

MFL Phase Overview UKS2

Cycle A

| Listening and Comprehension | Speaking | Reading and Comprehension | Writing and Grammar | Intercultural Understanding |
|--|--|--|--|---|
| L1 I can understand the main points from a spoken passage made up of familiar language – e.g., short rhyme or song, basic telephone message, weather forecast and numbers to 100. | S1 I can ask and answer simple questions and give some information– e.g. taking part in an interview/ survey about pets/favourite food talking to a friend about hobbies. | R1 I can understand the main point(s) from a short written text – e.g. • simple messages on a postcard/in an email | W1 I can write a few short sentences with support – e.g. • postcard • simple note or message • identity card | I1 I can show respect for and understand cultural diversity. |
| L2 I can listen to and appreciate songs and rhymes in the language. | S2 I can talk about personal interests. | R2 I can read and show understanding of more complex written phrases. | W2 I can spell words that are readily understandable. | I2 I can understand how symbols, objects and pictures can represent a country. |
| L3 Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary and phrases. | S3 I can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. | R3 I can match sound to print by reading aloud familiar words and phrases. | W3 I can write words, phrases and short simple sentences from his/her repertoire from memory. | |
| | S4 I know how to pronounce some letter strings. | R4 I can use a book or glossary to find out the meanings of new words. | W4 I can begin to use verbs in the first person e.g. Je cours (I run) | |
| | | | W5 I can use adjectives with nouns. | |

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| <u>Autumn</u> <u>Let's go to the cafe</u> | <u>Spring</u> <u>At school and my friends</u> | <u>Summer</u> <u>A trip to France</u> |
|--|--|--|
| L1, L2, L3, S1, S2, S3, S4, R1, R2, R3, R4, W1, W2, W3, W4, W5, I2 | L1, L2, L3, S1, S2, S3, S4, R1, R2, R3, R4, W1, W2, W3, W4, W5, I2 | L1, L2, L3, S1, S2, S3, S4, R1, R2, R3, R4, W1, W2, W3, W4, W5, I1, I2 |
| Subject Specific Vocabulary – Refer to Cycle A of the Vocabulary Document | | |
| I will ... | | |
| <ul style="list-style-type: none"> • Know how to give instructions in order to make a sandwich • Know how to hold a conversation to order food • Know the names of different nationalities • Know how to describe other people with increased detail • Know how to comment on someone's characteristics • Know numbers up to 100 | <ul style="list-style-type: none"> • Know the names of different school subjects • Know how to say what I like and dislike about school • Know how to greet people and give personal information • Know how to talk about my brothers and sisters and ask about other people's • Use the third person to say what people are like • Know numbers up to 100 | <ul style="list-style-type: none"> • Know how to ask and say where I am going on holiday • Know how to talk about what I am going to do on holiday • Know how to say what my plans are on holiday • Know how to give a time and say where I am going • Know numbers up to 100 |

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Cycle B

| Listening and Comprehension | Speaking | Reading and Comprehension | Writing and Grammar | Intercultural Understanding |
|---|--|--|---|--|
| L1 I can understand the main points and some of the detail from a short-spoken passage – e.g. sentences describing what people are wearing or an announcement/instruction. | S1 I can take part in a simple scripted conversation and express an opinion. | R1 I can understand the main points and some of the detail from a short-written text. | W1 I can write a short text on a familiar topic, adapting language already learnt. | I1 I can talk about, discuss and present information about a particular country's culture. |
| L2 I can listen to and appreciate poems, stories and poems in the language. | S2 I can speak in longer sentences, learning to use particular sentence structures more flexibly to create my own sentence. | R2 I can practice reading longer texts aloud, containing taught phrases and vocabulary. | W2 I can spell commonly used words correctly. | I2 I can begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war. |
| L3 I can listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary, phrases and sentences. | S3 My pronunciation is becoming more accurate and intonation is being developed. | R3 I can begin to read independently and appreciate. | W3 I can adapt taught phrases to create new sentences. | |
| | S4 I know how to pronounce a range of letter strings. | R4 I can use a bilingual dictionary to look up new words. | W4 I can begin to use verbs in the second and third person. | |
| | S5 I can begin to understand how accents change letter sounds. | | W5 I can confidently use adjectives with nouns. | |
| | S6 I can substitute items of vocabulary to vary questions or statements. | | | |

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| <u>Autumn</u> <u>Preparing for the Olympics</u> | <u>Spring</u> <u>Getting to the Olympics</u> | <u>Summer</u> <u>Being in France</u> |
|--|---|--|
| L1, L2, L3, S1, S2, S3, S4, R1, R2, R3, R4, W1, W2, W3, W4, W5, I2 | L1, L2, L3, S1, S2, S3, S4, R1, R2, R3, R4, W1, W2, W3, W4, W5, I2 | L1, L2, L3, S1, S2, S3, S4, R1, R2, R3, R4, W1, W2, W3, W4, W5, I1, I2 |
| Subject Specific Vocabulary – Refer to Cycle B of the Vocabulary Document | | |
| I will | | |
| <ul style="list-style-type: none"> Know how to talk about which sports I like Know how to discuss different sports and what I think about them and give reasons for my preferences Know how to ask and say what clothes I'd like Know how to give opinions about clothes Know numbers up to 100 | <ul style="list-style-type: none"> Know the names for the different days of the week Know how to talk about plans for the trip to the Olympics Know how to talk about prices Know how to buy tickets from a train station Know numbers up to 100 | <ul style="list-style-type: none"> Know how to talk about my daily routine Know how to give different times of the day for daily routines Know how to talk about breakfast, what I like to and dislike eating Know what a typical day in France would look like and how it differs from life in the United Kingdom Know numbers up to 100 |