internet to find out information about the language.

