

## MFL CURRICULUM PLAN – LORD DERAMORE'S PRIMARY SCHOOL

**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 Years 3-6 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



	PHASE 2	PHASE 3		
	Y3	Y4	Y5	Y6
<b>Knowledge (substantive and disciplinary)</b>	<ul style="list-style-type: none"> <li>Be able to listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Write phrases from memory and adapt these to create new sentences, to express ideas clearly.</li> <li>Describe people, places, things and actions orally and in writing.</li> <li>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</li> </ul>			
<b>Progression and Expectations</b>	<u>Listening</u> Listen and repeat words modelled by teacher. Children can understand and respond to a few familiar spoken words and short phrases in French, spoken slowly and clearly. Explore patterns and sounds of language through songs & rhymes and start to join in. Begin to link spellings and sounds. Understand simple classroom instructions in French.	<u>Listening</u> Show understanding of a greater range of French vocabulary and simple phrases by joining in and responding (e.g. with an action, simple spoken response). <u>Please and thank you</u> Say a simple rhyme from memory; join in with words of a song. Pick out known words in an 'authentic' conversation. Develop greater awareness of	<u>Listening</u> Continue to listen to and appreciate poems, songs and rhymes in the language. Follow text in the songs, identifying words. Listen to 'authentic' conversation, picking out familiar phrases and sentences. <u>Understand the main points of a short, spoken passage made up of familiar words and</u>	<u>Listening</u> Show understanding of longer and more complex sentences in 'authentic' conversation, picking out specific details, key points and opinions. Listen to and appreciate stories, songs and poems in French. Identify patterns of language and link sound to spelling.  <u>Speaking</u>

	<p><b>Speaking</b> Recognise a familiar question e.g. about personal information and respond with a simple rehearsed response. Repeat phrases or short sentences heard and make simple adaptations. <a href="#">New phrases</a> Listen and repeat words modelled by teacher using mostly accurate pronunciation. Name objects and actions and link words with a simple connective.</p> <p><b>Reading</b> Begin to recognise written vocabulary/ single words. Begin to recognise written phrases.</p> <p><b>Writing</b> Copy simple vocabulary. Children can write some single words / simple phrases from memory with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning.</p> <p><b>Grammar</b> Be aware of the concept of gender in French – that nouns are either masc. or fem. Understand and use the indefinite article (un/une) and definite article (le/la/les). Recognise singular and plural nouns. Notice the negative form. Have a basic understanding of the difference in adjectival placement, compared with English. Verbs – 1<sup>st</sup> &amp; 2<sup>nd</sup> person sing in questions and answers. Acquire an awareness that verbs have patterns.</p>	<p>French having different sounds to English, and that similar sounds can be written differently.</p> <p><b>Speaking</b> Ask and answer questions with a rehearsed response using appropriate intonation. <a href="#">How old are you?</a> Perform a short, rehearsed role-play on a familiar topic with understandable pronunciation. <b>Start to express likes and dislikes</b> Produce short prepared phrase on a familiar topic with secure pronunciation. Develop increasing accuracy and pronunciation by listening to teacher.</p> <p><b>Reading</b> Recognise simple written phrases begin to show understanding of more complex written phrases.</p> <p><b>Writing</b> Write simple words and several short phrases or short, simple sentences from memory. <a href="#">Introducing themselves</a> Use understandable spelling. Write descriptive sentences using a model and then supplying some words from memory or with support from a word bank.</p> <p><b>Grammar</b> Use pronouns he/she. Use of high frequency adjectives (e.g. colours /size) with nouns. Understand placement of the adjective, and that it must agree with the noun. Recognising and using positive and negative versions of phrases. e.g. j'aime, je n'aime pas. Use indefinite article in the plural 'some'. Verbs -1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> pers sing of high frequency verbs.</p>	<p>phrases, delivered slowly and clearly.</p> <p><b>Speaking</b> Ask and answer more complex questions on the current topic with a scaffold of responses. <a href="#">Do you have a pet?</a> Children and express opinions and start to give reasons. Children can produce some short phrases (with or without support) on a familiar topic with good pronunciation. <a href="#">Music Weather Forecast</a></p> <p><b>Reading</b> Read and show understanding of more complex written phrases. <a href="#">Picnic baskets Brown Bear Brown Bear</a> Practice using a dictionary to find the meaning of unknown words.</p> <p><b>Writing</b> Write phrases and some simple sentences from memory with understandable spelling. Write a short text such as an email or a letter with support from a word/phrase bank or example texts to adapt. Children and express opinions and start to give reasons. Begin to use a (online) dictionary to look up an unknown word.</p> <p><b>Grammar</b> Use simple conjunctions such as and, but, because to form more complex sentences. Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy. Use comparative language. Apply adjectival rules to new vocabulary.</p>	<p>Engage in short scripted conversations. <a href="#">My family</a> Express opinions and reasons in short conversations from memory or with a scaffold. Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentences. <a href="#">Lego Figures</a> Present ideas and information orally to an audience</p> <p><b>Reading</b> Begin to use dictionaries to find the meaning of unknown words and to translate own ideas. Practice reading longer texts aloud, containing taught phrases and vocabulary.</p> <p><b>Writing</b> Present ideas and information in writing to an audience Adapt taught phrases to create new sentences. To write a series of extended sentences (with/without support). Able to express opinions and give reasons.</p> <p><b>Grammar</b> Identify word classes within a sentence. Understand how word order differs between French and English. Learn and use some common irregular verbs, e.g. 'to make', 'to go'. Use of conditional tense with 'je voudrais'. Introduce the perfect tense using avoir and a regular verb eg. Hier j'ai mangé. Consolidation of earlier grammar work.</p>
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<b>Vocabulary</b>	<p>Bonjour/ bonsoir/ bonne nuit, Monsieur/Madame. Je m'appelle... · S'appeler. Je and tu forms on, u, je, ère</p> <p>Ça va ? Ça va bien, merci. Ça va mal. Comme ça, comme ça. Et toi ?</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix oi, eu, i</p> <p>Quel âge as-tu ? J'ai sept/huit ans. · Inversion of verb &amp; subject for a question.</p> <p>Mon anniversaire est en : janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, décembre · lower case for d.o.w, m.o.y j, é, em</p> <p>Levez-vous, asseyez-vous, regardez, écoutez, lisez, écrivez, répétez, ouvrez la porte, fermez la porte · Introducing the imperative using simple classroom commands. ez, ou</p> <p>Dans ma trousse il y a : un crayon, un stylo, un bâton de colle, un taille-crayon, une gomme, une règle, des ciseaux · noun gender</p> <p>Tu as un animal ? Oui, j'ai un chien/un chat/un poisson/un cochon d'Inde/un lapin/une souris/une tortue</p> <p>Non, je n'ai pas d'animal.</p>	<p>Un lion, un éléphant, un serpent, un singe, une grenouille, une girafe, un chien</p> <p>Féroce, lourd(e), grand(e), petit(e), grognon, effrayant(e), effronté(e), sautillant(e), parfait(e).</p> <p>· Using the verb être with an adjective, le cheval est rapide ou, en</p> <p>J'habite dans: la savane, la forêt, la mer, une ferme an</p> <p>Comment vas-tu à l'école ? Je vais à l'école à pied, en bus/vélo/bus/taxi/train/bateau/avion · En/à+ transport, je and tu forms of aller · Question word (comment ?) + inversion of verb and subject</p> <p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche · Punctuation (lower case letters) i</p> <p>Je vais au Canada/Congo/Luxembourg/Sénégal Je vais en France, Belgique, Côte d'Ivoire · En/au + country (à + le = au)</p> <p>Question word (où ?) + inversion of verb and subject en, an</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 ...</p> <p>Tournez, continuez à droite/gauche/tout droit · Placement, e.g. l'église est à droite · Imperative using vous en, é, oi, au</p> <p>Quels sports fais-tu ? J'aime le sport Je joue / je ne joue pas au foot/basket/hockey, tennis, tennis de table, rugby Je fais du cyclisme/skate Je fais de la natation/gymnastique Je fais de l'athlétisme/équitation Je ne fais pas de cyclisme/skate/natation/gymnastique Je ne fais pas d'athlétisme/équitation</p> <p>Vingt, trente, quarante Les fruits: une banane, une pomme, une fraise, une poire, un ananas, un kiwi, des myrtilles</p> <p>Les légumes: un concombre, un chou-fleur, une carotte, des pommes de terres</p> <p>Je voudrais. S'il vous plaît. Merci. Un kilo de... Ça fait combien ? Ça fait ...un euro etc</p>	<p>Il est ... heure(s), il est ... heure(s) et quart/demi il est... heure(s) moins le quart Il est midi/minuit. · Use of the il est construct eu, oi</p> <p>Je me lève, je me lave, je m'habille, je prends le petit déjeuner, je me brosse les dents, je vais à l'école</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 an, in, oi, i</p> <p>C'est super, génial, excellent, intéressant, pas mal, nul, ennuyeux · Use of plurals with certain subjects · C'est + adjective</p> <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. · Reminder of determiners (articles &amp; quantifiers) · Use of the conditional tense. th, am, au</p> <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>
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<b>Literature</b>		Dear Zoo	Brown Bear, Brown Bear	
<b>Experiences</b>	<a href="#">Café</a> <a href="#">Cafe</a> <a href="#">Cafe</a> <a href="#">French Breakfast</a> World Book Day (March) <a href="#">Day of European Languages</a> <a href="#">Other languages</a>			
<b>Diversity</b>	Cultural diversity France and the French speaking world Other languages spoken across the school Festivals and traditions <a href="#">Easter</a>			
<b>Long Term Planning Links</b>	<p><b>All About Me/ Celebrations</b>  <i>Where is French spoken?</i>  <i>Greetings, saying how we are/ asking others.</i>  <i>Introducing ourselves, including age and town.</i>  <i>Talk about our birthday, learn months of the year.</i>  <i>Numbers 0-10, numbers 0-20.</i></p> <p><b>In the classroom/Portraits 1</b>  <i>Learn 10 colours.</i>  <i>Describe what is in our pencil case.</i>  <i>Learn the parts of the face.</i>  <i>Create a Picasso portrait.</i></p> <p><b>My Family/ Pets</b>  <i>Introduce our family</i>  <i>Talk about our pets</i>  <i>Ask and respond to the question 'do you have pets?'</i></p>	<p><b>Dear Zoo/All aboard</b>  <i>Animals: colours, characteristics, habitats.</i>  <i>Getting to school</i>  <i>The days of the week</i>  <i>Travel to other countries</i></p> <p><b>Guess Who/Portraits 2</b>  <i>Describe ourselves and others (hair and eyes).</i>  <i>Learn body parts.</i>  <i>Create a pillar person of someone we know and describe them.</i></p> <p><b>Weather</b>  <b>Forecasters/Summertime</b>  <i>Revisit days of the week.</i>  <i>Ask 'what's the weather like?'</i>  <i>Refer to compass points.</i>  <i>Locate French cities and describe weather there.</i>  <i>Talk about clothes we wear in the summer.</i></p>	<p><b>Around Town/Sporting Life</b>  <i>Understand the key places in town and describe your journey to school.</i>  <i>Describe hobbies you enjoy, with an opinion.</i></p> <p><b>At the Market/Enjoy your Meal</b>  <i>Learn names of fruit and veg.</i>  <i>Politely ask for items at the market. Ask how much things cost.</i>  <i>Numbers 21-40, 41-60</i>  <i>Understand the Euro and where it is used.</i>  <i>Talk about food we like and dislike.</i></p> <p><b>I am the Music Man/Let's get Dressed</b>  <i>Explain types of music we like and give opinions.</i></p>	<p><b>My Day/ Our school</b>  <i>Describe our morning routine.</i>  <i>Tell the time in detail.</i>  <i>Describe our school.</i>  <i>School subjects and our opinions on them.</i></p> <p><b>At the Café</b>  <i>Hold a polite conversation in a café.</i>  <i>Ask how much it costs.</i>  <i>Use a food diary to describe what you ate and drank yesterday.</i></p> <p><b>The Planets</b>  <i>Describe the planets using colour, size and placement adjectives.</i></p>

		<p><i>Learn beach vocabulary. Create a picnic.</i></p>	<p><i>Ask a friend and talk about the instruments they/ we play. What we wear/don't wear. Design an outfit and use colours to describe it.</i></p>	
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