



Modern Foreign Languages - French

National Curriculum			
Purpose of study	Aims	Key stage 1	Key stage 2
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>♣ understand and respond to spoken and written language from a variety of authentic Sources</li><li>♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li><li>♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li><li>♣ discover and develop an appreciation of a range of writing in the language studied.</li></ul>	<p><u>Pupils in Early Years and Key Stage 1 are not required to be taught MFL explicitly.</u></p>	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

2024 Curriculum Overview

	Autumn		Spring		Summer	
EYFS	Nursery rhymes and songs		Songs about numbers Languages Day		Songs about colours Bastille Day July 14 <sup>th</sup>	
Year 1	Songs		Languages Day		Bastille Day July 14 <sup>th</sup>	
Year 2	Songs		Languages Day		Bastille Day July 14 <sup>th</sup>	
Year 3	<p><u>Phonics 1 (I am learning)</u></p> <p><u>Speaking</u> Say colours and numbers 1-10. Role play on saying how you are and what your name is.</p> <p><u>Listening</u> Listen to model role-plays and infer meaning. Numbers listening exercise</p>	<p><u>Animals</u></p> <p><u>Speaking</u> Activities in lessons 1-5. Be able to say "I am..." plus an animal in foreign language by end of unit.</p> <p><u>Listening</u> Activities in lessons 1-5. Match sound to animal picture / word / phrase.</p>	<p><u>Instruments</u></p> <p><u>Speaking</u> Activities in lessons 1-5. Be able to say "I play..." plus an instrument in foreign language by end of unit.</p> <p><u>Listening</u> Activities in lessons 1-5. Match sound to instrument sound / picture / word / phrase.</p>	<p><u>Fruits</u></p> <p><u>Speaking</u> Activities in lessons 1-5. Name 10 fruits and say "I like..." and I don't like..." plus a fruit by end of unit.</p> <p><u>Listening</u> Activities in lessons 1-5. Match sound to picture / word / phrase. Understanding slightly longer text.</p>	<p><u>I am able...</u></p> <p><u>Speaking</u> Activities in lessons 1-5. Say "I am able to.." / "I can..." plus activity by end of unit.</p> <p><u>Listening</u> Activities in lessons 1-5. Match sound to picture / word / phrase.</p>	<p><u>Ice Creams</u></p> <p><u>Speaking</u> Activities in lessons 1-5. Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour.</p> <p><u>Listening</u> Activities in lessons 1-5. Matching sounds to icecream flavours in</p>

	<p><u>Reading</u> Match colours to written form. Match written form of numbers to digits.</p> <p><u>Writing</u> Activities lessons 1-5. Create name labels. Worksheets in lesson 5.</p> <p><u>Grammar</u> N/A</p>	<p><u>Reading</u> Activities in lessons 1-5. Match word to animal picture / word / phrase in English.</p> <p><u>Writing</u> Activities in lessons 1-5. Differentiated worksheets in lesson 5.</p> <p><u>Grammar</u> Introduction of gender via the indefinite article and first person singular of the verb 'to be'</p>	<p><u>Reading</u> Activities in lessons 1-5. Match word to instrument picture / word / phrase in English.</p> <p><u>Writing</u> Activities in lessons 1-5. Differentiated worksheets in lesson 5.</p> <p><u>Grammar</u> Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p>	<p><u>Reading</u> Activities in lessons 1-5. Match key nouns to picture / word / phrase in English.</p> <p><u>Writing</u> Activities in lessons 1-5. Differentiated worksheets in all lessons.</p> <p><u>Grammar</u> Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.</p>	<p><u>Reading</u> Activities in lessons 1-5. Match key verb to picture / word / phrase in English.</p> <p><u>Writing</u> Activities in lessons 1-5. Differentiated worksheets in lesson 5.</p> <p><u>Grammar</u> Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.</p>	<p>pictures, words and phrases. Extended listening challenge offered in lesson 4 with extra vocabulary for cones and pots.</p> <p><u>Reading</u> Activities in lessons 1-5. Match word to icecream flavour picture / word. Extended reading opportunities offered in lessons 4 &amp; 5 including cones, pots and number of scoops.</p> <p><u>Writing</u> Activities in lessons 1-5. Differentiated tasks building towards designing their own icecream in lesson 5 using flavours, cones, pots and number of scoops. Short translation tasks (from English into the foreign language) provided in lesson 5.</p> <p><u>Grammar</u> Verb structures - first person singular form of the phrase 'I would like...'</p>
Year 4	<p><u>Phonics 1-2</u> <u>Seasons</u></p> <p><u>Speaking</u> Activities in lessons 1-5. Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season by lesson 5.</p> <p>Listening Activities in lessons 1-5 matching each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode and gist listen by lesson 5.</p> <p>Reading Activities in lessons 1-5. Matching seasons to images / words / phrases. Short and simple reading tasks by lesson 5.</p> <p>Writing</p>	<p>Vegetables</p> <p>Speaking Activities in lessons 1-5. Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only) by end of unit.</p> <p>Listening Activities in lessons 1-5. Match sound to picture / word / phrase. Understanding slightly longer text.</p> <p>Reading Activities in lessons 1-5. Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.</p> <p>Writing Activities in lessons 1-5. Differentiated worksheets every lesson.</p> <p><u>Grammar</u></p>	<p><u>Presenting Myself</u></p> <p>Speaking Activities in lessons 1-5. Perform role play with name, age, where they live and nationality in lesson 5.</p> <p>Listening Activities in lessons 1-5. Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3.</p> <p>Reading Activities in lessons 1-5. Read role-plays and understand the content.</p> <p>Writing Activities in lessons 1-5. Lesson 5 contains differentiated numbers worksheets and ID card. Extended written opportunity week 5.</p>	<p><u>My Family</u></p> <p>Speaking Activities in lessons 1-5. Present orally on your / a family in lesson 5.</p> <p>Listening Activities in lessons 1-5. Match sounds to picture / word / phrase.</p> <p>Reading Activities in lessons 1-5. Longer reading task in lesson 5.</p> <p>Writing Activities in lessons 1-5. Lesson 5 contains a written presentation based on a / your family. Extended written opportunity week 5.</p> <p>Grammar Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'</p>	<p><u>In the classroom</u></p> <p>Speaking Activities in lessons 1-5. 'What I have.. / don't have..' in my pencil case in lesson 5.</p> <p>Listening Activities in lessons 1-5. Matching sound to picture / word / phrase in lessons 3-4.</p> <p>Reading Activities in lessons 1-5. Match word to picture / sound / phrase.</p> <p>Writing Various tasks in lessons 1-5. 'I have... / I don't have...' worksheets in lesson 3. Extended written opportunity week 4.</p> <p>Grammar Gender and indefinite article. Learning to sort and categorize by</p>	<p><u>At the café</u></p> <p>Speaking Activities in lessons 1-5. Café role play in lesson 5.</p> <p>Listening Activities in lessons 1-5. Match sound to picture / word / phrase.</p> <p>Reading Activities in lessons 1-5. Match word to picture / sound / phrase.</p> <p>Writing Activities in lessons 1-5. Simple worksheet in lesson 3. Create a menu with prices in lesson 5.</p> <p>Grammar 1st person singular 'I would like / have' when ordering food and drink.</p>

	<p>Activities in lessons 1-5. Differentiated worksheets in each lesson. Building towards writing a short phrase about each season by lesson 5.</p> <p>Grammar Use of definite articles with the seasons and learning how to say 'in' a particular season.</p>	<p>Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".</p>	<p>Grammar</p> <p>Nationalities and adjectival agreement based on gender.</p>		<p>article. Use of the negative when saying 'I do not have...</p>	
Year 5	<p><u>Phonics 2-3</u> <u>The Date</u></p> <p><u>Speaking</u> Various activities in lessons 1-5. Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5.</p> <p>Listening Activities in lessons 1-5. Months listening exercise in lesson 2.</p> <p>Reading Activities in lessons 1-5. Birthday reading exercise in lesson 5.</p> <p>Writing Various tasks in lessons 1-5. Birthday diary worksheet in lesson 5. Extended written opportunity.</p> <p>Grammar N/A</p>	<p><u>At the restaurant</u></p> <p>Speaking Activities in lessons 1-5. Café role play in lesson 5.</p> <p>Listening Activities in lessons 1-5. Match sound to picture / word / phrase.</p> <p>Reading Activities in lessons 1-5. Match word to picture / sound / phrase.</p> <p>Writing Activities in lessons 1-5. Simple worksheet in lesson 3. Create a menu with prices in lesson 5.</p> <p>Grammar 1st person singular 'I would like / have' when ordering food and drink.</p>	<p><u>Do you have a pet?</u></p> <p>Speaking Activities in lessons 1-5. Oral class survey / interview on pets in lesson 5.</p> <p>Listening Activities in lessons 1-5. Match sound to picture / word / phrase throughout whole unit.</p> <p>Reading Activities in lessons 1-5. Match words to picture / sound / phrase. Create pet ID card in lesson 5.</p> <p>Writing Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5.</p> <p>Grammar Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.</p>	<p><u>What is the weather?</u></p> <p>Speaking Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5.</p> <p>Listening Activities in lessons 1-5. Challenging weather listening exercise in lesson 3.</p> <p>Reading Various activities in lessons 1-5. Weather reading exercise in lesson 3</p> <p>Writing Create weather map and written weather report in lesson 5. Extended written opportunity.</p> <p>Grammar N/A</p>	<p><u>My Home</u></p> <p>Speaking Activities in lessons 1-5. Say where you live and name the rooms in your house that you have and do not have.</p> <p>Listening Activities in lessons 1-5. Challenging listening exercises in lessons 4 and 5.</p> <p>Reading Various activities in lessons 1-5. Differentiated worksheets in all lessons. Longer reading texts.</p> <p>Writing Activities in lessons 1-5. Longer written email task and authentic reading task week 5.</p> <p>Grammar First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".</p>	<p><u>Habitats</u></p> <p><u>Speaking</u> Activities in lessons 1-5. Present orally on an animal and its habitat in lesson 5 (framework provided).</p> <p>Listening Activities in lessons 1-5. Match sound to picture / word / phrase.</p> <p>Reading Activities in lessons 1-5. Match word to picture / sound / phrase.</p> <p>Writing Activities in lessons 1-5. Written presentations on an animal and its habitat in lesson 5 (framework provided).</p> <p>Grammar Introduction to the verbs 'to live' and 'to grow' (full conjugation available in yrs 5- 6 version).</p>
Year 6	<p><u>Phonics 3-4</u> <u>The Date</u></p> <p><u>Speaking</u> Various activities in lessons 1-5. Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5.</p> <p>Listening Activities in lessons 1-5. Months listening exercise in lesson 2.</p> <p>Reading</p>	<p><u>Do you have a pet?</u></p> <p>Speaking Activities in lessons 1-5. Oral class survey / interview on pets in lesson 5.</p> <p>Listening Activities in lessons 1-5. Match sound to picture / word / phrase throughout whole unit.</p> <p>Reading</p>	<p><u>Clothes</u></p> <p>Speaking Activities in lessons 1-5. Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday.</p> <p>Listening Activities in lessons 1-5. Extended listening exercises in lessons 4 and 5.</p>	<p><u>At school</u></p> <p><u>Speaking</u> Activities in lessons 1-5. School survey in lesson 2. Present orally on school subjects and opinions in lesson 5.</p> <p>Listening Activities in lessons 1-5. Extended listening exercise on school subjects, times and opinions in lesson 4.</p>	<p><u>At the weekend</u></p> <p><u>Speaking</u> Activities in lessons 1-5. Present orally on what they do at the weekend using connectives and time in lesson 5.</p> <p>Listening Activities in lessons 1-5. Listening exercise on weekend activities in lesson 3.</p>	<p><u>Me in the world</u></p> <p>Speaking Activities in lessons 1-5. Activities encouraging the children to say what they are called, where they live, where they are from and what their favourite feast day is. Plus what they do to protect the environment.</p> <p>Listening Activities in lessons 1-5. Plenty of longer, more complex tasks.</p>

	Activities in lessons 1-5. Birthday reading exercise in lesson 5.  Writing Various tasks in lessons 1-5. Birthday diary worksheet in lesson 5. Extended written opportunity.  Grammar N/A	Activities in lessons 1-5. Match words to picture / sound / phrase. Create pet ID card in lesson 5.  Writing Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5.  Grammar Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.	Reading Activities in lessons 1-5. Extended reading exercises in lessons 4 and 5.  Writing Activities in lessons 1-5. Translation tasks in lesson 4 and extended writing opportunities in lesson 5.  Grammar Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.	Reading Activities in lessons 1-5. Match words to picture / sounds / phrases throughout the unit.  Writing Activities in lessons 1-5. Written presentations on school subjects and opinions in lesson 5. Opportunity to write an email about what you like and do not like at school lesson 5.  Grammar Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement.	Reading Various activities in lessons 1-5. Reading exercise in lesson 3.  Writing Activities in lessons 1-5. Written presentations on what they do at the weekend using connectives and time in lesson 5.  Grammar Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications.	Reading Activities in lessons 1-5. Differentiated worksheets in all lessons. Plenty of extended reading tasks.  Writing Activities in lessons 1-5. Differentiated worksheets in all lessons. Most lessons contain extended written task.  Grammar Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future in lesson 5.
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Early Language 

Intermediate 

Progressive 

Language Progression of knowledge and skills

Progression of knowledge and skills taken from Language Angels

Year 3	Year 4	Year 5	Year 6
Speaking			
Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles.  Communicate with others using simple words and short phrases covered in the units.	Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs e.g ‘I like apples’.  Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and	Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of

		<p>conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit</p>	<p>key language should now be very good and use of these phrases should be standard practice in lessons.</p> <p>Pupils engage in longer conversations asking &amp; answering questions using accurate pronunciation within the framework of a topic.</p> <p>Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.</p> <p>Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.</p>
Listening			
<p>Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons.</p>	<p>Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.</p>	<p>Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set</p> <p>Understand unfamiliar language by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> <p>There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.</p>
Reading			
<p>Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics &amp; Pronunciation Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks pupils will develop and progress their foreign language reading ability and skills.</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p>



Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.			<p>Decode unknown language using bilingual dictionaries.</p> <p>Pupils will now be able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding).</p>
Writing			
<p>Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles).</p> <p>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.</p>	<p>Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language.</p> <p>They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences.</p> <p>They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'My Home', 'Clothes' and 'The Date'. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc.</p> <p>Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>Pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.</p> <p>Pupils create written sentences using 1st &amp; possibly 3rd person singular form and 1st &amp; possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.</p> <p>Pupils translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns.</p> <p>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>

Grammar			
Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>To have better knowledge &amp; recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p> <p>To understand better the use of the possessives, first person and possibly other forms too.</p> <p>To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p> <p>To learn ow to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.</p> <p>To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>