

MFL Age Related Expectation (ARE) objectives across all four skill areas Years 3-6.
2017

Attainment Focus	Year 3	Year 4	Year 5	Year 6
ARE1 -Listening	<p>Listen to and explore sounds, joining in with single words.</p> <p>Show understanding by responding to single words and short phrases with single words and short phrases.</p> <p>Recognise a simple question e.g. tu es qui?</p> <p>Understand key points in a simple sentence or simple story extract – (Bonne nuit petit monstre vert).</p> <p>Listen to new vocabulary making sensible predictions.</p> <p>Recognise simple cognates.</p>	<p>Listen to and explore sounds, joining in with single words and short phrases.</p> <p>Show understanding by responding to single words, simple and compound phrases with single words and short phrases.</p> <p>Recognise a simple question e.g. tu aimes le chocolat?</p> <p>Understand key points in a simple and compound sentence or simple story extract – (Va-t'en, grand monstre vert).</p> <p>Listen to new vocabulary making sensible predictions.</p> <p>Recognise cognates.</p>	<p>Listen to and explore sounds, joining in with single words and phrases.</p> <p>Show understanding by responding to single words, simple and compound phrases with single words, short and longer phrases.</p> <p>Recognise a simple question e.g. tu aimes les rectangles bleus?</p> <p>Understand a simple and compound sentence.</p> <p>Understand the main points in a detailed story extract –(Les extra-terrestes adorent les slips).</p> <p>Listen to new vocabulary making sensible predictions.</p> <p>Recognise cognates.</p>	<p>Listen to and explore sounds, joining in with single words and phrases.</p> <p>Show understanding by responding to single words, simple and compound phrases with single words, short and longer phrases.</p> <p>Recognise a detailed question e.g. tu aimes La Guerre avec les bombes?</p> <p>Understand compound sentences.</p> <p>Understand the main points as well as detail in an advanced story extract –(Le Loup qui voulait changer de couleur.)</p> <p>Listen to new vocabulary making sensible predictions.</p> <p>Recognise cognates.</p>
ARE2 -Speaking	<p>Respond by using simple, single words and short, simple phrases and sentences.</p> <p>Ask by using a simple question structure.</p> <p>Use correct pronunciation in key learned vocabulary (single words).</p> <p>Begin to use basic language structures.</p> <p>Begin to use simple substitution to develop spontaneity e.g. Je suis le requin/ Je suis le tigre, Je suis</p>	<p>Respond by using a range of simple, single words and short, simple phrases and sentences.</p> <p>Ask by using a simple question structure.</p> <p>Use correct pronunciation in key learned vocabulary (single words and short phrases).</p> <p>Develop and awareness of correct intonation.</p> <p>Begin to develop basic language structures including</p>	<p>Respond giving short detail with simple phrases and sentences.</p> <p>Ask by using a simple question structure.</p> <p>Use correct pronunciation in key learned vocabulary (single words, short phrases and compound sentences).</p> <p>Begin to use correct intonation.</p> <p>Continue to develop basic language structures including</p>	<p>Respond giving detail with simple and compound phrases and sentences.</p> <p>Ask by using a simple question structure.</p> <p>Use correct pronunciation in key learned vocabulary (single words, short phrases and compound sentences).</p> <p>Read new vocabulary with thoughtful pronunciation.</p> <p>Use thoughtful intonation.</p>

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	<p>le poisson rouge ETC...</p>	<p>compound sentences with simple connectives.</p> <p>Express opinions e.g J'aime le pizza et j'adore le chocolat.</p> <p>Develop the use of simple substitution to develop spontaneity in simple and compound sentences e.g. Quand Je vais à Nice, c'est énergique, mais quand Je vais à Toulouse.....etc</p>	<p>compound sentences with a wider variety of connectives and introduce negatives too.</p> <p>Express opinions with reasons e.g J'aime les algues car elles sont insolites.</p> <p>Develop the use of more complex substitution to create broader spontaneity in compound sentences e.g. J'aime les vagues paisibles pourtant je n'aime pas les algues bizarres.</p>	<p>Continue to develop basic language structures including compound sentences with a wider variety of connectives and negatives too.</p> <p>Use taught key phrases in the past tense (J'ai pris...)</p> <p>Develop the use of a conjugated verb followed by and infinitive e.g. Lundi, Il préfère porter du rouge.</p> <p>Confidently express opinions with reasons e.g Je déteste Londres avec les bombes et les dangers.</p> <p>Develop the use of more complex substitution to create broader spontaneity in compound sentences e.g Lundi, Il préfère porter du rouge mais mardi, Il préfère porter d'orange.</p>
ARE3 - Reading	<p>Understand and read single words in a familiar context and match sound to print.</p> <p>Read short phrases aloud and in chorus from a model or familiar text.</p> <p>Understand key features and patterns of basic, simple syntax and grammar e.g. where a verb or noun or adjective is.</p> <p>Begin to pick out key points from a familiar, authentic text. (Bonne nuit petit monstre vert).</p>	<p>Understand and read single words in a familiar context and match sound to print.</p> <p>Read short phrases aloud and in chorus from a model or familiar text.</p> <p>Begin to pick out key points from a familiar, authentic text. (Va-t'en, grand monstre vert).</p> <p>Understand key features and patterns of basic, simple syntax and grammar e.g. where a verb or noun or adjective is.</p>	<p>Understand the key points of original/authentic short texts made up of familiar and new language. (Les extra-terrestes adorent les slips).</p> <p>Can confidently match sound to print of familiar, taught vocabulary.</p> <p>Can use dictionaries mostly independently.</p> <p>Can read simple and some compound sentences aloud, in chorus and</p>	<p>Understand the key points and some detail of original/authentic short texts made up of familiar and new language. -(Le Loup qui voulait changer de couleur.)</p> <p>Can confidently match sound to print of familiar, taught vocabulary and begin to do so with new vocabulary.</p> <p>Can use dictionaries independently.</p> <p>Can read simple and compound sentences aloud, in chorus and</p>

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			<p>independently from a model or familiar text.</p> <p>Understand key features and patterns of simple syntax and grammar e.g. where a verb or noun or adjective is.</p> <p>Recognise masculine/feminine and singular/plural aspects of familiar nouns.</p>	<p>independently from a model or familiar text.</p> <p>Can create and read own simple and compound sentences.</p> <p>Understand key features and patterns of more developed syntax and grammar e.g. where a verb or noun or adjective is as well as where negative pronouns sit.</p> <p>Recognise masculine/feminine and singular/plural aspects of familiar nouns and adjective agreements.</p>
ARE4 - Writing	<p>Copy single words correctly.</p> <p>Confidently selects the appropriate single words for labels.</p> <p>Can write a few familiar, taught words from memory.</p> <p>Begin to use present tense, 1st person conjugation verb in familiar, taught phrases.</p> <p>Adapt and substitute nouns or adjectives to personalise a sentence from a generic model.</p>	<p>Copy single words correctly.</p> <p>Confidently selects the appropriate single words for labels.</p> <p>Can write a growing number of familiar, taught words from memory.</p> <p>Correctly use a growing range of present tense, 1st person conjugation verbs in familiar, taught phrases.</p> <p>Adapt and substitute nouns and adjectives to personalise a sentence from a model and sometimes independently.</p> <p>Successfully recycle learnt language.</p> <p>Use and recognise masculine and feminine articles (determiners).</p>	<p>Copy unfamiliar single words correctly.</p> <p>Can write an ever increasing number of familiar, taught words from memory.</p> <p>Correctly use a growing range of present tense, 1st person conjugation verbs in a wide range of familiar, taught phrases.</p> <p>Write negatives with some pronoun accuracy.</p> <p>Adapt and substitute nouns and adjectives as well as opinion verb phrases to personalise a sentence from a model and sometimes independently.</p> <p>Begin to write groups of simple and compound sentences, with minimal reference to models for syntax or spelling.</p>	<p>Copy unfamiliar single words correctly.</p> <p>Can write an ever increasing number of familiar, taught words from memory.</p> <p>Correctly use a growing range of present tense, 1st person conjugation verbs in a wide range of familiar, taught phrases.</p> <p>Write negatives with near enough pronoun accuracy.</p> <p>Use a taught past tense, 1st person verb phrase.</p> <p>With occasional reference to a model, develop syntax to use a present tense, 1st person verb followed by an infinitive.</p> <p>Adapt and substitute nouns and adjectives as well as opinion</p>

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			<p>Successfully recycle learnt language and combine with a limited number of new elements.</p> <p>Use and recognise masculine and feminine articles (determiners).</p> <p>Use and recognise plural and singular agreements on nouns and have an awareness of the need for this od adjectives too.</p> <p>Begin to broaden vocabulary with dictionaries.</p>	<p>verb phrases to personalise a sentence from a model and sometimes independently.</p> <p>More confidently write groups of simple and compound sentences, with minimal reference to models for syntax or spelling.</p> <p>Successfully recycle learnt language and combine with a limited number of new elements. Year 6 children to do this over a greater history of Y3-6 learning to show a level of spontaneity.</p> <p>Use and recognise masculine and feminine articles (determiners).</p> <p>Use and recognise plural and singular agreements on nouns and with support, add adjectival agreements of masc, fem, sing and plural.</p> <p>Begin to broaden vocabulary with dictionaries.</p>
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