

Colney Heath School

MFL: Grammar

Year Group	National Curriculum Statement	Themes	Features of learning
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Salutations</p> <p>Je peux</p> <p>Les fruits</p> <p>Les animeux</p>	<p>To understand the concept of gender.</p> <p>To start to understand the concept of nouns and articles.</p> <p>To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play</p>
Year 4	<p><input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p><input type="checkbox"/> present ideas and information orally to a range of audiences*</p> <p><input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing</p>	<p>Les Romains</p> <p>Les vetements</p> <p>Quelle est la date</p>	<p>To understand better the use of the possessives, first person and possibly other forms too.</p> <p>To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To learn ow to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but".</p> <p>To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.</p> <p>To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>
Year 5	<p><input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language</p> <p><input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing</p> <p><input type="checkbox"/> 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>	<p>En famille</p> <p>Chez moi</p> <p>Les habitats</p>	<p>To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY</p>
Year 6	<p><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing</p> <p><input type="checkbox"/> 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>	<p>Manger et bouger</p>	<p>Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.</p>