Modern Foreign Languages – French



At Ellistown Primary School, we believe that learning a language should be enjoyable, meaningful and engaging. Through our French curriculum, children develop the confidence to communicate with others, an understanding of different cultures and the skills needed for future language learning.

French is taught throughout Key Stage 2 through regular lessons that build progressively on children's knowledge and skills. Lessons focus on the four key areas of language learning: listening, speaking, reading and writing, with a particular emphasis on speaking and listening in the early stages. Children learn a range of vocabulary and phrases through practical, interactive activities, including games, songs, role play and oral rehearsal.

We want children to see languages as a real-life skill, not just a classroom subject. To support this, we have developed a partnership with Gérard Philipe Elementary School in France. Through exchanging letters and video messages, our pupils have opportunities to communicate with French children, learn about another culture and experience first-hand why learning a language is valuable.

Our aim is for every child to leave primary school with a positive attitude towards language learning, the confidence to have a go, and a strong foundation for further study at secondary school and beyond.

Overview of units covered:

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 3	Getting to know you	All About Me	Food Glorious Food	Family and Friends	Our School	Time
Year 4	All Around Town	On the Move	Going Shopping	Where in the World?	What's the time?	Holidays and Hobbies
Year 5	Getting to know you	All about ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
Year 6	Review Time	Daily routine Physical description	Personality Clothes and colours	Clothes and colours In the city	In the city At the café	Occupations A letter from France

Coverage of the National Curriculum for MFL

	Year 3	Year 4	Year 5	Year 6
Speaking 	Explore the patterns and sounds of language to help develop accurate pronunciation and intonation Communicate with others using simple words, phrases and short sentences. • Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. • Ask and answer simple questions about self e.g. name and age, birthday Take risks when practising a new language and understand that making accurate sounds in another language means they will have to make different mouth movements. Repeat a few lines from a story, poem or song with good pronunciation.	Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like …. Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. Communicate with others using simple words, phrases and short sentences. • Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. • Ask and answer simple questions about self e.g. name and age, birthday • Express simple likes and dislikes e.g. food and drink. • Express preference about what they like e.g. food, animals, colours	Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? Give simple instructions and directions e.g. a recipe, directions to a place, the route to school. Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk Begin to understand and express future intentions. Eg. I am going swimming on Wednesday. Perform a role-play, short poem, song or story with confidence, using appropriate tone and intonation.	Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. Understand and begin to use the past tense to describe events. Understand and use transactional language e.g. in a café. Use a range of questions and statements spontaneously to seek clarification and help Use peer- and self-assessment strategies to support language learning Use a range of questions and statements spontaneously to seek clarification and help.
Listening 	Repeat words and phrases modelled by teacher showing an understanding of intonation and inflection. Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.	Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Listen carefully and identify familiar words in conversations, songs, poems and simple stories. Children can understand and respond to a range of familiar spoken words and short phrases. Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound ……	Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Identify key points in a new context e.g. a story, which contains familiar language. Understand higher numbers e.g. in prices, numeracy activities. Follow instructions and directions e.g. a recipe or simple directions. Recognise letters of the alphabet when they hear them	Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Children can understand a short passage made up of familiar words and basic phrases. Children should be listening to texts read by people other than their teacher (could be new teachers for Year 7). Identify specific sounds in familiar and unfamiliar words. Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 Enjoy the challenge of meeting unfamiliar language

	Year 3	Year 4	Year 5	Year 6
Reading 	Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links. Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. Read aloud, as a class or group (echoing from teacher), from a familiar text displayed on the board.	Read and understand familiar written words, phrases and short texts made of simple sentences. Read a wider range of words, phrases and sentences aloud. Follow text while listening and reading at the same time. Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris? Follow a text such as a song or poem whilst listening to it at the same time	Practise reading aloud a poem, story, song to perform in assembly. Read a variety of short simple texts e.g. stories, poems, texts from the internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary. When reading aloud, focus on correct pronunciation and intonation, using tone of voice and gesture. Work well with a partner to work out a short text containing familiar and unfamiliar language.	Read aloud from a text with good expression Read and understand the main points and some detail from a short written passage. Read in groups their own written work. Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article. Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.
Writing 	Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label a picture they have drawn with familiar vocabulary. Complete a simple gapped text. Write some familiar simple words using a model and some from memory. Write two or three sentences on a familiar topic using a writing frame and word bank Begin to write a few familiar words from memory and know that all attempts will be valued	Write a short text using a model Write a few simple sentences from memory Apply phonic knowledge to support writing. Write a few simple sentences using a word bank to describe e.g. ..... lives in London. She is 22 years old. She likes dancing. Experiment with writing new words	Write simple sentences and short texts using a model Use a dictionary to check the spelling of words. Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. Use simple conjunctions such as and, but, because to form more complex sentences. Change elements in a given text e.g. ingredients, colour and size of a planet	Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. Use adjectives to add interest and detail to a description. Use some simple adverbs to make sentences more interesting. Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email. Have some understanding of how to use the past tense.
Grammar 	Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine – nouns (singular) • word order of adjectives • how to form the negative Match the correct definite/indefinite (le/la/un/une) to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. Notice (where relevant) that the definite/indefinite article changes according to gender of noun. Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. Begin to understand how the negative is formed in the new language e.g. I don't like chocolate.	Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns • verbs - 1 st, 2nd 3 rd persons in questions and answers • how to form the negative Begin to use pronouns e.g. The prince is handsome. He loves the princess.	Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain	Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. Identify tenses from a selection of sentences written in the present, past and future tense

Knowledge Progression Map for Modern Foreign Languages
LKS2 – Year 3 and 4

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 3	**Getting to know you** Greetings Introducing yourself Saying how you feel Numbers 0-10 Saying your age Using formal and informal language	**All About Me** Classroom instructions Body parts Action words Colours Clothes Using 'un' and 'une' for masculine and feminine nouns Using 'et' to join words in a list	**Food, Glorious Food** Food Using 'please' and 'thank you' Using 'le/la/les' to mean 'the' Using adjectives in the correct place in a sentence Spelling adjectives correctly according to number and gender of nouns	**Family and Friends** Introducing family members Pets The alphabet Asking how words are spelt Rooms of the house Using possessive adjectives 'ma/mon/mes' Using 'tu' to ask my partner questions Using 'il/elle'	**Our School** Classroom objects Asking where things are Subjects Likes and dislikes PE verbs and giving/following commands Places around school School activitiess Using 'il/elle est la' or 'ils/elles sont la' Converting 'le' and 'la' to 'un' and 'une'	**Time** Counting from 11-31 Days Months Birthdays Dates using a calendar Turning sentences into questions or statements by rearranging vocabulary order Changing questions or answers to talk about past or future tenses
Year 4	**All Around Town** Ask and answer questions about where you live French towns and cities; Places in a town Counting in tens Maths vocabulary (+, -, x, ÷, =) Counting to 100 Saying your address Features of a town/countryside Using a bilingual dictionary Predicting new language based on patterns.	**On the Move** Types of transport/ways of travelling Asking and answering About how you get to school Asking for directions Following directions Matching subject pronouns with the correct form of the verb Reading and saying words containing the French spelling 'ch' pronounced /sh/ Substituting vocabulary to vary sentences	**Going shopping** Fruit and vegetables Likes and dislikes Clothes Adjectives of colour Shops and shopping Money – asking how much Numbers to 100 Changing 'le/la/les' (the) to 'du/de la/de l'/des' (some) Using adjectives in the correct place in a sentence Spelling adjectives correctly according to number and gender of the nouns Using the appropriate form of 'at' (au or à la)	**Where in the world?** Countries; Continents Animals; Identifying whether nouns are masculine or feminine Choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands) Using an English/French dictionary or online translator Using the past tense to say 'J'ai vu...' Using the pronouns 'il/elle' correctly	**What's the time?** O'Clock and Half past Daily routine Understanding a TV schedule Quarter past and quarter to The school day – times and subjects Counting in fives Starting a sentence with a time connective Choosing the correct word (avant or après) when comparing two subjects	**Holidays and Hobbies** Seasons Weather Countries Sports and hobbies Likes and dislikes Using the third person plural of 'être' Choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands) Using possessive adjectives 'ma/mon/mes'

Knowledge Progression Map for Modern Foreign Languages
UKS2 – Year 5

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Getting to know you Careers, saying what I will be when I grow up Alphabet, pronunciation and spelling in French Names and uses of accents in French Feelings and emotions Using a bilingual dictionary Using the simple future tense Spelling adjectives correctly according to the number and gender of nouns	**All about Ourselves** Body parts Describing ourselves Action verbs Clothes Feelings and emotions Using the verb 'avoir' Using adjectives in the correct place in a sentence Spelling adjectives correctly according to the number and gender of nouns Asking 'Qu'est-ce que tu fais?' Using 'à la', 'au' or 'aux' correctly	**That's Tasty** Food and drink Day and time – half-past and o'clock Likes and dislikes Using 'Je voudrais...' Using 'J'aime...' and 'Je n'aime pas...' Spelling adjectives correctly according to the number and gender of nouns Using the correct form of 'some' (du/de/la/de l'/des)	**Family and Friends** Rhyming and singing Animals Houses and furniture Recognising and using possessive adjectives Knowing the difference between 1st and 3rd person Using a bilingual dictionary Spelling adjective correctly according to the number and gender of nouns Using co-ordinating conjunctions Recognising and pronouncing phonemes accurately	**School Life** Furniture Pencil case items School subjects Numbers 0-40 Shapes Using 'il' and 'elle' Comparing two things and saying which I like best Using 'Excusez-moi, est-ce que je peux... ?' to ask 'Can I...?' Using 'Où est ?' and 'Où sont ?' to ask where things are	**Time Travelling** Counting above 1,000 Reading and understanding dates Saying when you were born Using 'avoir' correctly Matching subject and verb Using past tense – identifying past participle verbs Identifying and conjugating auxiliary verbs Changing the past participle to agree with gender and number of the noun

Knowledge Progression Map for Modern Foreign Languages
UKS2 – Year 6

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Review **Time** Understand times when they hear them, holding up a clock Pronounce times accurately Tell the time with minutes Understand times when they read them on a clock or text Understand and answer the question "Quelle heure est-il?" Use the time Il est + number + heure(s) Questions using « Quelle… » (Quelle heure est-il ?) Question using « Qu'est-ce que … » (Qu'est-ce que tu fais le matin / l'après-midi /le soir ?)	**Daily routine** Name different activities during the day Say what I do everyday in chronological order Using different routine verbs with "I" Using time connectives (ensuite/ après/ et/ puis/ à/ vers) **Physical description** Understand and say adjectives Understand the agreement of simple nouns and adjectives Use adjectives to describe yourself by saying "je suis…" Understand and use the genders Write your portrait by describing yourself with name, gender, age, hair colour/length, height, eye colour, glasses Listen to a description and understand it Question « Tu es comment (physiquement) ? Tu es comment ?» Using adjectives according to gender (M/F) Using "tu", "il", "elle" in questions Using "je", "il", "elle" in answers Je suis /Il est/ Elle est + adjectives J'ai / Il a/ Elle a + les cheveux + adjectives J'ai / Il a/ Elle a + les yeux + colours Je m'appelle/ Il s'appelle/ Elle s'appelle + Name	**Personality** Understand and say adjectives Understand the agreement of simple nouns and adjectives Use adjectives to describe yourself by saying "je suis…" Understand and use the genders Listen to a description and understand it Question « Tu es comment (physiquement) ? Tu es comment ?» Using adjectives according to gender (M/F) Je suis /Il est/ Elle est + adjectives **Clothes and colours** Name different items of clothing Recognise and use colour adjectives Understand the position of colour adjectives Add the feminine ending when appropriate in spoken and written form Describe what someone is wearing and the colour of the items of clothing Use phrases, ex: je/ il/elle porte un tee shirt jaune et une jupe rose Question using « Qu'est-ce que … » (Qu'est-ce que tu portes ?/ Qu'est-ce qu'il/elle porte ?) Using the colours Colours + different endings with gender Je/ Il/ Elle porte + un/une/des + clothes + colours Using clothes and adjectives of colours accordingly	**In the City** Name places in the city Ask where places are Give directions to go somewhere Understand and follow directions given Describe a city Question « Où… ?» (Où est (place) ?) Using indefinite articles (un/un) Using "Il y a… / Il n'y a pas de… » negative using "ne…pas" Using connective words (et/mais) Using orders « allez/ tournez »	**At the café** Name items of food and drinks you can find on the menu Order food at a café Use numbers, money and useful sentences Take part in a role play Using numbers in a sentence Plural (adding an "s") Gender of nouns (female/male/plural) Using indefinite articles (un/une/des) Je voudrais + un/une/des/ de l' + food/drink The partitive article (du / de la / de l' / des) Use numbers and euros Gender of nouns (female/male)	**Occupations** Name some occupations and professions Same key concepts as above Say what people (family members) do as a job Question « Quelle… ?» (Quelle profession voudrais-tu faire?) Je voudrais être + (profession). Je suis + (profession). Mon père/Ma mère/ Il/Elle est + (profession). **A letter from France** Read, understand and write a letter Read and write an address Write about myself and my family Use everything from previous lessons and previous years to write a letter to a penpal