



Goodrich CE Primary School
MFL Sticky Knowledge

Class	Listening	Speaking	Reading	Writing	Grammar
Woodpeckers	<ul style="list-style-type: none"> • They can listen to and enjoy and short rhymes and songs. • They can recognise and say short words and phrases about taught topics. 	<ul style="list-style-type: none"> • They can communicate with their peers and teacher using simple words and short phrases. • They can ask and answer questions using language taught in the various topics. 	<ul style="list-style-type: none"> • They can read and understand familiar words, including instructions, short phrases and sentences. • They can use these when playing games in pairs and/or in groups. 	<ul style="list-style-type: none"> • They can write familiar words, phrases and longer sentences including opinions and reasons with the help of picture prompts. • They can use connectives and negative forms of the verb. 	<ul style="list-style-type: none"> • They can use noun and gender, indefinite and definite article. • They can use the first, second and third person of certain verbs such as 's'appeler' and 'avoir' with age. Use of negatives, e.g je n'ai pas d'animal à la maison. Use of vb +infinitive, e.g J'aime aller à l'école car c'est.....
Owls	<ul style="list-style-type: none"> • They can listen to and enjoy longer rhymes and songs. • They can recognise familiar language and deduce the meaning of new words using cognates, context and clues. 	<ul style="list-style-type: none"> • They can communicate with increasing confidence, using new language and sometimes recalling previously learnt structures and phrases. • They are starting to use more than one tense. 	<ul style="list-style-type: none"> • They can read and understand longer pieces of writing, picking out key words to help understanding even if not every word is understood. 	<ul style="list-style-type: none"> • They can write a paragraph in the target language (with the help of a frame) incorporating many grammatical structures previously learnt along with another tense, e.g La semaine dernière, je suis allé(e) au restaurant avec ma famille et j'ai mangé.... 	<ul style="list-style-type: none"> • They understand better the concept of adjectival agreements e.g Dans ma trousse j'ai une règle bleue. • They can use possessive adjectives with birthdays, e.g mon, ton, son anniversaire. More negatives, e.g je n'ai ni frères ni sœurs. They can give an explanation of œ sound. They can begin to use the perfect tense with food.



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Peregrines	<ul style="list-style-type: none">• They can listen to and understand longer often authentic paragraphs, containing new cognates and previously learnt vocabulary.	<ul style="list-style-type: none">• They can use previously learnt language with new topics to create short conversations. Often responding with opinions and reasons. Using also at least two different tenses.	<ul style="list-style-type: none">• They can read longer passages containing some unfamiliar words using context and cognates to help understanding along with bilingual dictionaries.	<ul style="list-style-type: none">• They can write paragraphs bringing together new and previously learnt language. Incorporating many grammatical structures including first, third person verb conjugations, connectives, negatives, perfect tense, future and/ or conditional tenses.	<ul style="list-style-type: none">• They can consolidate previously covered grammatical structures and tenses, along with new grammatical concepts such as Il y a.. / Il n'y a pas de... Full verb conjugations of "avoir" and "être".• They can begin to use conditional, e.g ma chambre idéale serait....
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