Modern Foreign Languages
Year 5

Listening and responding

- Listen and show understanding of **more complex familiar phrases and sentences**

Listen, read and show understanding of more complex familiar phrases and sentences	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.3 *En route pour l'école* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*

- Follow the text of familiar rhymes and songs identifying the meaning of the words

Follow a longer text, e.g. a rhyme or story	3.4 *Scène de plage* 3.5 *Le Retour du Printemps*

Speaking

- Ask and answer more complex familiar questions with or without support

Ask and answer more complex familiar questions, e.g. *Qu'est-ce qu'il y a dans ton sac ?, Tu joues du saxophone ou de la batterie ?*	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.3 *En route pour l'école* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*

- Use familiar vocabulary to say more complex sentences such as presenting ideas with or without support

Suggest and use strategies to memorise vocabulary including making connections with other languages	3.1 *Bon appétit, bonne santé* 3.4 *Scène de plage* 3.6 *Les planètes*

Reading and responding

- Follow the simple text of a familiar song or story and sing or read aloud

Follow a longer text, e.g. a rhyme or story	3.4 *Scène de plage* 3.5 *Le Retour du Printemps*

- Read aloud more complex sentences using phonic knowledge

Read aloud familiar sentences with increasingly accurate pronunciation and intonation	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.3 *En route pour l'école* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*

- Read and show understanding of complex sentences using familiar language

Listen, read and show understanding of more complex familiar phrases and sentences	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.3 *En route pour l'école* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*	

- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs

Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.3 *En route pour l'école* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*

Writing and grammatical structures

- Write and say a more complex sentence to describe people, places, things and actions using a language scaffold

Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.3 *En route pour l'école* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*
Familiarity with and use of 1st, 2nd and 3rd person singular (*je, tu, il/elle*) and 3rd person plural (*ils/elles*) of a number of regular (*jouer, tourner, aimer, traverser, s'appeller*) and high frequency irregular verbs (*être, avoir, aller*). For example: *je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont*	3.1 *Bon appétit, bonne santé* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*

- Write a familiar complex sentence from memory with understandable accuracy

Position of adjectives in a sentence (including *grand/petit* before the noun). For example: *une petite planète bleue; les grands nuages blancs*	3.1 *Bon appétit, bonne santé* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*

- Apply the rules of the agreement of adjectives in the singular and plural with some accuracy

Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: *La Lune est petite* ; *Le Soleil est grand* ; *les planètes chaudes* ; *les couleurs sombres*	3.1 *Bon appétit, bonne santé* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*
Awareness and use of *tu* and *vous*	3.3 *En route pour l'école* 3.4 *Scène de plage*

- Produce positive and negative sentences with high frequency verbs and pronouns

Giving positive and negative reasoned opinions, e.g. *J'aime ça parce que c'est … Je n'aime pas ça parce que ce n'est pas ….*	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.5 *Le Retour du Printemps*

Key vocabulary

Related Vocabulary

(see related vocabulary sheet)

Greater Depth:	• Begin to write in increased length, in a variety of topics with high levels of accuracy • Engage in increased length conversations using familiar questions/language

Topic/Novel Link:

Year 5	Bon appétite, bonne santé (Healthy eating)	Je suis le musician (I am the music man)	En route pour l'école (On the way to school)	Scène de plage (Beach scene)	Le retour du printemps (The return of spring)	Les planètes (The planets)

Defined End Point

- Speak with increasing confidence, fluency and spontaneity, and begin to say and write more complex phrases at increased length, using a variety of grammatical structures that they have learnt.