

Lord Deramore's Primary School MFL Curriculum Progression Plan

Intent: In a global and multicultural world, the knowledge of other languages and the understanding of different cultures is invaluable. In our multicultural and diverse school, we recognise and value the importance of learning another language and about other cultures. We recognise the benefits of learning a different language in the primary years and celebrate the children attending Lord Deramore's who are bi-lingual – or even multi-lingual.

Implementation: MFL is taught discreetly to the children in Phase 3 and is delivered weekly by an independent language teacher. Lessons are planned around different themes and are interactive. Lessons include stories, songs, rhymes, games and drama, providing children with the opportunities to hear, speak, read and write in their taught language. Culture is an important aspect of MFL with children being taught about key geographical features, special events and celebrations and other cultural differences such as food.

Impact: MFL knowledge and skills are assessed by the independent language teacher, alongside the class teacher, throughout a term and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children, recorded work and specific assessment tasks linked to conversational language. MFL subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations

MFL (French)	Phase 3		
	Y4	Y5	Y6
Knowledge & skills	<ul style="list-style-type: none"> Be able to listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. 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, for instance, to build sentences; and how these differ from or are similar to English 		
Expectations	<p><u>Spoken language</u> Join in with songs and rhymes. Recall, retain and use vocabulary. Respond to a simple command. Answer with a single word or short phrase. Ask an appropriate question. Name people and objects. Use set phrases. Choose the right word to complete a phrase. Choose the right word to complete a short sentence. Learn finger rhymes</p> <p><u>Reading</u> Read and understand familiar single words. Read and understand short phrases. Use simple dictionaries to find the meaning of words.</p> <p><u>Writing</u> Write single words correctly. Label a picture. Copy a simple word or phrase.</p> <p><u>Listening</u> Identify rhyming words Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding.</p>	<p><u>Spoken language</u> Name and describe people. Name and describe a place. Name and describe an object. Have a short conversation saying 3-4 things. Give a response using a short phrase. Start to speak in sentences. Ask and answer questions with a partner. Agree and disagree with statements, understand and express likes and dislikes. Read some familiar words and phrases aloud and pronounce them accurately.</p> <p><u>Reading</u> Read and understand a short passage using familiar language. Match phrase and short sentences to pictures and themes. Explain the main points in a short passage. Use a bilingual dictionary or glossary to look up new words.</p> <p><u>Writing</u> Write simple words and phrases using a model, and some words from memory. Write 2-3 short sentences on a familiar topic. Say what you like and dislike about a familiar topic.</p> <p><u>Listening</u> Memorise and present a set of instructions. Understand the main points from speech which includes unfamiliar language. Identify specific sounds e.g. rhymes, letters, phonemes, words, and compare different sounds</p>	<p><u>Spoken language</u> Hold a simple conversation with at least 4 exchanges. Use knowledge of grammar to speak correctly. Use tone of voice and gesture to help convey meaning. Participate in simple conversations on familiar topics. Develop a short role-play to perform to the class. Present a set of instructions such as a weather forecast or recipe.</p> <p><u>Reading</u> Read a passage independently. Understand a short story or factual text and note the main points. Use the context to work out unfamiliar words.</p> <p><u>Writing</u> Write a paragraph of 4-5 sentences. Substitute words and phrases.</p> <p><u>Listening</u> Listen attentively, re-tell and discuss the main ideas. Agree or disagree with statements made about a spoken passage. Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions.</p>
Vocabulary	<p>List vocab children should know in this year (linked to topics listed below <u>plus</u> grammar and technical vocab – e.g. masculine/feminine etc) Phonics focus</p> <p>Bonjour/ bonsoir/ bonne nuit, Monsieur/Madame. Je m'appelle... <ul style="list-style-type: none"> S'appeller. Je and tu forms on, u, je, ère </p> <p>Ça va ? Ça va bien, merci. Ça va mal. Comme çi, comme ça. Et toi ? Ja'i un/e frère/soeur, voici ma mère, mon père etc <ul style="list-style-type: none"> Possessive adjectives 'mon/ma'. </p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix <ul style="list-style-type: none"> oi, eu, i </p> <p>Quel âge as-tu ? J'ai sept/huit ans. <ul style="list-style-type: none"> Inversion of verb & subject for a question. </p> <p>Mon anniversaire est en ...janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, décembre <ul style="list-style-type: none"> j, é, em </p>	<p>List vocab children should know in this year (linked to topics listed below <u>plus</u> grammar and technical vocab – e.g. masculine/feminine etc.)</p> <p>L'ours, le mouton, le cheval, l'oiseau, le canard, le chat, le poisson, la grenouille</p> <p>Blanc(he), bleu(e), brun(e), jaune, noir(e), orange, rouge, vert(e), violet(te).</p> <ul style="list-style-type: none"> Using familiar colours as adjectives, and adding to animal descriptions. L'ours brun etc masculine and feminine agreement e.g. la grenouille verte Adjectival position. ou, eu, au, che, an <p>Grand(e), petit(e), féroce, timide, lent(e), rapide <ul style="list-style-type: none"> Using the verb être with an adjective, le cheval est rapide </p> <p>J'habite dans: la savane, la forêt, la mer, une ferme <ul style="list-style-type: none"> an </p> <p>Vingt, trente, quarante</p> <p>Il fait beau/chaud/froid/</p>	<p>List vocab children should know in this year (linked to topics listed below <u>plus</u> grammar and technical vocab – e.g. masculine/feminine etc)</p> <p>Il est ... heure(s), il est ... heure(s) et quart/demi(e), il est... heure(s) moins le quart <ul style="list-style-type: none"> Use of the il est construct eu, oi </p> <p>Il est midi/minuit.</p> <p>À l'école: la cour, la salle de classe, la bibliothèque, le terrain de sport, les toilettes, le hall, la salle de musique, la salle d'art etc</p> <p>L'anglais, le français, les maths, les sciences, la musique, le dessin, l'informatique, le sport, l'éducation civique, l'histoire, la géographie, la religion <ul style="list-style-type: none"> an, in, oi, i </p> <p>C'est super, génial, excellent, intéressant, pas mal, nul, ennuyeux <ul style="list-style-type: none"> Use of plurals with certain subjects C'est + adjective </p> <p>Hier, la semaine dernière, pendant la récré, pendant le déjeuner</p>

<p>Je nage/lis/danse/chante/joue bien Je peux sauter/lancer/attraper/courir/sauter à la corde</p> <ul style="list-style-type: none"> • Simple adverbs • j, an, <p>Levez-vous, asseyez-vous, regardez, écoutez, lisez, écrivez, répétez, ouvrez la porte, fermez la porte</p> <ul style="list-style-type: none"> • Introducing the imperative using simple classroom commands. • ez, ou <p>La tête, les épaules, les bras, les mains, les doigts, les jambes, les genoux, les pieds, les orteils, La tête: les cheveux, les yeux, le nez, la bouche, les oreilles</p> <ul style="list-style-type: none"> • Plurals <p>Rouge, bleu, jaune, vert, violet, orange, rose, marron, noir, blanc</p> <ul style="list-style-type: none"> • ou, eu, au • Using knowledge of body parts with the high frequency verb avoir – to have, and introducing colours as adjectives, and their position in the sentence. <p>J'ai les yeux bleus/gris/verts/noisette/marron J'ai les cheveux blonds/roux/noirs/bruns</p> <p>Tu as un animal ? Oui, j'ai un chien/un chat/un poisson etc. Non, je n'ai pas d'animal</p> <p>Comment vas-tu à l'école ? Je vais à l'école à pied, en bus/vélo/bus/taxi/train/bateau/avion</p> <ul style="list-style-type: none"> • En/à+ transport, je and tu forms of aller • Question word (comment ?) + inversion of verb and subject <p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <ul style="list-style-type: none"> • Punctuation (lower case letters) <p>Je vais au Canada/Congo/Luxembourg/Sénégal Je vais en France, Belgique, Côte d'Ivoire</p> <ul style="list-style-type: none"> • En/au + country (à + le = au) • Question word (où ?) + inversion of verb and subject • en, an <p>Il fait beau/mauvais/chaud/froid/ Il neige, il gèle, il pleut, Il y a du soleil, il y a du vent</p> <ul style="list-style-type: none"> • Different ways to describe the weather using the verb itself or faire (il fait) or il y a. • eau, au, oi <p>La poupée, la voiture, le ballon, le nounours J'aime ça, je n'aime pas ça C'est combien ? C'est super, c'est fantastique, magnifique</p> <ul style="list-style-type: none"> • Negation with opinion (ne pas 'sandwich') • oi, gn 	<p>Il neige, il gèle, il pleut, il neige, Il y a du soleil, il y a du vent</p> <ul style="list-style-type: none"> • Different ways to describe the weather using the verb itself or faire (il fait) or il y a. • eau, au, oi <p>Un manteau, un chapeau, un parapluie, une écharpe, des gants, des bottes, des lunettes</p> <ul style="list-style-type: none"> • Quand + weather expression + il te faut + item • Determiners – indef articles (un/e), quantifiers (des) • an, eau <p>Une pomme, un jus, un sandwich, un gâteau, une banane, du fromage, de la salade, de l'eau, des chips</p> <ul style="list-style-type: none"> • Determiners – indef articles (un/e), quantifiers (de/de la/des) <p>J'aime, je n'aime pas j'ai mangé, j'ai bu et/mais</p> <ul style="list-style-type: none"> • Negation using ne and pas with reg –er verb aimer • 1st sing. use of the past tense using a regular –er verb manger, and an irregular verb boire • Connectors • é, ais <p>La musique pop/jazz/folklorique/rap/classique/reggae C'est super, génial, chouette, intéressant, pas mal, nul, ennuyeux J'aime ... mais je préfère ...</p> <ul style="list-style-type: none"> • Connectors <p>L'alphabet</p> <p>En ville – un magasin, un café, un musée, un supermarché, une poste, une rivière, une gare, une église</p> <p>Quand je vais à l'école, je passe devant ... Je tourne/continue à droite/gauche/tout droit</p> <ul style="list-style-type: none"> • Placement – e.g. l'église est à droite • en, é, oi, au <p>Je porte, je ne porte pas Il/elle porte, il/elle ne porte pas</p> <ul style="list-style-type: none"> • Negation: ne porte pas, 3rd pers sing il/elle, <p>Des lunettes de soleil, une casquette, un short, des sandales, des bottes, des gants, une écharpe, un manteau</p> <ul style="list-style-type: none"> • Determiners du/de la/des, indef article un/e • an, eau 	<p>J'ai joué, j'ai parlé, j'ai joué au football, j'ai joué au tennis, j'ai chanté, j'ai dansé, j'ai travaillé, j'ai aidé</p> <ul style="list-style-type: none"> • Reminder of the perfect tense with regular –er verbs using avoir <p>Bonjour. Vous désirez ? Je voudrais... un coca, de l'eau, un jus d'orange/de pomme, une lemonade, un thé des frites, une glace, un hamburger, des chips, un sandwich au fromage/au jambon, une part de pizza.</p> <ul style="list-style-type: none"> • Reminder of determiners (articles & quantifiers) • Use of the conditional tense. • th, am, au <p>Ça fait combien ? Ça fait ... Un euro</p> <p>Hier j'ai mangé, j'ai bu Hier elle a mangé, il a bu</p> <ul style="list-style-type: none"> • Adding the third person singular use of the past tense using a regular –er verb manger, and an irregular verb boire • an <p>À York il y a une bibliothèque, une boulangerie, une pâtisserie, une boucherie, une poissonnerie, un parc, une piscine, un marché</p> <ul style="list-style-type: none"> • oi <p>C'est une ville animée, calme, belle, moderne, traditionnelle, moche</p> <ul style="list-style-type: none"> • Feminine adjectival agreement • Liaison • ll <p>Places: Au parc, au café, à la piscine, à l'église, à la gare, Activities: jouer, manger, nager, chanter, voyager, acheter</p> <ul style="list-style-type: none"> • Summarising the conjugation of regular er verbs using je, tu, il/elle, nous, vous, ils/ells • Using the same verbs to describe a day in town • i, an <p>J'ai joué au parc, j'ai mangé au café, j'ai chanté à l'église, j'ai nagé à la piscine, j'ai acheté des fruits au marché</p> <ul style="list-style-type: none"> • Prepositions • Perfect tense • Consolidation of prior learning
<p>List topic/themes covered for this year All About Me/ Songs and games Greetings,, saying how you are and asking others Introducing yourself, incl age My Family. Age, birthday, months of the year Numbers 0-10, numbers 0-20 Classroom actions using the imperative</p> <p>Celebrations/Portraits Make simple statements about an activity you do well Parts of the body and face, inc colours Describing ourselves (hair and eyes) Create a monster</p> <p>All Aboard/Pocket Money Getting to school, days of the week Travel to other countries The weather Numbers 21-40 At the toy shop, paying for things and expressing opinions</p>	<p>List topic/themes covered for this year Brown Bear/ What's the Weather like? Animals : colours, Characteristics, habitats. Days of the week What's the weather like? Compass points. Clothing and weather. When it is cold I need ...</p> <p>Enjoy your Meal/ I am the Music Man What we like to eat and drink. Expressing preferences. Looking at types of music we like and instruments we play. Opinions.</p> <p>On the Way to School/ In My Wardrobe! Our journey to school and the places in town that we pass. Simple directions What we wear/don't wear</p>	<p>List topic/themes covered for this year Our school The school environment and every day routines Break time activities (using the past tense) School subjects and our opinions on them Telling the time in detail</p> <p>At the Café Hold a polite conversation in a café Order food and drinks and ask how much it costs Use a food diary to describe what you ate and drank yesterday.</p> <p>Around Town Understand the key places in town and describe your town Describe activities you can do at a particular place in the town</p>

Enrichment / Cultural Capital	<p>Learning French opens the door to other cultures and deepens the children's understanding of the wider world, fostering an appreciation and respect of cultural diversity.</p> <p>The lessons are an opportunity to discover more about France and the French speaking world, but also to find out about other languages spoken across the school, to discuss the similarities and differences regarding festivals and traditions (German families may have similar traditions on St Nicholas' Day, Portuguese families may celebrate Epiphany etc). and to compare aspects of daily life.</p> <p>Special days such as a school languages café to showcase their French, a wider languages day which might celebrate books we love, are ways to foster the curiosity and enthusiasm of the children. Other occasions where this can be highlighted are World Book Day (March) and Day of European Languages (September).</p> <p><u>Cultural opportunities:</u></p> <p>On Remembrance Day we discuss the symbolism of 'le bleuet' and discuss it in comparison with the poppy in the UK. An opportunity to discuss that the French have a president rather than a monarchy, which is also a topic in July when we look at Bastille Day.</p> <p>At Christmas and Easter we look at traditions in France, and compare to our own.</p> <p>Candlemas and Epiphany are celebrated more widely in France and the children learn about the beliefs and traditions behind them.</p> <p>On April Fool's Day the children are taught about 'Le poisson d'avril'.</p> <p><u>Spontaneous opportunities</u></p> <p>Highlighting cognates always initiates interesting discussions about the origins of words: there are often links to words they are already familiar with in English, but also some of a higher register that may not be used as frequently which helps with literacy and fosters an interest in how languages develop, as well as links to other languages, often Latin and Latin origin.</p> <p>As well as the planned lessons, opportunities arise throughout the sessions which enable a discussion and a chance to compare the children's own experiences. Any opportunity to engage the children, and share some humour with them, is a perfect opportunity to learn. It might be that a child has lost a tooth and we can talk about the fact the tooth fairy in France is 'la petite souris', or the way we say 'à tes souhaits' when somebody sneezes!</p>
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