Journey through our MFL Curriculum

Key Stage 2 National Curriculum Expectations
Pupils should be taught 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 of 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 Languages – key stage 2 3 -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.

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Intent

The Purpose; getting ready for the future: We aim to instil a love of language learning within children, encouraging them to decode new vocabulary and preparing them for the future. To value the ability to be able to speak another language and learn about another culture in our diverse school community. To embed key skills at the beginning of Key Stage 2 on which to build upon year on year.

Developing Independence; a love of learning, meaningful relationships with subject and others: For children to become confident with speaking, listening, reading, writing, grammar, language learning strategies and cultural references. Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work. Acquire language learning strategies for memorisation and retrieval as well as for listening, reading, and understanding. Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language.

Impact; Challenge and Mastery: Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary. Children will learn to appreciate and be able to copy the sound of the language at text level through songs, stories, and rhymes. Have a deeper understanding of cultural differences and similarities Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages.

Promote enquiring minds and metacognition: In year 3, the children begin French by learning about the basics such as greetings, colour, shape and size, numbers, class room vocabulary then progressing onto science and animal chains. All these subjects are taught in a fun hands-on way using puppets and other resources. This allows the children to learn about what is around them before moving on later to more abstract ideas such as the water cycle and space. Children are encouraged to use the French they have learned at other times during the school day and week to embed the new knowledge.

A context for learning: Pupils are exposed to a range of high-quality educational experiences. At St John's we have the benefit of parents and children from a range of diverse backgrounds who can speak many other languages. We are planning a French Day later in the Summer which will give the children the opportunity to delve into French culture to a greater depth by experiencing French music, art, mime, food, and many other links with additional subjects.

Implementation

The lesson plans are designed to be 30 minutes in length for Years 3/4 and 45 minutes in length for Years 5/6. There are follow-up activities to each lesson to increase the exposure time in a week The lessons are designed to be progressive and build on prior learning, moving from word to sentence level. The lesson plans include ideas for support for the less able and to extend the more able. The lesson activities are challenging, varied and interactive and develop listening, reading, speaking, and writing skills. Key skills such as reading and writing are used when recording learning and accessing new and key information, both in English and French. Oracy skills are practised throughout French lessons, providing opportunities for pupils to discuss and share ideas in the form of group work, class conversations and hot seating.

Impact

Teachers ensure good progression is maintained through monitoring assessment on Target Tracker in line with National standards. Pupils understand the importance and have the confidence of being able to communicate with non-English-speaking citizens. Pupils feel confident about learning to speak a foreign language and will often take their learning out of the classroom, showing their enjoyment and passion for the subject. Pupils learn everyday vocabulary that is relevant to them (e.g., school, sports, hobbies, family and animals) which means that they can understand and relate to the subject matter, and they are able to voice opinions, likes and dislikes. Pupils show their ambition for learning to speak a foreign language by their constant curiosity and quest to find, use and understand new vocabulary. To ensure children have the tools in place and are motivated to take on new challenges. To enhance the impact on intercultural understanding and enjoyment and to experience a memorable occasion a French day is planned for late Summer.

St John's use a Kapow Scheme of work for MFL

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

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

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

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.	Beginning to recognise gender of nouns, definite and indefinite article Identifying plurals of nouns Recognising adjectives and placement relative to the noun Beginning to understand that verbs have patterns Noticing the negative form	Using indefinite article in the plural form Recognising and using possessive adjective 'my' and pronouns he/she/it Recognising and beginning to apply rules for placement and agreement of adjectives Recognising and using the negative form Using prepositions Making comparisons of word order in French and English	Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' Applying placement and agreement rules for adjectives Recognising and applying verb endings for present regular 'er' verbs Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go Using comparative language	Accurately applying placement and agreement rules for adjectives Recognising and beginning to form some verbs in near future tense using **aller** Recognising and applying verb endings for present regular 'er' verbs Learning and using some common irregular verbs, e.g. **faire** 'to make/do' Understanding how word order differs between French and English Identifying word classes within a sentence

Progression of knowledge

Grammar

National Curriculum	Year 3	Year 4
Feminine and masculine forms: **Nouns** (including articles, pronouns and plural formation)	To understand that every French noun is either masculine or feminine To know that the gender affects the form of the indefinite article **un** or **une** To know that feminine nouns often (but not always) end in e 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** To know that if a word is plural, we cannot use **un** or **une** and instead use **des** (some) 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) 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	To know whether to use the pronouns **il** or **elle (he or she)** when describing what someone is wearing
Feminine and masculine forms: **Adjectives** (position and agreement)	To know that adjectives of size are positioned in front of the noun in French e.g. **un grand cercle** To know that adjectives of colour are positioned after the noun in French e.g. **un cercle bleu**	To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine To know that most adjectives go after the noun in French To know that if the noun in a sentence is plural then the adjective describing it also becomes plural To know that the feminine and masculine form of some adjectives can sound quite different e.g. **vert/verte heureux/heureuse** 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.) To know that some adjectives do *not* change when describing a feminine noun **(orange, marron, à pois)** 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**

Progression of knowledge

Grammar

National Curriculum	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	To know that we can use connectives such as **et** (and) and **mais** (but) to join clauses To know that most nouns in French become plural by adding an 's' at the end, as in English 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 'a' is usually used when you are not getting into a form of transport e.g. 'a vélo' (a bicycle) To understand that I can use a model sentence as a guide for building other sentences To know that tone of voice can indicate a question 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 To know that a cognate is a word that is the same in both French and English e.g. **un triangle** To know that a near-cognate is a word that is very similar but not identical in French and English e.g. **un cercle** To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French To know that sentences are often structured differently in French and English To know that, in French, a space is needed before and after ? and !	To know that some American and English words are borrowed by the French such as **le hot-dog and le hamburger** To know that when building 2 digit numbers in French, we say 'twenty and one' or **vingt-et-un**

Progression of knowledge

Grammar

National Curriculum	Year 5	Year 6
Feminine and masculine forms: **Nouns** (including articles, pronouns and plural formation)	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 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

National Curriculum	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 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 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 there are clues in the words for the multiples of 10, eg **cinq**uante - 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		Year 6	
Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Showing awareness of the capital and identifying some key cultural landmarks Recognising cultural similarities and differences between customs and traditions in France and England	To know that in French there are formal and informal greetings and when it is appropriate to use each one To know the names of some Parisian landmarks To know some French playground games To know that there are French speaking countries around the world *(NB This skill is not covered if following our condensed curriculum)*	Comparing schools and celebrations between France and the UK Comparing shops and high streets of France and UK Recognising and using the Euro currency Identifying some French-speaking countries	To know some similarities and differences between French and English schools To know some French festivals that happen throughout the year To know some similarities and differences between French and English birthday celebrations 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 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	Learning about France's sporting culture and events Asking question and making insightful commentary on cultural differences, including some understanding of stereotype	To know the French word for countries around the world To know that the Tour de France is a world famous cycling race that takes place in France each year To know that pétanque is a popular French game sometimes known as boules To know different ways to travel to and around France