

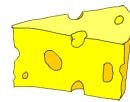
# Le Corbeau et le Renard

Thinking and Learning



Through

Fables



In



Modern Foreign Languages

## Card Sorting - Phonics

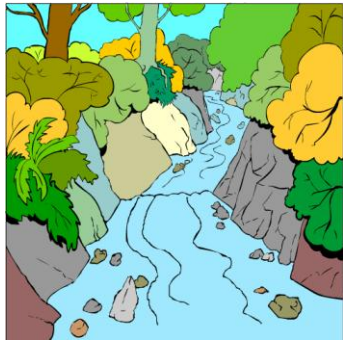
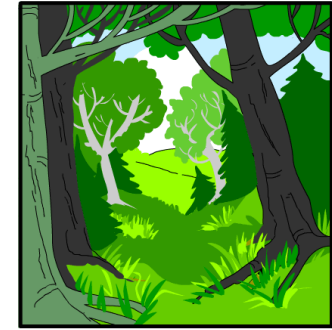
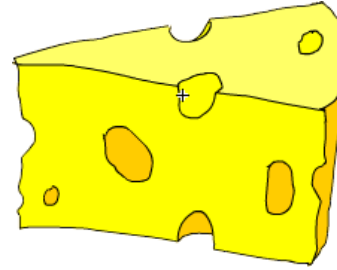
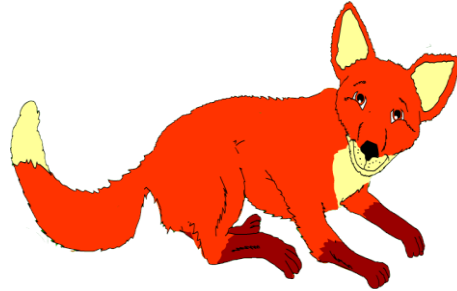
Purpose	<ul style="list-style-type: none"><li>• to sort, classify and group words</li><li>• to make connections</li><li>• to develop listening skills</li></ul>
Links to KS2 framework	<ul style="list-style-type: none"><li>• KAL Recognise patterns</li><li>• KAL Develop accuracy in pronunciation</li></ul>
Preparation	<p>Pupils work in groups of 2 or 3. Each group will need:</p> <ul style="list-style-type: none"><li>• 1 phonic grid</li><li>• 1 set of phonic cards</li></ul> <p>It is advisable to use no more than 10 phonic words in any one session and to concentrate on just a few sounds at a time.</p>
Activity	<ul style="list-style-type: none"><li>• Display phonic grid on power point or Smart board and practise sounds. It is a good idea to introduce a beat or rhythm to assist recall. "We will rock you" by Queen is a good one.</li><li>• Give out set of 10 words. Say each word and ask groups to place in order in which you say them.</li><li>• Give out phonic grids.</li><li>• Now ask groups to sort the words by sound endings placing each word in correct column of the grid.</li><li>• Invite groups to feed back to whole class by listing words in one of the columns.</li><li>• Invite comment from other groups. Any uncertainties should be verified by listening to the animated version of the story.</li></ul>
Debrief	<p>Ask pupils what they learned and found surprising about the language through the process. What skills did they use? I.e. listening, discussing, reasoning, etc.</p>

è	é	ô	u	an	on

è	é	ô	u	an	on
près	décidé	corbeau	vu	dans	bon
très	chercher	eau	descendu	temps	son
avait	manger	morceau	plus	vraiment	chanson
est	côté	mots		maintenant	leçon
tenait	Et/ces	beau		décidément	raison
j'ai	retourné	vaut		en	
n'ai	semblez			content	
	dîner				

## Story Boarding

Purpose	<ul style="list-style-type: none"> <li>• to develop sequencing skills</li> <li>• to make deductions</li> <li>• to make judgements informed by reasons and evidence</li> <li>• to develop language learning strategies and knowledge about language</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• KAL Use knowledge of words, texts and structure to make meaning</li> <li>• O6.1 Understand the main points in a story</li> <li>• L6.1 Read and understand the main points and some detail from a short written passage</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set of picture cards</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Ask pupils to sequence the cards in the order in which they appear in the story.</li> <li>• Using the animated on screen version ask class to find the French words for the pictures that appear on the first page. Ask them to explain their choice. Right or wrong, the reasons they give are very important as they are articulating language learning strategies. If word selected is incorrect ask class if there could be another word for the picture. Ask for reasons. Continue until correct word is identified.</li> <li>• Once they have identified the words for the pictures that appear on the first page of the story, ask them to repeat the words after you. Ask them to comment on the sound and the spelling of the words - make links to phonic grid.</li> <li>• Now ask them to listen to that page being read and to point to the pictures when they hear the words.</li> <li>• Now remove the text and ask them to listen again to see if they can identify the words.</li> <li>• Replay the first page with the text and ask them to try and join in when the word is said. Tell them that you intend to remove the text and would like them to still join in. Ask what they need to focus on to be able to do this.</li> </ul> <p>Repeat for next few pages.</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, justifying, making judgements etc.</p>



## Card Sorting - Nouns 1

Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and group words</li> <li>• to articulate precisely reasoning process</li> <li>• to develop language learning strategies and knowledge about language</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• KAL Recognise patterns in the foreign language</li> <li>• KAL Appreciate that different languages use different writing conventions</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set of noun cards</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Give out the cards to each group. Say the words on each card and ask pupils to put them into the sequence as you say them. Discuss any that were difficult to identify.</li> <li>• Ask pupils to sort the cards into groups.</li> <li>• After 5 minutes ask each group how they chose to sort.</li> <li>• Whatever way groups have sorted the words go in that direction. For example if a group has sorted into words they know and don't know; check the meaning of the words that they think they know in the story. Listen to the pronunciation of the words and practice repeating them.</li> <li>• Now look in the story to work out the meaning of the group of words they didn't know. Listen to the sounds of the new words and practice the pronunciation. Relate to phonic grid.</li> <li>• If they still can't work out the meaning what other strategies do they think they could they employ?</li> <li>• Ask them to choose a favourite word and to draw it in the air on the back of their partner. In pairs or groups try and guess each other's favourite word.</li> </ul>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, deducing, justifying etc.</p>

un corbeau	un corbeau	un corbeau	un corbeau
un bois	un bois	un bois	un bois
une rivière	une rivière	une rivière	une rivière
un renard	un renard	un renard	un renard
le fromage	le fromage	le fromage	le fromage
le bec	le bec	le bec	le bec
la branche	la branche	la branche	la branche
l'arbre	l'arbre	l'arbre	l'arbre
une voix	une voix	une voix	une voix
le phénix	le phénix	le phénix	le phénix
une chanson	une chanson	une chanson	une chanson
une leçon	une leçon	une leçon	une leçon



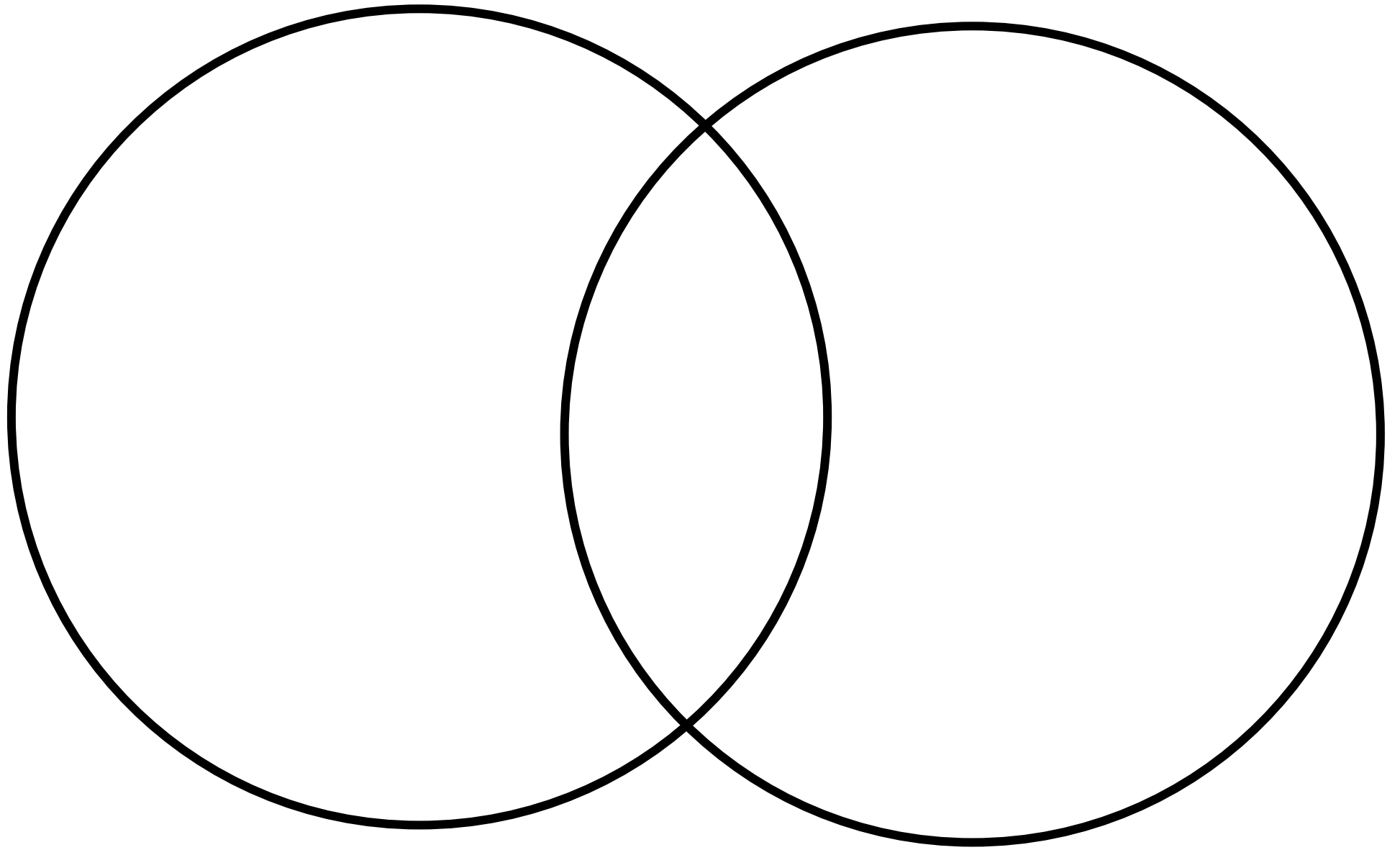
## Card Sorting - Nouns 2

Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and group words</li> <li>• to articulate precisely reasoning process</li> <li>• to make links between words</li> <li>• to develop language learning strategies and knowledge about language</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• KAL Recognise patterns in the foreign language</li> <li>• KAL Appreciate that different languages use different writing conventions</li> <li>• KAL Notice and match agreements</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set of noun cards</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Give out the cards to each group. Say the words on each card and ask them to put them into the sequence as you say them. Discuss any that were difficult to identify.</li> <li>• Ask pupils to sort the cards into groups.</li> <li>• After 5 minutes ask each group how they chose to sort.</li> <li>• Whatever way groups have sorted the words go in that direction.</li> <li>• Some groups will probably sort gender. Ask pupils to explain what the "le" and "la" "un" and "une" could mean and consequently to articulate precisely how they have sorted - i.e. by gender.</li> <li>• Confirm their understanding by checking in the story. Gender is a difficult concept for English speakers, give pupils time to reflect on the concept.</li> <li>• If they show interest in the gender issue, use pages 2 and 3 of the word cards, which allow them to explore the issues of gender and plurality.</li> <li>• Give each group a selection of the words on pages 2 and 3. Ask pupils to make short phrases out of their words by thinking carefully about the gender. Ask them to check that each word in a phrase matches in terms of gender, singular or plural.</li> <li>• Ask each group to feed back a selection of their phrases. Ask other groups to comment.</li> </ul>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, deducing, justifying etc.</p>

corbeau	corbeau	corbeau	corbeau
bois	bois	bois	bois
rivière	rivière	rivière	rivière
renard	renard	renard	renard
fromage	fromage	fromage	fromage
bec	bec	bec	bec
branche	branche	branche	branche
arbre	arbre	arbre	arbre
voix	voix	voix	voix
phénix	phénix	phénix	phénix
chanson	chanson	chanson	chanson
leçon	leçon	leçon	leçon

le	le	le	le
la	la	la	la
l'	l'	l'	l'
un	un	un	un
une	une	une	une
petit	petit	petit	petit
petite	petite	petite	petite
grand	grand	grand	grand
grande	grande	grande	grande

Venn Diagram	
Purpose	<ul style="list-style-type: none"> <li>• to classify information</li> <li>• to see similarities, differences and relationships</li> <li>• to develop understanding of adjectival agreements</li> </ul>
Links to framework	<ul style="list-style-type: none"> <li>• KAL Recognise patterns in the foreign language</li> <li>• KAL Notice and match agreements</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 venn diagram</li> <li>• 1 word sheet</li> <li>• 1 copy of fable</li> <li>• 1 non permanent marker</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Place Venn diagram and word sheet on tables - one per group.</li> <li>• Give pupils 2 minutes to notice 3 things about the words on the sheet. Ask for feedback.</li> <li>• Give pupils 2 minutes to work out what to do with the words and the Venn diagram. Ask for feedback. It is more challenging and engaging for pupils to work out what they have to do than to be told.</li> <li>• Ask pupils to write the words onto the diagram, using the fable for reference when necessary.</li> <li>• Ask each group to feed back and to justify the decisions they have made.</li> <li>• Ask other groups for comments.</li> </ul>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, justifying, enquiring etc.</p>

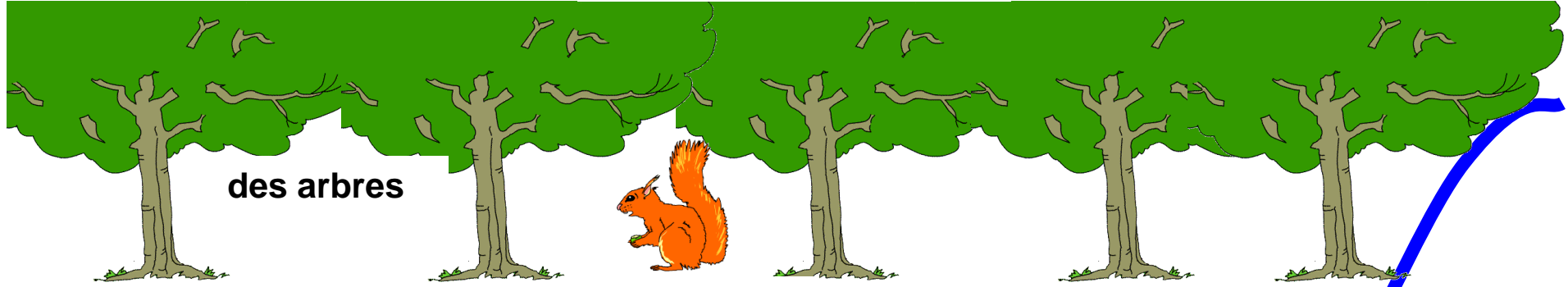


belle	petite	jolie	contente
malin	sage	bon	gentille
honteuse	beau	triste	gênée
heureux	content	maligne	grand
fière	délicieuse	noir	sûre
Noire	gêné	honteux	délicieux
gentil	grande	bête	petit
joli	sûr	heureuse	fier
bonne	super	cool	fantastique

## Map from Memory - Visual

Purpose	<ul style="list-style-type: none"><li>• to interpret and organise information</li><li>• to make links between words</li><li>• to look for patterns</li><li>• to develop memory strategies</li></ul>
Links to KS2 framework	<ul style="list-style-type: none"><li>• O5.4 Develop and consolidate memorisation skills</li><li>• O5.4 Remember, retain and recall words</li></ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"><li>• A blank map</li><li>• One set of visuals and words</li></ul>
Activity	<ul style="list-style-type: none"><li>• Tell pupils that there is one copy of the "map" and that they have to reproduce it, as a group, as accurately as possible.</li><li>• Ask groups to give a number 1,2,3 or 4 to each team member.</li><li>• Team members Number 1 come to look at the map for 10 seconds.</li><li>• They then go back to their groups and tell other members what they can recall. They are not allowed to touch the visuals or phrase cards.</li><li>• Other group members try to construct the map.</li><li>• Repeat above two stages for each member of the group and for as many times as you deem necessary.</li><li>• When the time is up ask groups to wander around and look at the maps produced by other groups.</li><li>• Reveal original map on power point. Ask for feedback on the activity.</li></ul>
Debrief	<p>Ask pupils what strategies they employed to carry out the task. Ask them</p> <ol style="list-style-type: none"><li>1. what they did well</li><li>2. what they could do better</li><li>3. what they would do differently if they were to do the activity again</li></ol> <p>What skills did they use? I.e. discussing, collaboration, listening, planning, explaining, reasoning, justifying etc.</p>

# Un Joli Bois



des arbres



un écureuil

une petite  
souris

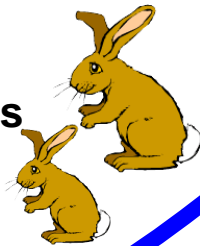


du fromage

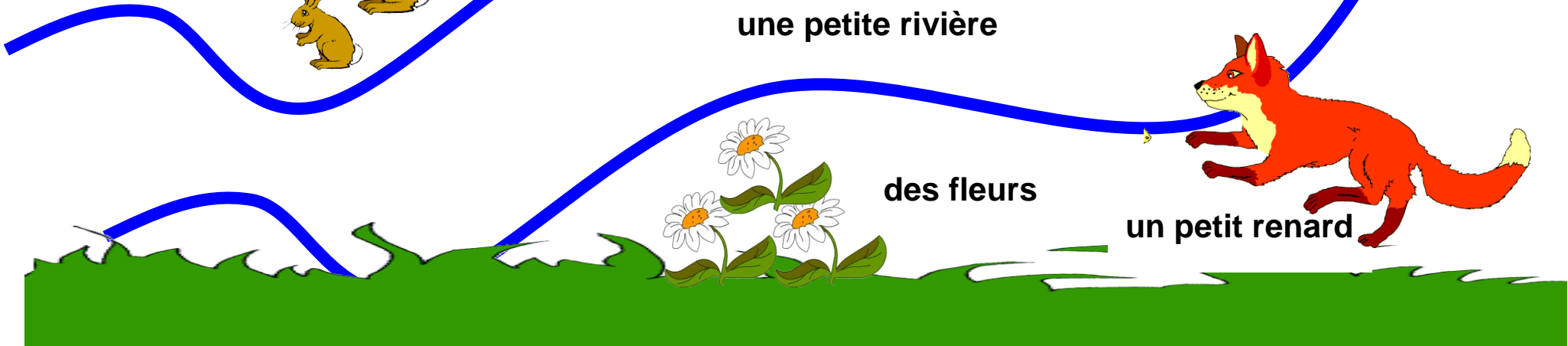


un grand corbeau noir

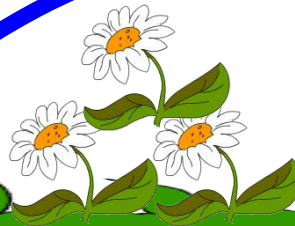
deux petits lapins



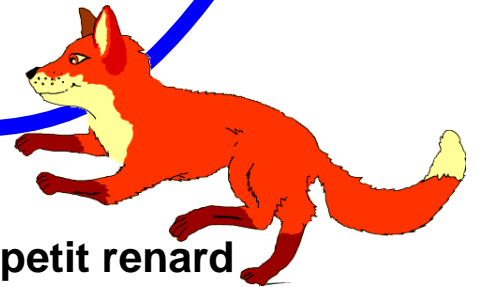
une petite rivière



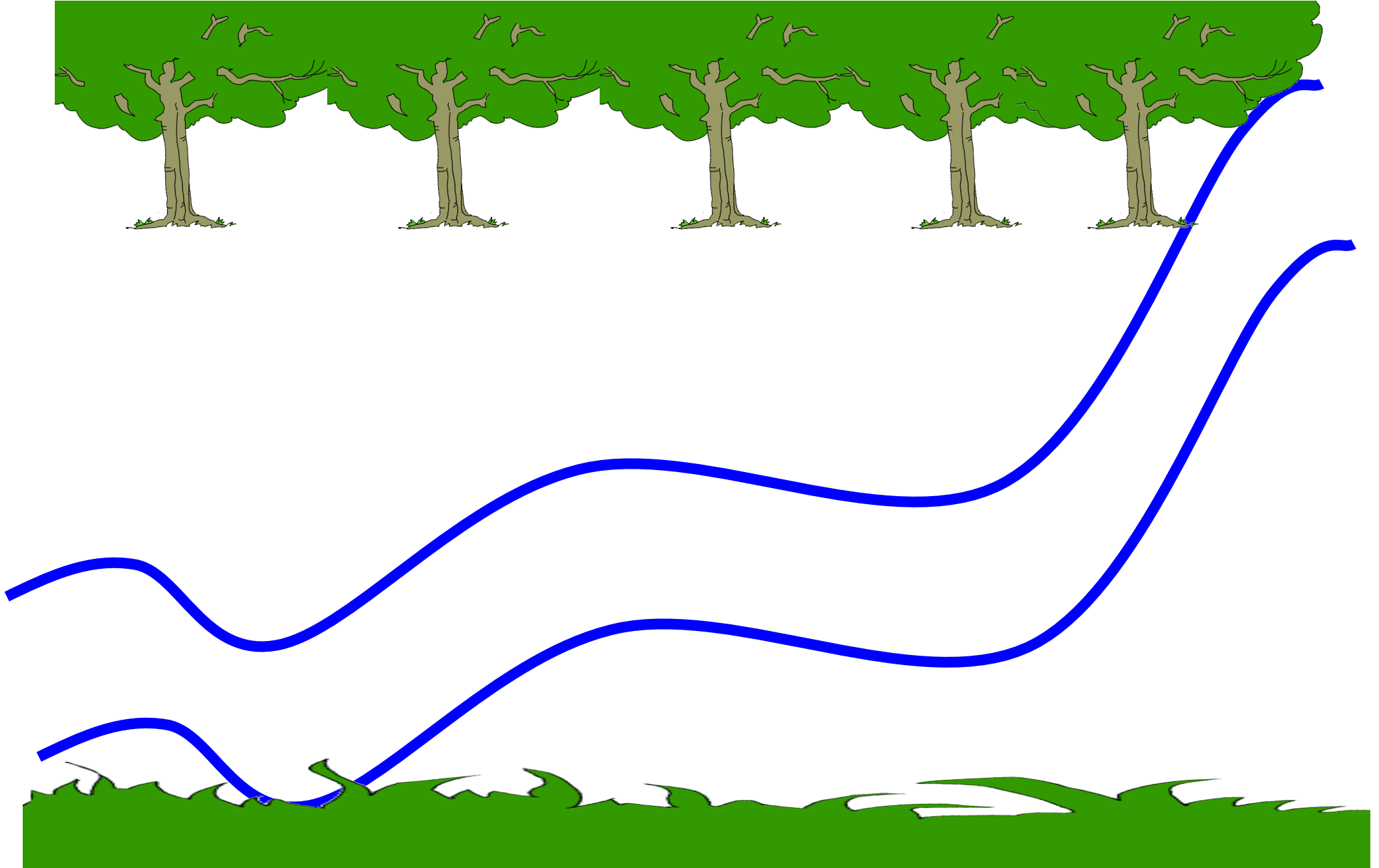
des fleurs



un petit renard









<b>une petite rivière</b>	<b>une petite rivière</b>	<b>une petite rivière</b>	<b>une petite rivière</b>
<b>un petit renard</b>	<b>un petit renard</b>	<b>un petit renard</b>	<b>un petit renard</b>
<b>un grand corbeau noir</b>	<b>un grand corbeau noir</b>	<b>un grand corbeau noir</b>	<b>un grand corbeau noir</b>
<b>des arbres</b>	<b>des arbres</b>	<b>des arbres</b>	<b>des arbres</b>
<b>deux petits lapins</b>	<b>deux petits lapins</b>	<b>deux petits lapins</b>	<b>deux petits lapins</b>
<b>un écureuil</b>	<b>un écureuil</b>	<b>un écureuil</b>	<b>un écureuil</b>
<b>une petite souris</b>	<b>une petite souris</b>	<b>une petite souris</b>	<b>une petite souris</b>
<b>du fromage</b>	<b>du fromage</b>	<b>du fromage</b>	<b>du fromage</b>
<b>des fleurs</b>	<b>des fleurs</b>	<b>des fleurs</b>	<b>des fleurs</b>
<b>Un Joli Bois</b>	<b>Un Joli Bois</b>	<b>Un Joli Bois</b>	<b>Un Joli Bois</b>

## Map from Memory - Auditory

Purpose	<ul style="list-style-type: none"><li>• to interpret and organise information</li><li>• to develop memory strategies</li><li>• to develop listening skills</li></ul>
Links to KS2 framework	<ul style="list-style-type: none"><li>• O5.1 Focus on correct pronunciation and intonation</li><li>• O5.2 Make short texts using word and phrase cards</li><li>• L6.3 Match sound to sentences and paragraphs</li></ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"><li>• 1 set of phrase cards</li></ul>
Activity	<ul style="list-style-type: none"><li>• Give one set of cards to each group of pupils. Read the phrases aloud and ask pupils to sequence in the order in which they hear them.</li><li>• Now ask pupils to set cards upside down on the table.</li><li>• Each pupil takes it in turns to turn up a card and to read it aloud in French.</li><li>• Ask the groups to look at the phonics in the words on the cards.</li><li>• Ask groups to give a number 1,2,3 or 4 to each team member.</li><li>• Team members Number 1 come to hear the text.</li><li>• They then go back to their groups and tell other members what they can recall. They are not allowed to touch the phrase cards.</li><li>• Other group members try to construct the text in the correct order.</li><li>• Repeat above stages for each member of the group and for as many times as you deem necessary.</li></ul> <p>( Any page from the story can be used for this activity)</p>
Debrief	<p>Ask pupils what strategies they employed to carry out the task. Ask them</p> <ol style="list-style-type: none"><li>4. what they did well</li><li>5. what they could do better</li><li>6. what they would do differently if they were to do the activity again</li></ol> <p>What skills did they use? I.e. discussing, collaboration, listening, planning, explaining, reasoning, justifying etc.</p>

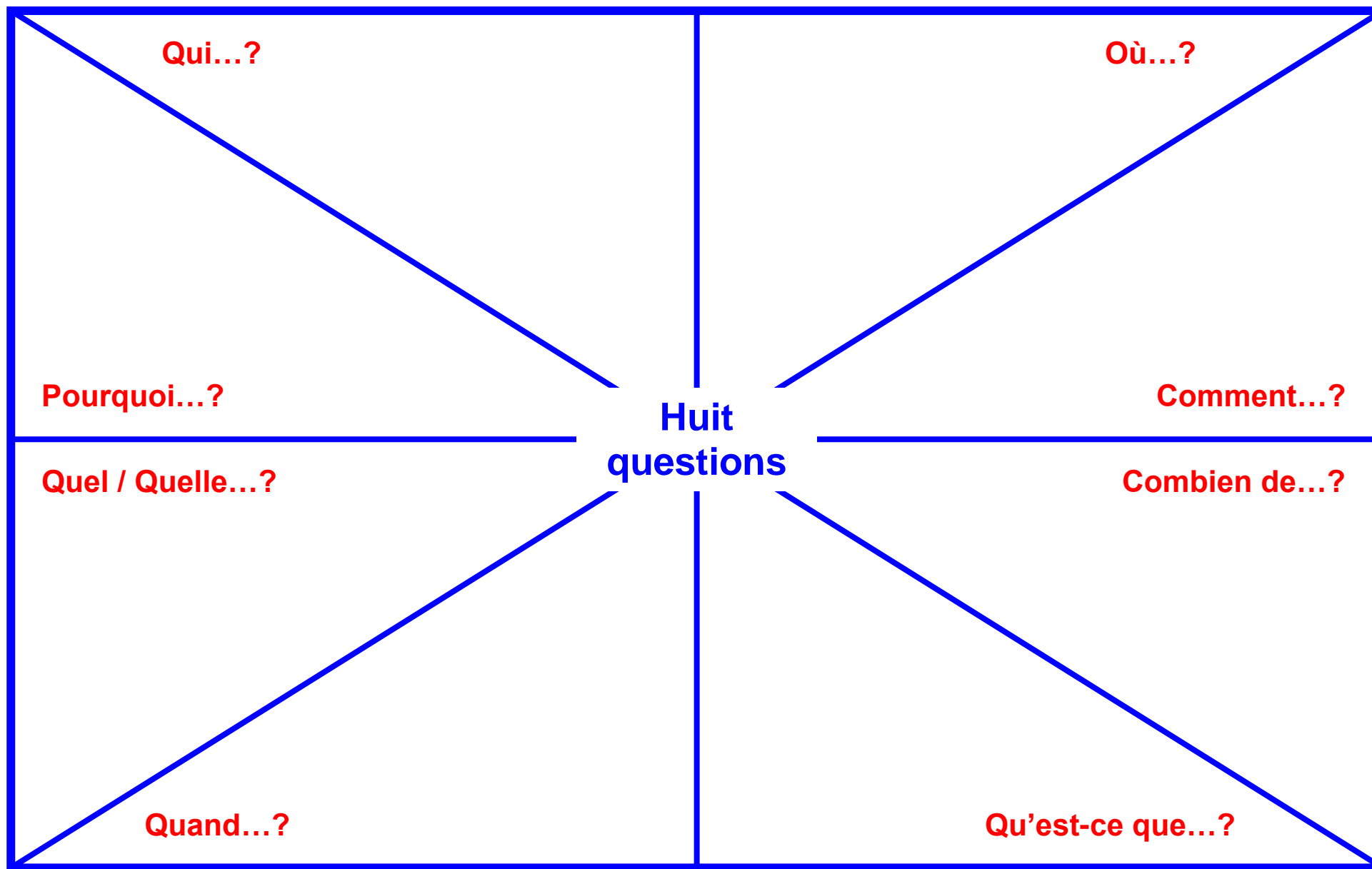
Il était une fois	un grand		Il était une fois	un grand
corbeau noir.	Il habitait		corbeau noir.	Il habitait
un joli bois	près d'une		un joli bois	près d'une
petite rivière.	Dans		petite rivière.	Dans
ce joli bois	habitait		ce joli bois	habitait
aussi	un petit renard		aussi	un petit renard
qui était	très malin.		qui était	très malin.
Il était une fois	un grand		Il était une fois	un grand
corbeau noir.	Il habitait		corbeau noir.	Il habitait
un joli bois	près d'une		un joli bois	près d'une
petite rivière.	Dans		petite rivière.	Dans
ce joli bois	habitait		ce joli bois	habitait
aussi	un petit renard		aussi	un petit renard
qui était	très malin.		qui était	très malin.

## 8 Questions

<p>Purpose</p>	<ul style="list-style-type: none"> <li>• to formulate questions</li> <li>• to develop questioning techniques</li> <li>• to generate ideas</li> </ul> <p>This strategy should be ongoing for the duration of the fable so that the pupils develop a bank of questions relating to the fable. It is not necessary to find answers to the questions. It is appropriate to explore certain questions after certain activities, e.g.</p> <p><b>Où</b> after card sorting of nouns - où est le corbeau? etc</p> <p><b>Combien de</b> after card sorting of nouns - combien de corbeaux dans le bois? etc</p> <p><b>Qui</b> after work on adjectives - qui est malin? etc. Also after work on verbs - qui a vu le fromage ?</p> <p><b>Pourquoi</b> after work on verbs - pourquoi le corbeau a chanté ? etc</p> <p><b>Qu'est-ce que</b> after work on verbs - qu'est-ce que le renard a mangé ?</p> <p><b>Quand</b> after work on verbs - quand est-ce que le corbeau a chanté ? etc</p>
<p>Links to KS2 framework</p>	<ul style="list-style-type: none"> <li>• 05.2 Ask and answer questions</li> <li>• L5.2 Understand that the order of words in a sentence influences the meaning</li> <li>• 06.4 Use spoken language confidently to initiate and sustain conversations</li> </ul>
<p>Preparation</p>	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• One 8 questions diagram</li> <li>• 1 language grid</li> <li>• One copy of the fable</li> </ul>
<p>Activity</p>	<ul style="list-style-type: none"> <li>• Write one question in the language grid e.g. "Où est le corbeau? »</li> <li>• Give groups 30 seconds to work out what kind of statement it is and why; which is the most important word in the statement and why.</li> <li>• Ask them if they could create a new question by changing any of the words. They need to have an awareness of gender in order to do this correctly.</li> <li>• Write "Il est où le corbeau?" on the grid and ask class what it means, and what has changed from the first question. This is a very French way of asking questions. Ask what would change if it was "rivière" instead of "corbeau".</li> <li>• Ask pupils to make up as many "où" questions as they can relating to the story using both question formats.</li> <li>• Pupils can wander round and look at the questions of other groups.</li> <li>• Groups can feedback interesting questions to whole class.</li> <li>• Now ask groups to make up "où" questions relating to the classroom / school / town / etc</li> </ul>
<p>Debrief</p>	<p>Ask pupils what skills they used to create their own questions? I.e. imagining, discussing, explaining, reasoning, justifying etc.</p>


Où		est		le	grand	corbeau	noir?
	Il	est	où	le	grand	corbeau	noir?





Fortune Line	
Purpose	<ul style="list-style-type: none"> <li>to interpret information and organise it</li> <li>to make links between pieces of information</li> <li>to formulate, explain and justify opinions</li> <li>to empathise with characters in the story</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>O5.2 Understand and express simple opinions</li> <li>O6.3 Understand longer and more complex sentences</li> <li>O6.4 Use spoken language confidently to initiate and sustain conversations</li> <li>L6.1 Read and understand the main points and some detail from a short written passage</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>1 fortune line graph</li> <li>1 set of phrases</li> <li>1 non permanent marker</li> </ul>
Activity	<ul style="list-style-type: none"> <li>Give out the phrase cards.</li> <li>Ask pupils to sequence phrases in the order in which you say them, repeating them after you.</li> <li>Now ask them to re-order them in the order of the original story. Give pupils a blank copy of the graph.</li> <li>Ask pupils to place each slip in order along the bottom of the graph, matching the text to the number, reading the phrase aloud as they do so.</li> <li>Ask pupils to decide how le corbeau feels at each stage and to mark a point on the graph to represent its feelings.</li> <li>Ask pupils to wander around and look at the other graphs.</li> <li>Ask each group to feed back by describing its line in French and explaining its decisions.</li> <li>Pupils could plot another line to represent how le renard felt at each stage.</li> </ul>
Debrief	<p>Ask pupils how they came to an agreement on where to plot their lines. What skills did they use? I.e. listening, discussing, explaining, reasoning, justifying etc.</p>

# Le corbeau est...



très fier



heureux



malheureux



idiot



furieux

	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

Ici Wexford County Council

Là

A	Il a ouvert son bec.	A	Il a ouvert son bec.
B	Le renard l'a tout mangé.	B	Le renard l'a tout mangé.
C	Il est parti rechercher son dîner.	C	Il est parti rechercher son dîner.
D	Le corbeau avait faim.	D	Le corbeau avait faim.
E	Le fromage est tombé par terre.	E	Le fromage est tombé par terre.
F	Il a vu le fromage par terre.	F	Il a vu le fromage par terre.
G	Il a écouté la leçon du renard.	G	Il a écouté la leçon du renard.
H	Il a pris le fromage dans son bec noir.	H	Il a pris le fromage dans son bec noir.
I	Le renard a saisi le fromage.	I	Le renard a saisi le fromage.
J	Le corbeau a chanté une chanson.	J	Le corbeau a chanté une chanson.

## Kim's Game

Purpose	<ul style="list-style-type: none"> <li>to identify strategies for memorising</li> </ul>										
Links to KS2 framework	<ul style="list-style-type: none"> <li>O5.4 Develop and consolidate memorisation skills</li> <li>O5.4 Remember, retain and recall words and phrases</li> <li></li> </ul>										
Preparation	<p>A basket containing about 10 items relating to the fable. These could be:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A pretty flower</td> <td style="width: 50%;">A song</td> </tr> <tr> <td>A small bird</td> <td>A stone</td> </tr> <tr> <td>A piece of cheese</td> <td>A fish</td> </tr> <tr> <td>A green leaf</td> <td>A branch</td> </tr> <tr> <td>A crafty fox</td> <td>A ball</td> </tr> </table>	A pretty flower	A song	A small bird	A stone	A piece of cheese	A fish	A green leaf	A branch	A crafty fox	A ball
A pretty flower	A song										
A small bird	A stone										
A piece of cheese	A fish										
A green leaf	A branch										
A crafty fox	A ball										
Activity	<ul style="list-style-type: none"> <li>Tell pupils that you are going to place some items on the table and then cover them up.</li> <li>Tell class that you would like them to try and remember the objects.</li> <li>Take out the objects one at a time. It can be useful to say the name of the object, and add an appropriate action before placing it on the table. This often becomes part of the memorisation process for different types of learners.</li> <li>Give about 30 seconds for looking at all the objects together on the table, then cover up or put away.</li> <li>Give pupils about a minute to recall as many objects as possible. Note: do not tell them how this should be done. They often assume that it must be done alone - if they choose to work with someone else do not stop them.</li> </ul>										
Debrief	<p>Ask pupils what strategies they used to remember the objects. Write the various strategies on the board. Discuss the nature of the different strategies and what it would be like to adopt a different one.</p>										

## Odd One Out

Purpose	<ul style="list-style-type: none"><li>• to identify similarities and differences</li><li>• to promote understanding of properties and attributes of words</li><li>• to develop reasoning skills and knowledge about language</li></ul>
Links to KS2 framework	<ul style="list-style-type: none"><li>• KAL Recognise patterns</li><li>• KAL Notice and match agreements</li></ul>
Preparation	<p>Pupils work in groups of 2 or 3. Each group will need:</p> <ul style="list-style-type: none"><li>• 1 odd one out grid</li></ul>
Activity	<ul style="list-style-type: none"><li>• Read out the words in each column for number 1. Ask pupils to repeat.</li><li>• Ask groups to choose an odd one out and to explain their choice (say why...). Emphasise that there are no right or wrong answer, but that all answers must be explained.</li><li>• Ask them to write down their explanation in English.</li><li>• Repeat for each numbered line.</li><li>• Ask one group to read out words in one of the lines from the power point. Ask them to feed back on their choice of Odd One Out.</li><li>• Ask other groups for comments.</li><li>• Repeat the process for the other lines.</li><li>• When all the lines are completed ask groups to make up their own odd one outs using words or phrases from the story.</li></ul>
Debrief	<p>Ask pupils what knowledge about language they discovered during the activity. Ask them how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, justifying etc.</p>

## Cherchez l'intrus.

Choisis l'intrus sur chaque ligne et explique ton choix.

	A	B	C	D	POURQUOI?
1	Petite	Joli	Malin	Bon	
2	Le corbeau	Le fromage	Le renard	Joli	
3	La rivière	Le plumage	La voix	La branche	
4	La leçon	Malin	Bon	Honteux	
5	La voix	Le fromage	Noir	Le bois	
6	Grand	Sage	Heureux	Jolie	
7	Dans	À côté de	Sur	C'était	
8	Il est retourné	Il a regardé	Il est parti	Il est descendu	

## À toi!

	A	B	C	D	POURQUOI?
1					
2					
3					
4					
5					



Fact or Opinion	
Purpose	<ul style="list-style-type: none"> <li>to distinguish fact from opinion</li> <li>to develop reasoning skills</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>O5.2 Understand and express opinions</li> <li>O6.1 Understand simple opinions in a story</li> </ul>
Preparation	<p>Pupils work in groups of 2 or 3. Each group will need:</p> <ul style="list-style-type: none"> <li>1 sheet of phrases per group</li> </ul>
Activity	<ul style="list-style-type: none"> <li>Give sheet of phrases to each group of pupils.</li> <li>Ask group members to take turns in reading each statement aloud.</li> <li>Ask groups to decide if each phrase is a fact or opinion and to write an F or an O in the box accordingly.</li> <li>Ask groups to feedback using "A notre avis..." for the opinions and "il est certain que..." for the facts.</li> </ul>
Debrief	<p>Ask pupils what skills they employed to reach a decision for each statement. Whose view points did they have to consider?</p> <p>Ask pupils if they found the activity easy. If not, why not? What skills did they need to use? I.e. discussing, justifying explaining, reasoning, deducing bias and reliability, etc.</p>

## Fait ou Opinion?

Le bois est près de la rivière.		Le bois est joli.	
Le corbeau est grand.		Le renard mange le fromage.	
Il y avait du fromage par terre.		Le corbeau chante mal.	
Le renard est roux.		Le corbeau est sur une branche d'un arbre.	
Le corbeau a faim.		Le fromage est délicieux.	
Le fromage tombe par terre.		Le renard est intelligent.	
Le fromage sent bon.		Le corbeau a un bec noir.	
Il y a des arbres dans le bois.		Les flatteurs sont malhonnêtes.	

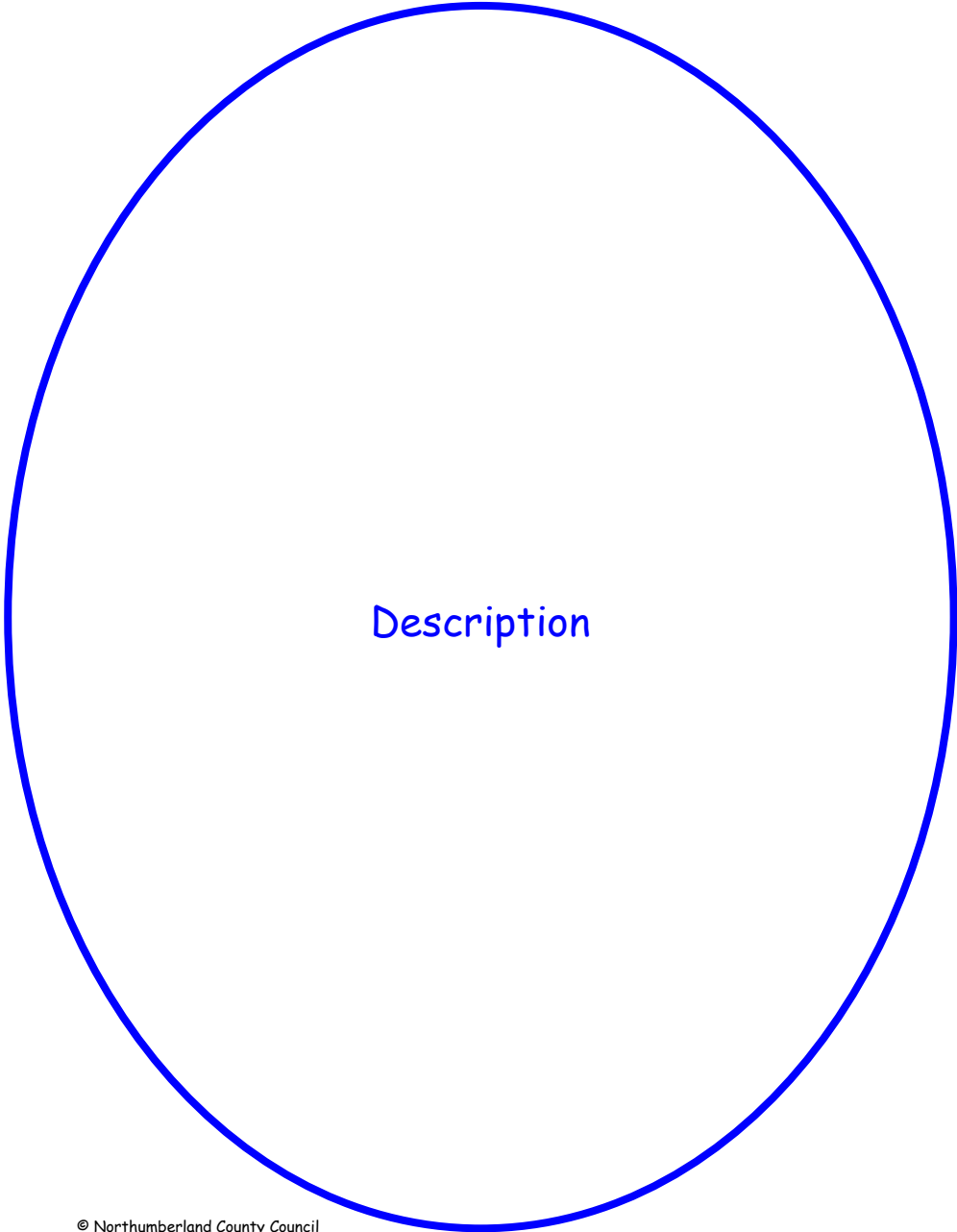
## Card Sorting - Verbs 1

Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and group words</li> <li>• to identify relationships</li> <li>• to make connections</li> <li>• to develop understanding of the nature of verbs</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• KAL Recognise patterns in the foreign language</li> <li>• KAL Recognise the typical conventions of word order in the foreign language</li> <li>• KAL Understand that words will not always have a direct equivalent in the foreign language</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set of infinitive cards in French</li> <li>• 1 copy of fable</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Give out set of French infinitive cards and ask groups to sort into groups - do not specify criteria.</li> <li>• Ask groups to feedback on their choice of groupings and to explain the reasons for their choice. Compare feedback from different groups.</li> <li>• Now write "to imagine" on the board. Ask groups to find the French word that means "to imagine". Now ask them what "decider" means. Get them to talk about the fact that there are 2 words in English for the 1 French word.</li> <li>• Ask groups to re-sort their cards according to meaning - ones they think they know and ones that they have no idea. They can refer to the fable to help them.</li> <li>• Ask groups to compare their results with another group.</li> <li>• Some groups will start to puzzle over the "se" words. Let them offer suggestions. If necessary ask the type of questions that could lead them to the idea of self. If they get the idea write "s'appeler" on the board and ask what it means, then "je m'appelle".</li> <li>• It would be a good idea to play blockbusters and snakes and ladders in subsequent lessons before moving onto the next verb sorting activity. This will build up confidence with the verbs in the story and will encourage the use of "to..." in English when referring to an infinitive.</li> </ul>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, reasoning, deducing, hypothesising etc.</p>

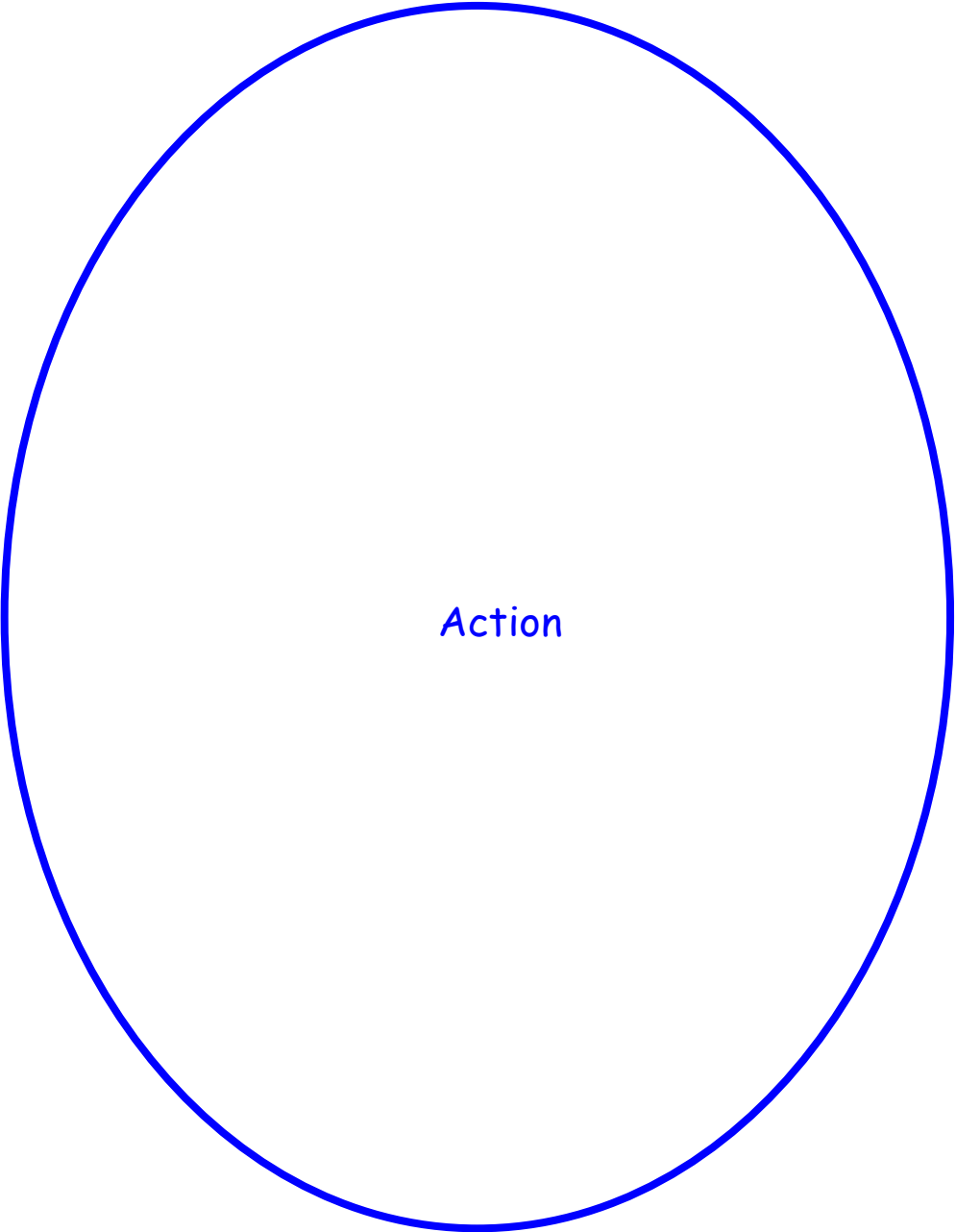
habiter	chanter	écouter	voir	descendre
décider	montrer	s'approcher	avoir	prendre
chercher	sembler	se jurer	valoir	vivre
imaginer	manger	partir	savoir	être
retourner	aller	saisir	sentir	dire
tomber	regarder	tenir	ouvrir	se sentir

## Card Sorting - Verbs 2

Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and group words</li> <li>• to identify relationships</li> <li>• to make connections</li> <li>• to develop understanding of the nature of verbs</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• KAL Recognise patterns in the foreign language</li> <li>• KAL Recognise the typical conventions of word order in the foreign language</li> <li>• KAL Understand that words will not always have a direct equivalent in the foreign language</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set French verb cards - <b>past tense only</b></li> <li>• 1 set of infinitive cards in French</li> <li>• 1 copy of fable</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Give out the French infinitives cards and a set of cut up past tense verbs cards.</li> <li>• Ask groups to match the words to the infinitives.</li> <li>• Ask for feedback - were any difficult? Any observations?</li> <li>• Ask what "habiter" means. Now look for "habiteait" on page 1 of the story and ask what it could mean. Repeat for a couple more of the verbs. Ask them to articulate the differences between the infinitive and the conjugated verb.</li> <li>• Now take away the infinitive cards and ask groups to sort into groups.</li> <li>• Ask for feedback.</li> <li>• Ask groups to choose one verb from each of their groups and to decide if it is in the past, present or future tense by looking in the story.</li> <li>• Ask for feedback. Once the class has established that they are all in the past tense, give out the 2 oval shapes. Now ask the groups to look in the story and to decide if the verbs indicate an action or a description and to group them accordingly.</li> <li>• Ask for feedback. What patterns do they notice?</li> <li>• The objective of this activity is for pupils to start seeing patterns and to become aware of the steps involved in conjugating verbs. <b>They do not need to learn the patterns.</b></li> </ul>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, reasoning, deducing, hypothesising etc.</p>



Description



Action

était	a regardé	est descendu	êtes
habitait	a décidé	est retourné	est
avait	a vu	est tombé	ai
tenait	a pris	est parti	a
sentait	a dit	s'est juré	savez
s'approchait	a ouvert	vaut	semblez
se sentait	a saisi	vivent	chantez
vais	a mangé	écoutent	imagine

### Card Sorting - Verbs 3

Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and group words</li> <li>• to identify relationships</li> <li>• to make connections</li> <li>• to develop understanding of the nature of verbs</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• KAL Recognise patterns in the foreign language</li> <li>• KAL Recognise the typical conventions of word order in the foreign language</li> <li>• KAL Understand that words will not always have a direct equivalent in the foreign language</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set French verb cards - <b>present tense only</b></li> <li>• 1 set of infinitive cards in French</li> <li>• 1 copy of fable</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Give out the French infinitives cards and a set of cut up present tense verbs cards.</li> <li>• Ask groups to match the words to the infinitives.</li> <li>• Ask for feedback - were any difficult? Any observations?</li> <li>• Now take away the infinitive cards and ask groups to sort into groups.</li> <li>• Ask for feedback.</li> <li>• Ask groups to choose one verb from each of their groups and to decide if it is in the past, present or future tense by looking in the story.</li> <li>• Ask for feedback.</li> <li>• Now ask groups to choose 4 of their verb cards and to try and find out from the story who is doing the listening or the singing etc, i.e. who is the subject of the verb.</li> <li>• Ask for feedback.</li> <li>• On the smart board write             <ul style="list-style-type: none"> <li>○ Je / j'</li> <li>○ Tu</li> <li>○ Il / Elle</li> <li>○ Nous</li> <li>○ Vous</li> <li>○ Ils / Elles</li> </ul> </li> <li>• Ask groups if any of their verbs could go with "vous". What could vous mean? Repeat with "je". Ask what pronoun would work for the other verbs. Why? .</li> <li>• Ask for feedback. What patterns do they notice?</li> <li>• The objective of this activity is for pupils to start seeing patterns and to become aware of the steps involved in conjugating verbs. <b>They do not need to learn the patterns.</b></li> </ul>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, reasoning, deducing, hypothesising etc.</p>



## Dominoes

Purpose	<ul style="list-style-type: none"><li>• to sort words</li><li>• to make connections</li><li>• to develop memory skills</li></ul>
Links to KS2 framework	<ul style="list-style-type: none"><li>• O5.4 Remember, retain and recall words</li><li>• KAL use knowledge of words to make meaning</li></ul>
Preparation	<p>Pupils work in groups of 3. Each group will need:</p> <ul style="list-style-type: none"><li>• 1 set of dominoes</li></ul>
Activity	<ul style="list-style-type: none"><li>• ask the class to distribute the dominoes equally among group members</li><li>• pupil with * * * places his card on the table saying the French word aloud</li><li>• continue as a game of dominoes ensuring that the French words are said aloud.</li><li>• Continue until final * * * card is laid</li></ul>
Debrief	<p>Ask pupils what skills they employed during the game. i.e. listening, memorising, reasoning. Ask if they learned any new words. How did they learn them?</p>

<p>* *</p> <p>Le corbeau et le renard</p>	a crow	un corbeau	delicious
délicieux	a river	une rivière	pretty
joli	nasty	méchant	proud
fier	a beak	un bec	happy


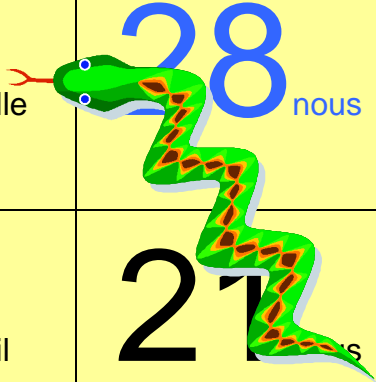




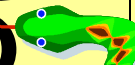

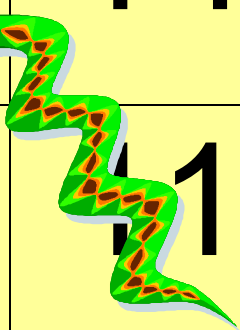


content	a tree	un arbre	wise
sage	a song	une chanson	good
bon	a flatterer	un flatteur	cunning
malin	a supper	un dîner	beautiful

beau	a branch	une branche	creamy
crémeux	a wood	un bois	once upon a time
il était une fois	some cheese	du fromage	black
noir	nice	gentil	small

petit	a voice	une voix	tall
grand	a word	un mot	as well
aussi	a fox	un renard	one fine day
un beau jour	hungry	faim	* * * C'est fini!

## Snakes and Ladders

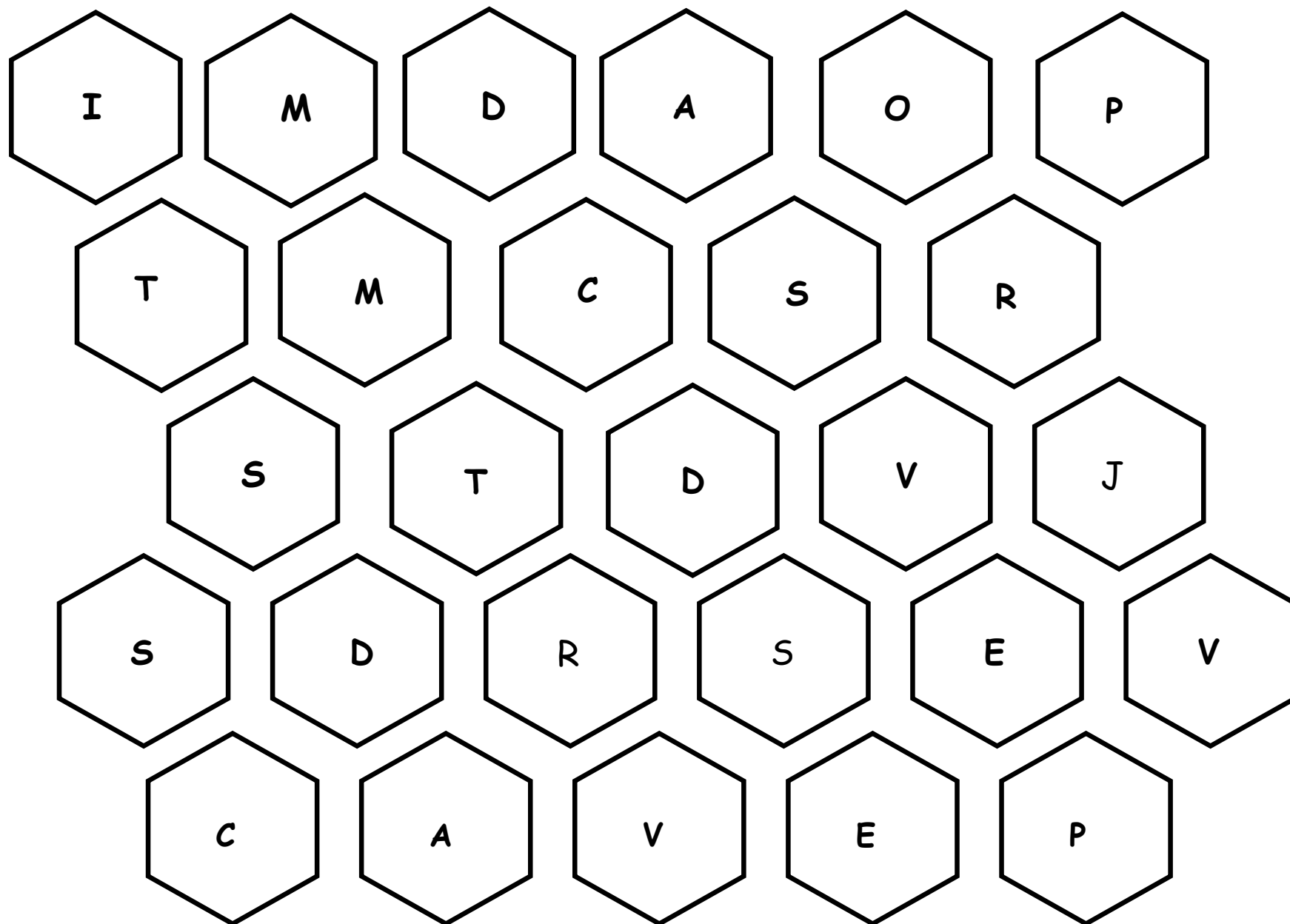
<p>Purpose</p>	<ul style="list-style-type: none"> <li>• to make connections</li> <li>• to take turns</li> <li>• to make decisions</li> </ul>
<p>Links to KS2 framework</p>	<ul style="list-style-type: none"> <li>• O5.4 Develop and consolidate memorisation skills</li> <li>• O5.4 Remember, retain and recall words</li> </ul>
<p>Preparation</p>	<ul style="list-style-type: none"> <li>• Children sit in groups of 3. Each group has</li> <li>• One snakes and ladders board</li> <li>• One set of counters and dice</li> <li>• One verb sheet - numbered randomly from 1 to 30 in boxes</li> </ul>
<p>Activity</p>	<p>Pupils take it in turns to throw dice.          If pupils land on a red square, they climb up the ladder, if they land on a blue square, they slide down the snake.          Each time pupils throw the dice, they move that number of places.          They must find the English equivalent of the verb that corresponds to the number they land on.          If they can't find the equivalent or forget to say "to..." they miss their next go.</p> <p>The game can be used with other year groups in a more challenging way to practice conjugating verbs.          If they land on a number with "je" they have to say that form of the verb in a specified tense. Can be played with one or more tenses, i.e. odd numbers - perfect; even - imperfect; red and blue numbers - present.</p>
<p>Debrief</p>	<p>Ask pupils what skills and dispositions they used during the activity. i.e. taking turns, being fair, reasoning</p>

25 je	26 tu 	27 elle	28 nous 	29 vous	30 ils
24 je	 23 tu	22 il	21 s 	20 vous	19 elles 
13 je 	14 tu	15 on	16 nous 	17 vous	18 ils 
12 je	 11 tu	10 elle	9 vous 	8 vous	7 elles
1 je	2 tu	3 il	4 nous 	5 vous	6 ils

	habiter		savoir		aller
	retourner		sentir		être
	tomber		décider		partir
	descendre		sembler		se sentir
	saisir		écouter		imaginer
	tenir		vivre		montrer
	s'approcher		s'appeler		manger
	se jurer		dire		voir
	regarder		chercher		avoir
	prendre		chanter		ouvrir



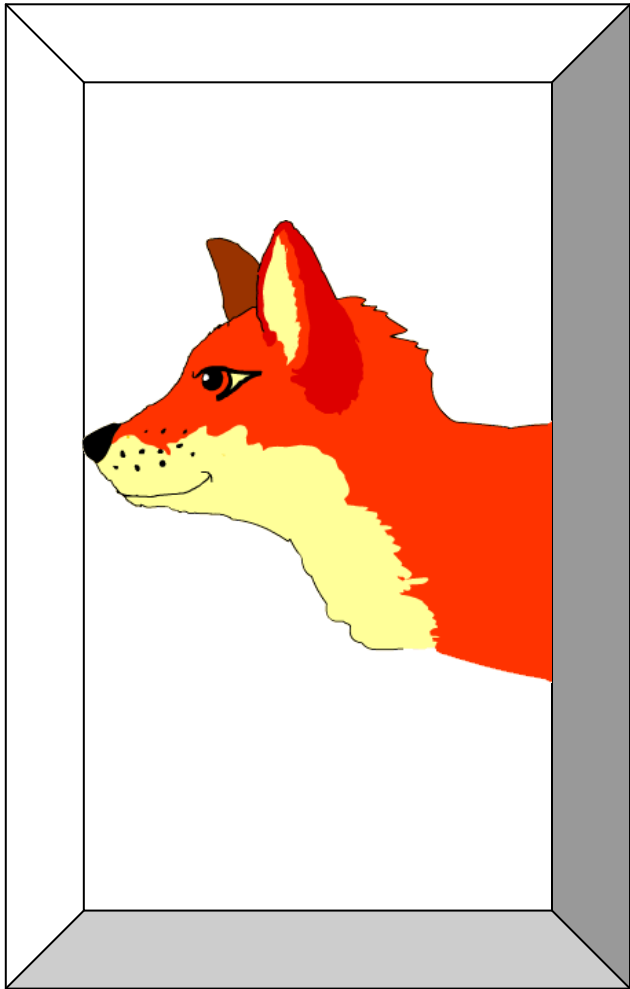
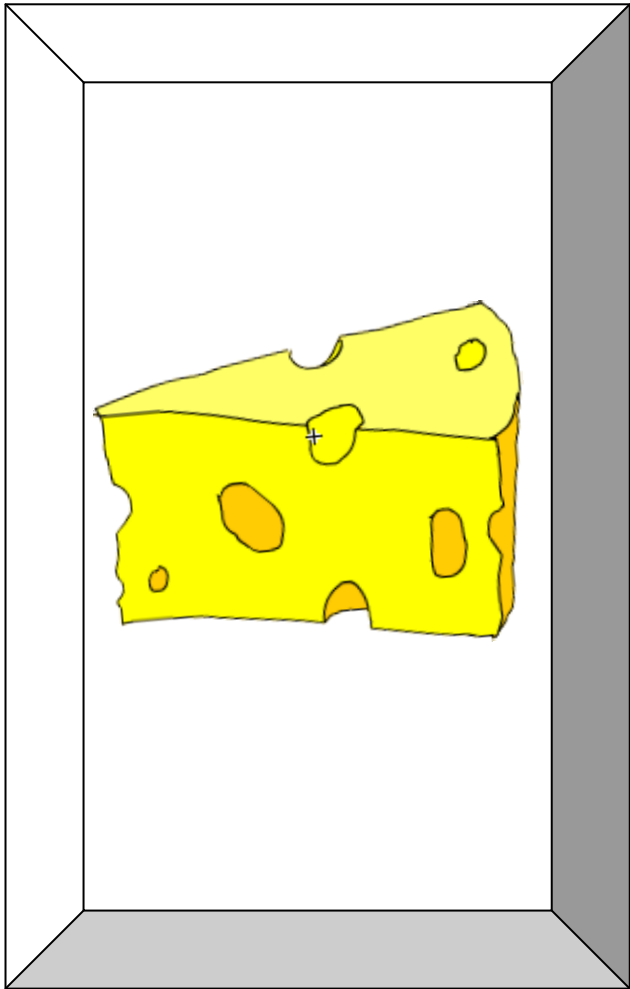
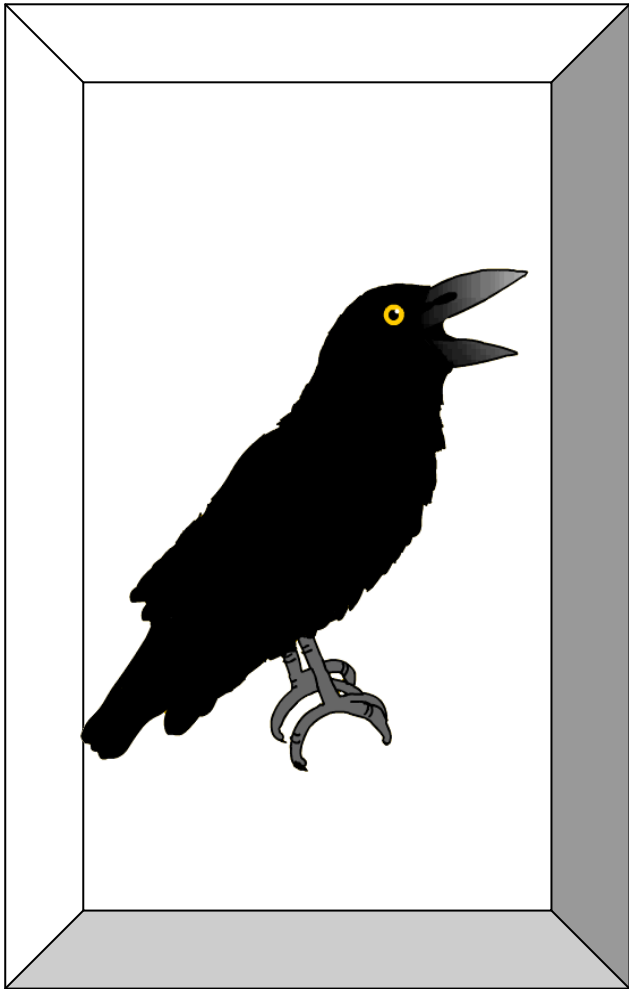
Blockbusters	
Purpose	<ul style="list-style-type: none"> <li>• to make connections</li> <li>• to solve problems</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• O5.4 Develop and consolidate memorisation skills</li> <li>• O5.4 Remember, retain and recall words</li> </ul>
Preparation	<p>Pupils play in groups of 4 - 2 to a team. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 blockbusters board</li> <li>• 1 set of questions</li> <li>• 1 water soluble marker pen</li> </ul> <p>Pupils must try to get from the left to the right side of the game board.</p>
Activity	<ul style="list-style-type: none"> <li>• First team chooses a hexagon on the board and answers corresponding question.</li> <li>• If they answer correctly they mark an X on the hexagon</li> <li>• Second team follows same procedure but uses a different symbol to track progress</li> <li>• After the first go, teams can only choose hexagons that touch an answered shape.</li> <li>• If the question is incorrectly answered the shape is left blank.</li> <li>• The questions are designed to practise the infinitives found in the story.</li> <li>• The level of challenge can be increased with the aid of a dice.</li> <li>• When pupils select their hexagon they throw the dice and conjugate the verb accordingly, selecting their preferred tense. 1- je; 2 - tu; 3 - il; 4 - nous; 5 - vous; 6 - ils</li> </ul>
Debrief	<p>Ask pupils what they learned and how they learned it. What skills did they use? I.e. listening, reasoning, etc. What dispositions did they need? i.e. turn taking.</p>



I	What I is to imagine?	V	What V is to see?
M	What M is to show?	J	What J is to swear?
D	What D is to go down?	S	What S is to know?
A	What A is to have?	D	What D is to decide?
O	What O is to open?	R	What R is to return?
P	What P is to take?	S	What S is to seem?
T	What T is to fall?	E	What E is to listen to?
M	What M is to eat?	V	What V is to live?
C	What C is to look for?	C	What C is to sing?
S	What S is to hear?	A	What A is to go?
R	What R is to look at?	V	What V is to be worth?
S	What S is to seize?	E	What E is to be?
T	What T is to hold?	P	What P is to leave?
D	What D is to say?		

Quelle Image?	
Purpose	<ul style="list-style-type: none"> <li>• to make connections</li> <li>• sort, classify and group words</li> <li>• to make deductions</li> <li>•</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• O5.1 Ask and answer questions</li> <li>• L5.2 Make a sentence using word cards</li> <li>• O5.4 Develop and consolidate memorisation skills</li> <li>• O5.4 Remember, retain and recall words</li> <li>• O6.4 Use spoken language confidently to initiate conversations</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 picture sheet</li> <li>• 1 set of phrases</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Give out phrase cards and ask groups to sequence them in the order in which you say them.</li> <li>• Now ask them to shuffle the cards and to distribute evenly among group members face down.</li> <li>• Give out the pictures of le corbeau, le renard et le fromage.</li> <li>• Taking turns each group member turns over his top card, saying it aloud and placing it on one of the pictures. Group decide whether or not the phrase is appropriately placed. If inappropriate the card owner retains the card, placing it at the bottom of his pile.</li> <li>• If the card is placed appropriately the card owner then has to make up a phrase or question which incorporates both the object on the picture and the words on the card.</li> <li>• Groups can keep a scoring system for each member, gaining one point for each word in the made up phrase.</li> </ul>
Debrief	<p>Ask pupils what they learned and how they learned it. What skills did they use? I.e. listening, reasoning, etc. What dispositions did they need? i.e. turn taking.</p>

a faim	délicieux
grand	bon
crémeux	grand
content	honteux
joli	jaune
beau	mauvais
heureux	malin
fier	content
gentil	flatteur
bête	Ça sent bon
gêné	un air sage



## Using Role Plays

The role play can be built up through various stages and should be introduced when pupils are very familiar with the story.

### Lesson 1:

Project story on to screen to aid understanding.

Read through the role play in groups and ask pupils to identify the key words in the text. Which words do we recognise? How do we remember them?

### Lesson 2:

Read through the role play again, with the story displayed.

Give out the phrases of the role play and ask groups to sequence.

Pupils discuss in groups which order they think the text should go.

Allow groups to wander around and view other sequences.

Whole class feedback.

### Lesson 3:

Read through the role play a third time.

Separate pupils into character groups (narrator, corbeau, renard).

Each character gathers with a group of pupils in the same role to practice the lines on the sentence cards and agree on the pronunciation, using their knowledge of phonics.

Discuss possible strategies to remember lines without the cards.

### Lesson 4:

Read through the role play, encouraging characters to join in with the reading.

Spend half of the lesson time back in the groups from the last lesson, and then organise the final acting groups, with the correct role play characters.

Pupils practice and agree on possible props for next lesson.

### Lesson 5:

Read through role play with whole class, with all pupils joining in for their parts.

Encourage pupils to only use the sentence cards as prompts if absolutely necessary.

Full rehearsal with props.

Finally, show the role plays, acted out to the class / school!

# Role Play

**Personnages:** narrateur (N), corbeau (C), renard (R).

N : Il était une fois un grand corbeau noir et un petit renard malin. Les voici ! Ils habitent un joli bois près d'une petite rivière.

C : Bonjour ! Caw ! Caw !

R : Bonjour !

N : Le corbeau a faim.

C : Oui, j'ai faim. Voilà un bon morceau de fromage par terre !

N : Et il prend le fromage dans son bec noir.

C : Je suis très content !

N : Il retourne sur sa branche pour le manger.

N : Mais voici le renard. Le renard aussi a faim.

R : J'ai très faim. Quelle bonne odeur! C'est du fromage je crois. Que ça sent bon, très bon!

N : Il regarde le corbeau.



R : Bonjour Monsieur Corbeau. Vous êtes très joli! Vous êtes vraiment beau !

Je suis certain que vous avez aussi une très belle voix.

Si votre voix est aussi belle que votre plumage vous êtes vraiment le phénix de ce petit bois.

N : Le grand corbeau noir est très heureux et très fier. Alors il ouvre son bec noir et chante une jolie chanson pour le renard.

C : Ah zut! J'ai laissé tomber le fromage. Le voilà par terre !

N : Et le renard malin ? Il mange le fromage tout de suite bien sûr.

R : Merci beaucoup Monsieur Corbeau, vous êtes très gentil mais vous êtes aussi très bête, très idiot.

Soyez sage ! N'écoutez pas les flatteurs. Merci pour le fromage !

N : Le grand corbeau noir est triste, très triste. Il a envie de pleurer.

C : Zut ! Maintenant je n'ai pas de dîner et j'ai faim.

Le renard a mangé mon fromage. Je suis idiot.

Je ne vais jamais écouter les flatteurs, et surtout pas les petits renards malins.

## Le Corbeau et le Renard

Le corbeau noir  
Le bois vert  
À côté de la rivière  
La rivière



Un bon morceau  
De fromage par terre  
À côté de la rivière  
La rivière

Il est descendu ce grand corbeau  
Et dans son bec ce bon morceau  
Bon morceau

Le renard malin  
Il avait faim  
Il a vu le morceau dans le bec du corbeau  
Le bec du corbeau

"Monsieur Corbeau" a dit le renard malin  
"J'imagine que vous chantez très bien  
Très bien!"

Le grand corbeau  
Était vraiment fier  
Et le bon morceau  
Est tombé par terre  
Tombé par terre

Le grand corbeau  
Se sentait honteux  
N'écoutez pas les flatteurs  
Les flatteurs!



### MFL KS2 Framework for year 3

	Oracy		Literacy		Intercultural Understanding	Knowledge about Language	Language Learning Strategies
O3.1 3.4	To listen and respond to simple stories, finger rhymes and songs <ul style="list-style-type: none"> <li>○ Identify rhyming words</li> <li>○ Perform finger rhymes and sing songs</li> <li>○ Listen to stories</li> <li>○ Join in with storytelling</li> </ul>	L3.1	To recognise some familiar words in written form <ul style="list-style-type: none"> <li>○ Understand words displayed in the classroom</li> <li>○ Identify and read short simple words when listening to familiar rhymes or stories or songs</li> <li>○ Read short messages</li> </ul>	IU3.1	To learn about the different languages spoken by children in the school <ul style="list-style-type: none"> <li>○ Be aware of linguistic and cultural diversity</li> </ul>	Identify specific sounds, phonemes and words, linking sounds to meanings  Imitate pronunciation of sounds	Discuss language learning and reflect and share ideas and experiences  Use actions and rhymes to aid memorisation
O3.2	To recognise and respond to sound patterns and words <ul style="list-style-type: none"> <li>○ Listen with care</li> <li>○ Identify sounds which are the same as or different from English</li> <li>○ Speak clearly and confidently</li> </ul>	L3.2	To make links between some sounds, rhymes and spellings and read aloud familiar words <ul style="list-style-type: none"> <li>○ Identify characters and letter strings which are the same as or different to English</li> <li>○ Pronounce accurately the most commonly used characters and letter strings</li> <li>○ Read aloud a familiar sentence, rhyme or poem</li> </ul>	IC3.2	To locate country / countries where the language to be studied is spoken: <ul style="list-style-type: none"> <li>○ Identify some of the countries where the language is spoken</li> <li>○ Know some facts about one country where the target language is spoken, e.g. climate, main towns, famous landmarks, produce</li> </ul>	Hear main word classes  Recognise questions and negatives  Recognise how sounds are represented in written form	Ask for repetition and clarification  Use context and previous knowledge to help understanding  Practise new language – speaking aloud or silently, speaking with a friend
O3.3	To perform simple communicative tasks using single words, phrases and short sentences <ul style="list-style-type: none"> <li>○ Remember, retain and recall vocabulary</li> <li>○ Ask and answer questions</li> </ul>			IU3.3	To identify social conventions at home and in other cultures <ul style="list-style-type: none"> <li>○ Learn about polite forms of address</li> <li>○ Know how to greet native speakers</li> <li>○ Know some typical names</li> </ul>	Notice the spelling of familiar words  Recognise that languages describe familiar things differently	Practise new language outside the classroom  Look at the face of the person speaking and listen attentively
O3.4	To listen attentively and understand instructions, everyday classroom language and praise words <ul style="list-style-type: none"> <li>○ Repeat words and phrases spoken by the teacher</li> <li>○ Develop speaking strategies such as mime and gesture to convey meaning.</li> <li>○ remember a sequence of spoken words</li> <li>○ Use physical response to show understanding</li> </ul>	L3.3	To experiment with the writing of short words <ul style="list-style-type: none"> <li>○ Copy simple, familiar words using a model</li> <li>○ Write some single words from memory</li> </ul>	IU3.4	To make indirect or direct contact with country / countries of target language	Recognise the centrality of language in communication  Recognise different language conventions to express politeness	Use gestures and mime to show understanding  Play games to help memorisation  Recognise words which the teacher mouths silently

### MFL KS2 Framework for year 4

	Oracy		Literacy		Intercultural Understanding	Knowledge about Language	Language Learning Strategies
O4.1	To memorise and recite a short text  ○ Learn finger rhymes, poems or short stories or a non-fiction text	L4.1	To read and understand a range of familiar written phrases  ○ Match phrases and short sentences to picture or topics	IU4 .1	To learn about festivals and celebrations in different cultures  ○ Learn how children of different cultures celebrate special days ○ Identify similarities and differences ○ Learn simple phrases to celebrate festivals	Reinforce and extend recognition of word classes and understand their function  Recognise and apply simple agreements, singular and plural	<b>Discuss language learning and reflect and share ideas and experiences</b>  <b>Use actions and rhymes to aid memorisation</b>
O4.2	To listen for specific words and phrases in a song, poem or story  ○ Listen with care ○ Use physical response to show recognition and understanding of key words and phrases ○ Look carefully at the person who is speaking	L4.2	To follow a short familiar text, listening and reading at the same time and then read part of the text aloud  ○ Make links between the spoken and written words ○ Identify common spelling patterns in letter strings ○ Pronounce letter strings, words and phrases accurately with good accent	IC4 .2	To know about some aspects of everyday culture and compare them to their own:  ○ To learn and compare pastimes of children of different cultures	Apply question forms  Develop awareness of communication strategies  Recognise that texts in different languages will often have the same conventions of style and layout	<b>Ask for repetition and clarification</b>  <b>Use context and previous knowledge to help understanding</b>  <b>Practice new language – speaking aloud or silently, speaking with a friend</b>
O4.3	To listen for sounds, rhyme and rhythm			IU4 .3	To compare traditional stories  ○ Compare characteristics of simple stories between cultures ○ Learn about aspects of the writing system of a different language		<b>Practice new language outside the classroom</b>
O4.4	To ask and answer questions on several topics  ○ Ask how to say something in the target language ○ Ask someone to clarify or repeat ○ Speak clearly and confidently	L4.3	To read some familiar words and phrases aloud and pronounce them accurately  ○ Use words which they practice on a regular basis, e.g. numbers, days, weather	IU4 .4	To learn about ways of travelling to the target country / countries  ○ Revise location of country / countries where target language is spoken ○ Identify route from own locality to specified destination	Apply phonic knowledge of the foreign language to support reading and writing  Identify a different writing system	Plan and prepare for a language activity  Read and memorise words  Use a mental association to help remember words  Sort words into categories  Apply knowledge about letters and simple grammatical knowledge to experiment  Use context and previous knowledge to determine meaning and pronunciation
		L4.4	To write simple words and phrases using a model and some words from memory				

### MFL KS2 Framework for year 5

	Oracy		Literacy		Intercultural Understanding	Knowledge about Language	Language Learning Strategies
O5.1	<p>To prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> <li>○ Focus on correct pronunciation and intonation</li> <li>○ Ask and answer questions</li> <li>○ Use tone of voice and gesture to help to convey meaning</li> </ul>	L5.1	<p>To re-read frequently a variety of short texts</p> <ul style="list-style-type: none"> <li>○ read fiction and non-fiction texts</li> </ul>	IU5 .1	<p>To look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> <li>○ Arouse interest in aspects of everyday life of children in different countries</li> <li>○ Reflect on cultural issues using imagination to understand other people's experiences</li> </ul>	<p>Recognise patterns in simple sentences</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Appreciate that different languages use different writing conventions</p> <p>Recognise the typical conventions of word order in the foreign language</p>	<p><b>Discuss language learning and reflect and share ideas and experiences</b></p> <p><b>Use actions and rhymes to aid memorisation</b></p> <p><b>Ask for repetition and clarification</b></p> <p><b>Use context and previous knowledge to help understanding</b></p> <p><b>Practice new language – speaking aloud or silently, speaking with a friend</b></p> <p><b>Practice new language outside the classroom</b></p>
O5.2	To understand and express simple opinions	L5.2	<p>To make simple sentences and short texts using written word cards</p> <ul style="list-style-type: none"> <li>○ understand that the order of words in a sentence influences the meaning</li> </ul>	IU5 .2	<p>To recognise similarities and differences between places</p> <ul style="list-style-type: none"> <li>○ To identify geographical features of contrasting locality</li> <li>○ To learn about buildings and places in different countries</li> </ul>	<p>Understand that words will not always have a direct equivalent in the foreign language</p> <p>Notice different text types and cope with authentic texts</p>	<p>Plan and prepare – analyze what needs to be done to carry out a task</p> <p>Use a word or phrase and reflect and share ideas and experiences</p> <p>Look and listen for visual and aural clues</p> <p>Apply grammatical knowledge to make sentences</p> <p>Use a dictionary or a word list</p> <p>Pronounce / read aloud unknown words</p>
O5.3	<p>To listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> <li>○ Understand the main points from speech which includes unfamiliar language</li> </ul>	L5.3	<p>To write words, short phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> <li>○ make a sentence using single word cards</li> <li>○ make short texts using word and phrase cards</li> </ul>	IU5 .3	<p>To compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> <li>○ To learn about symbols representing their own country</li> <li>○ To learn about symbols and products from another country</li> </ul>		
O5.4	<p>Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> <li>○ Develop and consolidate memorisation skills</li> <li>○ Remember, retain and recall words and phrases</li> </ul>						

MFL KS2 Framework for year 6

	Oracy		Literacy		Intercultural Understanding	Knowledge about Language	Language Learning Strategies
O6.1	To understand the main points and simple opinions in a story, song or spoken passage	L6.1	To read and understand the main points and some detail from a short written passage	IU6 .1	To compare attitudes towards aspects of everyday life <ul style="list-style-type: none"> <li>Recognise similarities and differences in attitudes amongst children in different cultures</li> </ul>	Recognise patterns in the foreign language	<b>Discuss language learning and reflect and share ideas and experiences</b>
O6.2	To perform to an audience <ul style="list-style-type: none"> <li>Speak clearly and audibly</li> </ul>	L6.2	To identify different text types and read short, authentic texts for enjoyment or information <ul style="list-style-type: none"> <li>To read for enjoyment an e-mail message, short story or simple text from the Internet</li> </ul>	IU6 .2	To recognise and understand some of the differences between people <ul style="list-style-type: none"> <li>To recognise and challenge stereotypes</li> </ul>	Notice and match agreements  Use knowledge of words, texts and structure to make meaning	<b>Use actions and rhymes to aid memorisation</b>  <b>Ask for repetition and clarification</b>
O6.3	To understand longer and more complex phrases or sentences					Apply knowledge of word order and sentence construction to support the understanding of the written text	<b>Use context and previous knowledge to help understanding</b>
O6.4	To use spoken language confidently to initiate and sustain conversations and to tell stories	L6.3	To match sound to sentences and paragraphs <ul style="list-style-type: none"> <li>use punctuation to make the sentence make sense</li> </ul>	IU6 .3	To present information about an aspect of culture <ul style="list-style-type: none"> <li>Perform songs, plays, dances</li> <li>Use ICT to present information</li> </ul>	Use knowledge of word and text conventions to build meaningful sentences and short texts	<b>Practice new language – speaking aloud or silently, speaking with a friend</b>  <b>Practice new language outside the classroom</b>
		L6.4	To write sentences on a range of topics using a model <ul style="list-style-type: none"> <li>Apply most words correctly</li> </ul>			Devise questions for authentic use  Create spoken and written sentences using simple language	Plan and prepare – analyze what needs to be done in order to carry out a task  Listen for clues to meaning (e.g. tone of voice, key words)  Make predictions based on existing knowledge  Apply a range of linguistic knowledge for simple, written production  Evaluate work  Compare and reflect on techniques for memorising language  Use a dictionary