



MFL



INTENT: The intention of the French curriculum at All Saints Primary is that by nurturing hearts and inspiring minds children develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills. We strive to stimulate and encourage children's curiosity about language. We help children develop their awareness of cultural differences in other countries; we strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

IMPLEMENTATION:

Our French curriculum is designed with six strands (identified within the National Curriculum) that run throughout the termly units.

These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

Our French curriculum is designed to develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Our 2 year planning cycle is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout the lessons, allowing children to make connections and apply their language skills to other areas of their learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. All our children in KS2 have weekly language lessons which are then incorporated into the class room environment throughout the week to encourage fluency.

IMPACT: The impact of our French learning is monitored continuously through formative assessment whereas summative assessment is used at the end of every half term by the class teacher.

The expected impact of our scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.



MFL



Pupils are assessed against the national curriculum objectives every half term. This is monitored by the subject leader, the senior leadership and the School Development Group.

SMSC

(to be developed in all lessons)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES

(to be developed in all lessons)

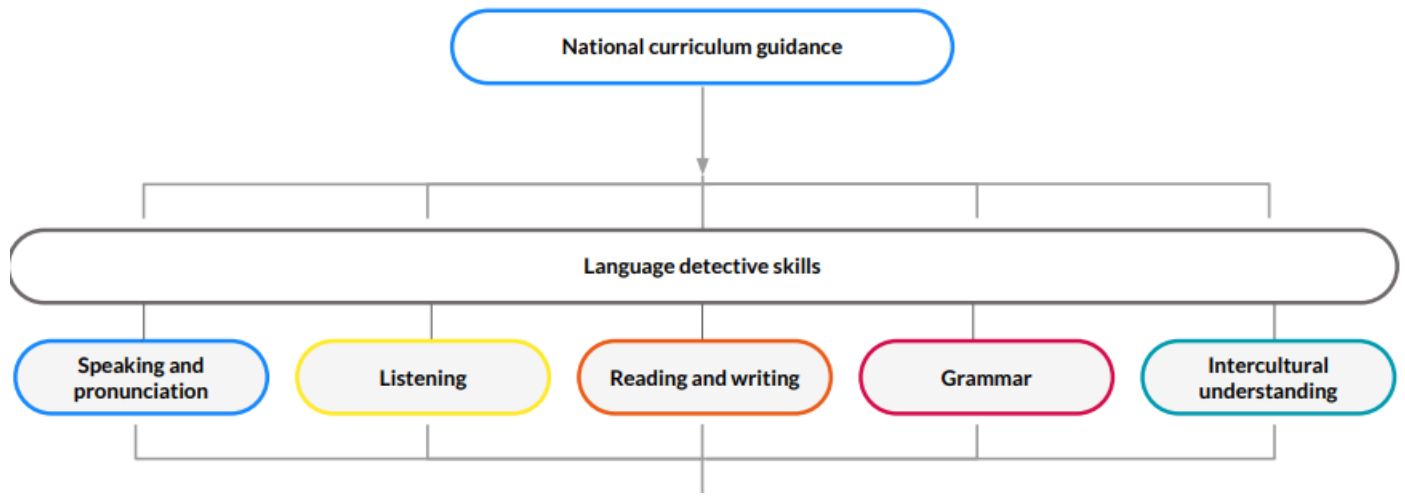
The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

British Values are a natural focus of MFL. People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. We give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage students to discover, discuss and debate unfamiliar lifestyles. Students learn about and reflect upon the development of a sense of identity, self-worth, culture and tradition.

We hope that the study of languages will positively affect our students' lives and their understanding of the world around them.

The Six Strands



Progression of Skills (Speaking and Pronunciation)

Progression of skills		Speaking and pronunciation		
National Curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking and/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue	Forming a question in order to ask for Information Presenting factual information in extended sentences including justification	Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	Using short phrases to give information Beginning to adapt phrases from a rhyme/song	Using a model to form a spoken sentence Speaking in full sentences using known vocabulary	Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text	Planning and presenting a short text Modifying, expressing and comparing opinions
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care	Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care	Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation rules	Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and fluency Comparing and applying pronunciation rules or patterns from known vocabulary
Present ideas and information orally to a range of audiences.	Introducing self to a partner with simple phrases	Rehearsing and performing a short presentation	Adapting a story and retelling to the class	Giving a presentation drawing upon learning from a number of previous topics
Describe people, places and things and actions orally	Recognising and using adjectives	Choosing appropriate adjectives from a wider range of adjectives	Using adjectives with correct placement and agreement	Recognising and using a wide range of descriptive phrases



Progression of Skills (Listening)

Progression of skills

Listening

National Curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words and short phrases Following verbal instructions in French Responding to objects or images with a phrase or other verbal response	Identifying items by colour and other adjectives Listening and selecting information Using language detective skills to decode vocabulary	Listening and gisting information from an extended text using language detective skills such as cognates Listening and following the sequence of a story, song or text including some unfamiliar language	Using prepositions to indicate the location of objects relative to something Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school Recognising present and near future tense sentences (using aller + infinitive)
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	Listening and identifying key words in rhymes and songs and joining in Beginning to identify vowel sounds and combinations Listening and noticing rhyming words	Listening to songs, joining in with songs and noticing sound patterns Noticing and beginning to predict key word patterns and spelling patterns	Matching unknown written words to new spoken words Recognising blends of sounds and selecting words to recognise common spelling patterns	Recalling and performing an extended song or rhyme Listening to stories, songs or texts in French



Progression of Skills (Reading and Writing)

Progression of skills

Reading and writing

National Curriculum	Year 3	Year 4	Year 5	Year 6
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to, an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Beginning to develop dictionary skills Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text	Using a bilingual dictionary to select alternative vocabulary for sentence building
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy	Making short phrases or sentences using word cards	Writing a short text using word and phrase cards to model or scaffold	Constructing a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Using a wide range of descriptive phrases Recognising and using verbs in different tenses



Progression of Skills (Grammar)

Progression of knowledge

Grammar

	Year 3	Year 4
Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	<p>To understand that every French noun is either masculine or feminine</p> <p>To know that the gender affects the form of the indefinite article un or une</p> <p>To know that feminine nouns often (but not always) end in e</p> <p>To know that when we turn the statement j'ai un/une ('I have a...') into a negative je n'ai pas de ('I don't have a...') then we change the article from un/une to de</p> <p>To know that if a word is plural, we cannot use un or une and instead use des (some)</p> <p>To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural)</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator</p>	<p>To know that countries have different names in French and that each country is either masculine or feminine</p> <p>To know that de becomes du (not de le) when followed by a masculine noun</p> <p>To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas</p> <p>To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing</p>
Feminine and masculine forms: Adjectives (position and agreement)	<p>To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle</p> <p>To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu</p>	<p>To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement</p> <p>To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine</p> <p>To know that most adjectives go after the noun in French</p> <p>To know that if the noun in a sentence is plural then the adjective describing it also becomes plural</p> <p>To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte heureux/heureuse</p> <p>To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.)</p> <p>To know that some adjectives do not change when describing a feminine noun (orange, marron, à pois)</p> <p>To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose)</p>



MFL



Progression of skills

Grammar

National Curriculum	Year 3	Year 4	Year 5	Year 6
Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these to build sentences and how these differ from or are similar to English.	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions (NB. This skill is not covered if following our condensed curriculum)</p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using aller</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. faire 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>

Progression of knowledge

Grammar

	Year 3	Year 4
Verbs (including conjugation and negation)	To know that placing ne and pas around a verb makes the verb negative	To know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation
Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	<p>To know that we can use connectives such as et (and) and mais (but) to join clauses</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English</p> <p>To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'à' is usually used when you are not getting into a form of transport e.g. 'à vélo' (a bicycle)</p> <p>To understand that I can use a model sentence as a guide for building other sentences</p> <p>To know that tone of voice can indicate a question</p> <p>To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound</p> <p>To know that a cognate is a word that is the same in both French and English e.g. un triangle</p> <p>To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle</p> <p>To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French</p> <p>To know that sentences are often structured differently in French and English</p> <p>To know that, in French, a space is needed before and after ? and !</p>	<p>To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning</p> <p>To know that sentences can be extended using et or mais</p> <p>To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger</p> <p>To know that when building 2 digit numbers in French, we say 'twenty and one' or vingt-et-un</p>



MFL



Progression of knowledge

Grammar

	Year 5	Year 6
Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	To know that I can compare nouns by placing plus / moins and que around the adjective of comparison (e.g. Neptune est plus grande que Mercure) To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les) To know that when using à (to) and then the direct article à + le = au (eg. au nord)	To know that different prepositions are used to say going to a country: en if the country is feminine singular (en France) au if the country is masculine singular (au Canada) aux if the country is plural (aux États-Unis d'Amérique) To know a range of prepositions to describe the position of objects When using the prepositions à côté de , près de or loin de , the de may change if followed by le or les : de + le = du , de + les = des
Feminine and masculine forms: Adjectives (position and agreement)	To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine To revise that adjectives of size go before the noun and adjectives of colour go after the noun To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie)	To know that when standalone adjectives are used, such as when saying c'est amusant , we always use the singular masculine

Progression of knowledge

Grammar

	Year 5	Year 6
Verbs (including conjugation and negation)	To understand that French verbs take different forms. To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run') To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re To know that the ending of regular -er verbs changes to go with the subject pronoun. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) To know how to conjugate the verbs avoir (to have) and être (to be)	To know that we use the verb jouer (to play) with some sports and faire (to make) with other sports To know that the way verbs change to match the pronoun is called conjugation To know each part of the verb aller - to go , depending on the pronoun To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, eg je vais manger - I am going to eat To know how to distinguish between the present and the near future tense
Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	To know that I can use parce que (because) to extend my sentence and give a justification To know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help To know that I can use il y a to mean 'there is' or 'there are' To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother) To know that the word order is sometimes different in French compared to English To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another To know that there are clues in the words for the multiples of 10, eg cinquante - 50 To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg soixante-dix (70) , soixante-onze , soixante-douze To know that the word for 80 means 'four twenties' - quatre-vingts , and numbers up to 100 are built by continuing to count on from quatre-vingt , e.g. quatre-vingt-neuf (89) quatre-vingt-dix (90) , quatre-vingt-onze (91) To know that the French use guillemets << >> in the same way that the speech marks are used in English	To understand that existing written sentences in French can be adapted To know that when standalone adjectives are used, such as when saying c'est amusant , we always use the singular masculine



Progression of skills and knowledge

Intercultural understanding

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Recognising that different languages are spoken in the community/world (NB This skill is not covered if following our condensed curriculum)	To know that in French there are formal and informal greetings and when it is appropriate to use each one	Comparing schools and celebrations between France and the UK	To know some similarities and differences between French and English schools
Showing awareness of the capital and identifying some key cultural landmarks	To know the names of some Parisian landmarks	Comparing shops and high streets of France and UK	To know some French festivals that happen throughout the year
Recognising cultural similarities and differences between customs and traditions in France and England	To know some French playground games	Recognising and using the Euro currency	To know some similarities and differences between French and English birthday celebrations
	To know that there are French speaking countries around the world (NB This skill is not covered if following our condensed curriculum)	Identifying some French-speaking countries	To know that the abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please'
			To know the names and locations of some of the cities in France
			To know that the currency used in France is Euros and to recognise some of the notes and coins
			To know that the Louvre is a famous French art gallery

Progression of skills and knowledge

Intercultural understanding

Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
Identifying and locating other countries in the world where French is spoken	To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system (NB This skill is not covered if following our condensed curriculum)	Learning about France's sporting culture and events	To know the French word for countries around the world
Comparing geographical features and climates of different French-speaking countries	To know that there are many countries where French is spoken in the world and be able to name some of these (NB This skill is not covered if following our condensed curriculum)	Asking question and making insightful commentary on cultural differences, including some understanding of stereotype	To know that the Tour de France is a world famous cycling race that takes place in France each year
	To know some 'treasures' that make up the national identity of France and some other French-speaking countries (NB This skill is not covered if following our condensed curriculum)		To know that pétanque is a popular French game sometimes known as boules
			To know different ways to travel to and around France



MFL



Lower KS1 (Year 3 & Year 4)

	Autumn 1	Autumn 2
Cycle A 2023/24 2025/26 2027/28	French greetings with puppets Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	French adjectives of colour, size and shape Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.
	Spring 1	Spring 2
	Playground games - numbers and age Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by playing counting and traditional French games.	In a French classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'
	Summer 1	Summer 2
	Bon appetit Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market.	Shopping for French food Exploring different ways to say 'the' when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops.



MFL



	Autumn 1	Autumn 2
Cycle B 2023/24 2025/26 2027/28		
	Spring 1	Spring 2
	Summer 1	Summer 2



MFL



Upper KS2 (Year 5 & Year 6)

	Autumn 1	Autumn 2
Cycle A	Portraits - describing in French Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	Meet my French family This unit draws on vocabulary and grammar learned in Years 3, 4 and 5. It introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes.
2023/24		
2025/26	Spring 1	Spring 2
2027/28	Clothes - getting dressed in France Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.	French weather Learning phrases to describe the weather and vocabulary for the compass points; counting from 1 -100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast.
	Summer 1	Summer 2
	Exploring the French speaking world Discovering the many countries in the world that speak French, giving and following directions in French and discussing climate using comparative language.	Planning a French holiday The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.

	Autumn 1	Autumn 2
Cycle B		
2023/24	Spring 1	Spring 2
2025/26	Summer 1	Summer 2
2027/28		



MFL

