



Progression in MFL

Lower KS2

Cycle A

Unit of learning	Key Knowledge	Key vocab	Key skills
Moi	<p>Moi</p> <ul style="list-style-type: none"> - Greet someone in French. -Make a simple statement about name and age. -Say numbers 1-10. -Name family members and present a rehearsed simple statement. 	<p>Speaking</p> <ul style="list-style-type: none"> • Bonjour! Salut ! • Au revoir ! • ça va ? • ça va bien • merci • Comme ci, comme ça • Ça va mal. Et toi ? • Comment t'appelles-tu ? • Bonsoir • Bonne nuit • A tout-à l'heure • Je m'appelle • Quel âge as-tu ? • J'ai sept/huit ans • Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix • Voici • Ma mère, mon père, ma sœur, mon frère 	<p>Listening</p> <ul style="list-style-type: none"> -Repeat words modelled by a teacher; listen and show understanding of single words through physical response. -Listen and identify rhyming words and particular sounds in songs and rhymes. <p>Reading</p> <ul style="list-style-type: none"> -Read and show understanding of familiar single words. -Join in with actions to accompany familiar songs, stories and rhymes. -Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings on, u, je, ère. <p>Writing</p> <ul style="list-style-type: none"> -Write single familiar words from memory with understandable accuracy. -Write and say simple familiar words using a model. <p>Grammar</p> <ul style="list-style-type: none"> -Begin to know the verb s'appeler in the Je and tu forms. -Show awareness that in questions the verb and subject are inverted. -Use possessive adjectives mon, ma. -Show awareness of grammar similarities in English.
On fait la fete	<p>On fait la fete -Make simple statements (about activities).</p> <ul style="list-style-type: none"> -Express praise. -Recognise a familiar question and respond with a simple rehearsed response. -Name the months of the year and present a rehearsed simple statement. 	<p>Speaking</p> <ul style="list-style-type: none"> • janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre • bien, très bien, mal • je joue bien au football • je nage bien • je danse mal • je chante • je lis • Mon anniversaire est... • Bravo, fantastique, super, chouette! 	<p>Listening</p> <ul style="list-style-type: none"> -Repeat words modelled by a teacher; listen and show understanding of single words through physical response. -Listen and identify rhyming words and particular sounds in songs and rhymes. <p>Reading</p> <ul style="list-style-type: none"> -Read and show understanding of familiar single words. -Join in with actions to accompany familiar songs, stories and rhymes. -Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings J, ge, ère, aire, é, er, ez, oi, j, è, é, on, u. <p>Writing</p> <ul style="list-style-type: none"> -Use strategies for memorisation of vocabulary; is familiar with the layout of a bi-lingual dictionary. -Write single familiar words from memory with understandable accuracy. -Write an invitation using a model. <p>Grammar</p> <ul style="list-style-type: none"> -Show awareness of regular er verbs in the Je form. -Show awareness of simple adverbs. -Show awareness of the position of simple adverbs. -Show awareness of grammar similarities in English.



On y va	<p>On y va Ask and answer several simple and familiar questions with a rehearsed response about travel. -Use familiar vocabulary to say simple sentences using a language scaffold about weather. -Name the days of the week.</p>	<p>- Speaking</p> <ul style="list-style-type: none"> • Comment vas-tu à l'école • Je vais à l'école • à pied/à moto • en voiture/vélo/bus/taxi/train/bateau/avion • Je vais • En Belgique/France • Il fait chaud/froid/beau/mauvais • Il fait du soleil/du vent/du brouillard/des nuages • Il pleut/il neige • lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche 	<p>Listening</p> <ul style="list-style-type: none"> -Listen and show understanding of short phrases through physical response. -Listen and identify words in songs and rhymes and demonstrate understanding.
			<p>Reading</p> <ul style="list-style-type: none"> -Read and recognise some letter strings in familiar words and pronounce when modelled; observing silent letter rules au eau qu i un. -Read and show understanding of simple familiar phrases and short sentences. -Explore rhyming patterns. -Say a simple rhyme from memory; join in with words of a song or storytelling.
			<p>Writing</p> <ul style="list-style-type: none"> -Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English. -Write simple familiar short phrases from memory with understandable accuracy. -Write a simple phrase about travel and weather using a language scaffold.
			<p>Grammar</p> <ul style="list-style-type: none"> -Use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns. -Construct a simple sentence with a noun, verb and adjective. -Understand question words (comment ? Où ?) and the inversion of verb and subject. -State the grammar differences and similarities with English.



Vive le sport	Vive le sport Ask and answer several simple and familiar questions with a rehearsed response about activities. -Make simple rehearsed statements about activities and diet -Use familiar vocabulary to say simple sentences using a language scaffold	Speaking <ul style="list-style-type: none">• Qu'est-ce que tu fais (lundi)?• Je joue au tennis/au cricket/au rugby /au football• Je fais du skate / du vélo• De la danse/de la notation• Le jus d'orange,le yaourt, le poisson, une pomme, les carottes, le chocolat, le coca, les pommes frites,• Oui c'est bon pour la santé• Non, c'est mauvais pour la santé	Listening <ul style="list-style-type: none">- Listen and show understanding of short phrases through physical response.-Listen and identify words in songs and rhymes and demonstrate understanding.
			Reading <ul style="list-style-type: none">-Compare on/om with onn/omm letter strings in familiar words and pronounce when modelled; observing silent letter rules (applicable in French).-Read and show understanding of simple familiar phrases and short sentences.-Say a simple rhyme from memory; join in with words of a song or storytelling.
			Writing <ul style="list-style-type: none">-Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.-Write simple familiar short phrases from memory with understandable accuracy.-Write a simple phrase about activities and diet using a language scaffold.
			Grammar <ul style="list-style-type: none">-Name the words for the indefinite article for both genders and use them correctly-Name the 1st and 2nd person pronouns.-Use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns.-State the position of most adjectives and demonstrates use.-Construct a simple sentence with a noun, verb and adjective.-State the grammar differences and similarities with English.



Les quatres amis	Les quatres amis Give a simple description of an animal using a language scaffold. -Make a simple rehearsed statements about movement.	Speaking <ul style="list-style-type: none">• Le cheval, le mouton, le lapin, la souris• Il / elle est...• Galope, court, sautille, trotline• Le cheval, le mouton, le lapin, la souris• Il / elle est...• Galope, court, sautille, trotline	Listening <ul style="list-style-type: none">- Listen and show understanding of short phrases through physical response.-Listen and identify words in songs and rhymes and demonstrate understanding.
			Reading <ul style="list-style-type: none">-Compare on/om with onn/omm letter strings in familiar words and pronounce when modelled; observing silent letter rules (applicable in French).-Read and show understanding of simple familiar phrases and short sentences.-Say a simple rhyme from memory; join in with words of a song or storytelling.
			Writing <ul style="list-style-type: none">-Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.-Write simple familiar short phrases from memory with understandable accuracy.-Write a simple phrase about activities and diet using a language scaffold.
			Grammar <ul style="list-style-type: none">-Name the words for the indefinite article for both genders and use them correctly-Name the 1st and 2nd person pronouns.-Use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns.-State the position of most adjectives and demonstrates use.-Construct a simple sentence with a noun, verb and adjective.-State the grammar differences and similarities with English.



Cycle B

<p>Jeux et chansons</p>	<p>Jeux et chansons Say numbers 11-20. -Recognise a familiar question and respond with a simple rehearsed response. -Express preference. -Name games and present a rehearsed simple statement.</p>	<p>-Speaking</p> <ul style="list-style-type: none"> • Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. • Combien de..? • Je préfère • Tu préfères...? • Qui préfère..? • Le football • Le cache cache • Le saut à la corde • Le chat perché • La marelle 	<p>Listening</p> <ul style="list-style-type: none"> -Repeat words modelled by a teacher; listen and show understanding of single words through physical response. -Listen and identify rhyming words and particular sounds in songs and rhymes. <p>Reading</p> <ul style="list-style-type: none"> -Read and show understanding of familiar single words. -Join in with actions to accompany familiar songs, stories and rhymes. -Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings é.er,ère silent – s, on,oi. <p>Writing</p> <ul style="list-style-type: none"> -Use strategies for memorisation of vocabulary; is familiar with the layout of a bi-lingual dictionary. -Write single familiar words from memory with understandable accuracy. -Write and say simple familiar words using a model. <p>Grammar</p> <ul style="list-style-type: none"> -Show awareness of singular and plural nouns and show awareness of similarities in English. -Show awareness of gender in the French language.
<p>L'argent de poche</p>	<p>L'argent de poche Say numbers 21 to 39. -Ask and answer a question with a rehearsed response about prices and how much things cost. -Use familiar vocabulary to express likes and dislikes about toys using a language scaffold. -Make simple rehearsed statements about toys.</p>	<p>-Speaking</p> <ul style="list-style-type: none"> • vingt-et-un, vingt-deux, vingt-trois, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, etc. • c'est combien? • un euro • J'aime • je n'aime pas • j'adore • je déteste • ça • c'est super, magnifique, fantastique, hyper-cool, génial 	<p>Listening</p> <ul style="list-style-type: none"> -Listen and show understanding of short phrases through physical response. -Listen and identify words in songs and rhymes and demonstrates understanding. <p>Reading</p> <ul style="list-style-type: none"> -Read and recognise the letter strings in in familiar words and pronounce nasal sounds when modelled. -Read and show understanding of simple familiar phrases and short sentences. -Say a simple rhyme from memory; join in with words of a song or storytelling. <p>Writing</p> <ul style="list-style-type: none"> -Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English. -Write simple familiar short phrases from memory with understandable accuracy. -Write a simple phrase to express likes and dislikes using a language scaffold. <p>Grammar</p> <ul style="list-style-type: none"> -State the position of most adjectives and demonstrates use.



<p>Le Corps</p>	<p>Le Corps - Name colours and parts of the body and present a rehearsed simple statement about appearance.</p>	<p>Speaking</p> <ul style="list-style-type: none"> • Les couleurs - Rouge,rose,orange,jaune,bleu(e),vert(e),noir(e),blanc(he),violet(te),marron,bruns, roux, blonds • Les parties du corps - la tête, la bouche, la main, la jambe, le bras, le nez, les épaules, les genoux, les pieds, les oreilles, les yeux, les cheveux • j'ai... • il/elle a • je suis..... • il/elle est... • grand(e) petit(e) 	<p>Listening</p> <ul style="list-style-type: none"> -Repeat words modelled by a teacher; listens and shows understanding of single words through physical response. -Listen and identify rhyming words and particular sounds in songs and rhymes.
			<p>Reading</p> <ul style="list-style-type: none"> -Read and show understanding of familiar single words. -Join in with actions to accompany familiar songs, stories and rhymes. -Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings Ou, eu.
			<p>Writing</p> <ul style="list-style-type: none"> -Use strategies for memorisation of vocabulary; is familiar with the layout of a bi-lingual dictionary. -Write single familiar words from memory with understandable accuracy. -Write and say simple familiar words to describe people using a model.
			<p>Grammar</p> <ul style="list-style-type: none"> -Show awareness of adjectives and their agreement and position , -Show awareness of the verbs avoir and être • avoir: j'ai,il/elle a and être: je suis, il/elle est -Show awareness of grammar similarities in English.
<p>Carnival des animaux</p>	<p>Carnival des animaux -Use familiar vocabulary to say simple sentences to describe animals and their movements using a language scaffold. -Make simple rehearsed statements about animals and their habitats.</p>	<p>Speaking</p> <ul style="list-style-type: none"> • Le lion, le kangourou, le coucou, l'oiseau, l'éléphant, le poisson, l'âne, le cygnet, la tortue, la poule • Timide,féroce,grand,petit,rapide,fort • Rapidement,lentement,doucement,fort • Il/elle habite dans 	<p>Listening</p> <ul style="list-style-type: none"> -Listen and show understanding of short phrases through physical response. -Listen and identify words in songs and rhymes and demonstrate understanding.
			<p>Reading</p> <ul style="list-style-type: none"> -Read and recognise ou,u letter strings in familiar words and pronounce when modelled; observing silent letter rules (applicable in French). -Read and show understanding of simple familiar phrases and short sentences. -Join in with words of a song or rhyme.
			<p>Writing</p> <ul style="list-style-type: none"> -Use context to predict the meaning of new words; uses a bi-lingual dictionary to find the meaning of individual words in the target language and English. -Write simple familiar short phrases from memory with understandable accuracy. -Write a simple phrase to describe animals and their habitats.
			<p>Grammar</p> <ul style="list-style-type: none"> -Name the gender of nouns. -State the position of most adjectives and demonstrates use. -Construct a simple sentence with a noun, verb and adjective. -Name the words for the definite article for both genders and use correctly. -Use adverbs formed with ment endings. -State the grammar differences and similarities with English.



**UKS2
Cycle A**

Les planetes	<p>Les planetes Use familiar vocabulary to say more complex sentences about planets using a language scaffold. -Use a language scaffold to make a statement about the position of planets in simple sentences using familiar and rehearsed language. -Use a language scaffold to give a description (of a planet).</p>	<p>- Speaking</p> <ul style="list-style-type: none"> • La terre • La lune • Parce que • Elle • Assez • trop • Près de • Loin de • Soleil, Mercure, Vénus, Terre, Lune, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton 	<p>Listening</p> <ul style="list-style-type: none"> -Listen and show understanding of more complex familiar phrases and sentences about planets. -Follow the text of familiar rhymes and songs identifying the meaning of words.
	<p>Reading</p> <ul style="list-style-type: none"> -Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French). -Read and show understanding of a complex sentence using familiar language. -Follow the simple text of a familiar song or story and sing or read aloud. <p>Writing</p> <ul style="list-style-type: none"> -Use context and prior knowledge to determine the meaning of words; uses a bi-lingual dictionary to identify the word class. -Write familiar complex sentences from memory with understandable accuracy. -Write more complex sentences to describe the position of planets using a language scaffold. -Hear individual phonemes in words and uses this to aid writing. <p>Grammar</p> <ul style="list-style-type: none"> -Understand and use qualifiers: assez, trop. -Use prepositions: près de, loin de. -Understand and write compound sentences with parce que. -Classify nouns, adjectives and verbs. • Un nom • Un nom propre • Un adjective -State the differences and similarities with English. 		
En route pour l'école	<p>En route pour l'école Ask and answer more complex familiar questions about directions with a scaffold of responses and ask for clarification and help. -Use familiar vocabulary to say more complex sentences using a language scaffold about a journey to school. -Use repair strategies to keep a conversation going.</p>	<p>- Speaking</p> <ul style="list-style-type: none"> • Quand je vais à l'école • Je passe devant • Cinq minutes plus tard • à droite • à gauche • tout droit • Finalement • Vrai • Faux • je ne comprends pas • répétez s'il vous plaît 	<p>Listening</p> <ul style="list-style-type: none"> -Listen and show understanding of more complex familiar phrases and sentences.
	<p>Reading</p> <ul style="list-style-type: none"> -Follow the text of familiar rhymes and songs identifying the meaning of words. 		
	<p>Writing</p> <ul style="list-style-type: none"> -Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French). <p>Grammar</p> <ul style="list-style-type: none"> -Reads and show understanding of a complex sentence using familiar language. 		



Scenes de plages	Scenes de plages Use familiar vocabulary to Say more complex sentences to describe a beach scene using a language scaffold. -Use adjectives to add interest and detail to a description. -Use a language scaffold to perform a poem of a beach scene in simple sentences using familiar and rehearsed language.	- Speaking <ul style="list-style-type: none">• (le chien)regarde• (le bateau) glisse• (la petite fille)dort• (la dame)brosse (les cheveux de la petite fille)• Il y a• C'est• Prends• Ajoute• Mélange• Décore• laisse	Listening -Listen and shows understanding of more complex familiar phrases and sentences.
			Reading -Read and pronounce familiar words accurately using knowledge of au/eau letter string sounds as support; observing silent letter rules (applicable in French). -Pronounce and use Il and Elle correctly. -Read and show understanding of a complex sentence using familiar language. -Follow the simple text of a familiar song or story and sing or read aloud.
			Writing -Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class. -Write a poem about a beach scene using a language scaffold. -Write instructions following a model.
			Grammar -Use the correct form of third person singular (plural) of regular and high frequency er verbs (present tense). -Use the correct form of third person singular (plural) of the irregular verb dormir (present tense). -Use imperatives. -Use the tu form of some irregular verbs. -State the grammar differences and similarities with English.



Notre ecole	<p>Notre ecole</p> <p>-Engage in a short conversation using familiar questions and express opinions.</p> <p>-Manipulate language to create and say own sentence about the school environment using familiar language.</p> <p>-Tell the time using half-hours, quarter hours and 24hr clock notation.</p>	<p>Speaking</p> <ul style="list-style-type: none"> • Il est midi/minuit • Il est une heure et demie/il est deux heures et demie etc • Il est deux heures et quart • le terrain de sport • la salle de classe • la cour • les toilettes • la cantine • le parking • la bibliothèque • l'entrée • la grande salle • le dessin • le sport • le français • la géographie • la technologie • l'anglais(m) • l'informatique(f) • l'histoire(f) • les sciences (f pl) • les maths (fpl) 	<p>Listening -Listen</p> <p>and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</p> <p>-Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.</p>
			<p>Reading -Begin to</p> <p>predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules (applicable in French).</p> <p>-Recognise and say the letter string qu.</p> <p>-Read and shows understanding of a series of complex sentences using familiar language.</p> <p>-Follow a more complex text of a familiar song or story and reads aloud.</p> <p>-Read and understand the gist of an unfamiliar text using familiar language.</p>
			<p>Writing -Manipulate</p> <p>language using a language scaffold to present ideas and information in more complex sentences.</p> <p>-Use a bi-lingual dictionary to find the meaning of words in written material and understand their meaning in its context.</p> <p>-Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.</p> <p>-Write and say a complex sentence manipulating familiar language to describe school; maybe using a dictionary.</p>
			<p>Grammar -Demonstrate</p> <p>the use, in sentences, of grammar knowledge of: word classes; gender of nouns; indefinite article; plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; the position and agreement of adjectives; negatives; the definite article; elision; the construction of simple and complex sentences.</p> <p>-State the grammar differences and similarities with English.</p>



Cycle B

Les saisons	<p>Les saisons</p> <p>Ask and answer more complex familiar questions about seasons and the weather with a scaffold of responses and ask for clarification and help.</p> <p>-Use familiar vocabulary to say more complex sentences about sea: Formula Bar ter using a language scaffold.</p> <p>-Use a language scaffold to describe the weather in simple sentences using familiar and rehearsed language.</p>	<p>Speaking</p> <ul style="list-style-type: none"> • Clair • Sombre • Heureux • Triste • Joli • Laid • Fade • Coloré • Calme • Agité • L'hiver(m) • Le printemps • L'été(m) • L'automne(m) • Au printemps • En été/automne/hiver • Il fait beau etc 	<p>Listening</p> <p>-Listen and show understanding of more complex familiar phrases and sentences about the weather and the seasons.</p> <p>-Follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>-Responds to a poem and identifies the meaning of words</p>
			<p>Reading</p> <p>-Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French).</p> <p>-Read and show understanding of a complex sentence using familiar language.</p> <p>-Follow the simple text of a familiar song or story and sing or read aloud.</p>
			<p>Writing</p> <p>-Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.</p> <p>-Write familiar complex sentences from memory with understandable accuracy.</p> <p>-Write more complex sentence to describe the seasons and the weather using a language scaffold.</p> <p>-Hear individual phonemes in words and use this to aid writing.</p>
			<p>Grammar</p> <p>-Explain the agreement of adjectives and demonstrate use.</p> <p>-Show awareness of the position of some adjectives in front of a noun</p> <p>-Use prepositions en, au.</p> <p>-State the differences and similarities with English.</p> <p>-Use adjectives as antonyms.</p>



Bon appetite	Bon appetite Ask and answer more complex questions about eating and drinking with a scaffold of responses and asks for clarification and help. -Use familiar vocabulary to express likes, dislikes and preferences in more complex sentences using a language scaffold. -Uses instructional language using a language scaffold (recipes)	Speaking <ul style="list-style-type: none">• j'ai mangé• j'ai bu• et• mais• un sandwich• un gateau• une pomme• une orange• une banane• du fromage• de l'eau• de la salade• des chips (pl)	Listening -Listen and show understanding of more complex familiar phrases and sentences about eating and drinking. -Listen and show understanding of more complex familiar phrases and sentences about preferences. -Follow the text of familiar rhymes and songs identifying the meaning of words.
			Reading -Read and pronounce familiar words accurately using knowledge of an/en and au/eau letter string sounds as support; observing silent letter rules (applicable in French). -Read and show understanding of a complex sentence using familiar language in the context of food and drink and preferences. -Follow the simple text of a familiar song or story and sing or read aloud.
			Writing -Use context and prior knowledge to determine the meaning of words; uses a bi-lingual dictionary to identify the word class. -Write familiar complex sentences from memory with understandable accuracy. -Write instructions using a language scaffold (recipes).
			Grammar -Show an understanding of the perfect tense: manger, boire. -Use the partitive articles du,de la,de l',des. -Show an understanding of noun agreements with les and des. -Make compound sentences with the connectives et and mais. -Show an understanding of imperatives: vous form of some regular and irregular verbs. -State the differences and similarities with English.



<p>Le passe et le present</p>	<p>Le passe et le present -Engage in a short conversation using familiar questions about places in town. -Manipulate language to create and say own sentence about a town using familiar language. -Say the year (eg mille neuf cent quarante huit).</p>	<p>Speaking</p> <ul style="list-style-type: none"> • soixante-et-onze, etc • quatre-vingt-un, etc mille • le/une supermarché • la/une boulangerie • la/une boucherie • la /une pâtisserie • la/une poissonnerie • il y avait • c'était • aujourd'hui • beaucoup de • peu de 	<p>Listening -Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. -Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.</p> <p>Reading -Begin to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules (applicable in French). -Read and show understanding of a series of complex sentences using familiar language. -Follow a more complex text of a familiar song or story and read aloud. -Read and understand the gist of an unfamiliar text using familiar language.</p> <p>Writing -Use a bi-lingual dictionary to find the meaning of words in written material and understand their meaning in its context. -Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy. -Write and says a complex sentence manipulating familiar language to describe a town; maybe using a dictionary.</p> <p>Grammar -Demonstrate the use, in sentences, of the imperfect tense of avoir (avait) and être (était). -State the grammar differences and similarities with English.</p>
<p>Monter un café</p>	<p>Monter un café -Use transactional language for a café, specifying quantities of food -Seek clarification of meaning</p>	<p>Speaking</p> <ul style="list-style-type: none"> • Répétez, s'il vous plaît • Un coca • Un milkshake • Un chocolat chaud • Un café • Un café au lait • Un paquet de chips • Une lemonade • Une eau minérale • Une tasse de thé • Une portion de frites • Une pizza • Une glace au chocolat/à la fraise/à la vanille 	<p>Listening -Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. -Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.</p> <p>Reading -Begin to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules (applicable in French). -Read and show understanding of a menu. -Follow a more complex text of a familiar song or story and read aloud. -Read and understand the gist of an unfamiliar text using familiar language.</p> <p>Writing -Use a bi-lingual dictionary to find the meaning of words in written material and understand their meaning in its context. -Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy. -Write and says a complex sentence manipulating familiar language to write about café transactions; maybe using a dictionary.</p> <p>Grammar - Demonstrate the use, in sentences, of prepositions au/ à la. -Demonstrate, in sentences, the construction of simple and complex sentences. -State the grammar differences and similarities with English.</p>

