

**MFL new planning 2021 (in line with CDG planning)**

**Core vocabulary and Phonetics to be covered to ensure the 18 key sounds are secure before moving into Y7.**

**See Language Angels – Core Vocabulary – La Phonetique (4 lessons covering essential sounds).**

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Classroom <b>Story: Eric a Faim</b>	Verbs and Grammar (Language Angels)  Write acrostic poems on a Christmas theme, using a model.  St. Nicholas & French Christmas traditions.	Mes Passions Likes and dislikes Giving opinions Sports and activities Free time and opinions  <b>French story: (to innovate) Antoine le paresseux</b>	A L'école (Language Angels)	<b>French story: La pièce perdue</b> (To be innovated)	Moi dans le monde (Language Angels) The French speaking world (links with Geography) French through film (French speaking Africa): Kirikou  La belle Paris Paris and monuments
	Au = à +le Recap il y a	-er verbs in 1st person	Questioning (tu veux jouer au foot?)  Responding (oui, je veux... / non je ne veux pas)		Prepositions	Recognition of cognates Recap 'il y a' etc

**Substantive knowledge covered:**

Listening	Speaking	Reading	Writing	Grammar
<p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage.</p> <p>Listen to longer texts. NB In Y6, children should be listening to texts read by people other than their teacher.</p> <p>Understand numbers in context e.g. the year, 24 hour clock, quantities.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience including some opinions.</p> <p>Understand and use numbers in context e.g. saying the year, 24-hour clock, quantities. Understand and use transactional language e.g. in a café.</p> <p>Give a description e.g. of a town, geographical features in a country</p> <p>Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</p> <p>Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather.</p> <p>Express and justify opinions e.g. I like netball because it's fun.</p> <p>Be understood with little or no difficulty.</p>	<p>. Read aloud from a text with good expression and with confidence.</p> <p>Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town. Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts or simple newspaper article.</p> <p>Use the context of a sentence or translation dictionary to work out the meaning of new words.</p>	<p>Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. Use dictionaries to check spelling of words.</p> <p>Use adjectives to add interest and detail to a description.</p> <p>Use some simple adverbs to make sentences more interesting.</p> <p>Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p>	<p>Understand some basic grammar appropriate to the language being studied:</p> <p>verbs –begin to use the past tense, reinforce understanding of future tense.</p> <p>Adverbs</p> <p>Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat.</p> <p>Identify tenses from a selection of sentences written in the present, past and future tense</p>