

## French (MFL)- Whole School Overview



**JUNIOR SCHOOL**

*Together we make a difference*

*In MFL we aim to provide children with an exciting and stimulating introduction to the world of languages. By the end of year 6 we aim for all pupils to have studied a broad range of topics allowing them to develop the key skills of speaking, listening, reading and writing. Throughout their time in KS2 we encourage pupils to develop a knowledge of French phonics, grammar & vocabulary and to speak with correct pronunciation and intonation to ensure they continue their language learning journey in KS3 with confidence and enthusiasm.*

Year 3			
	Autumn	Spring	Summer
Topic	Greetings (Name, How are you, Where do you live?) Numbers 1-12	Days of the week Colours, "Toutes les Couleurs" Numbers 12-20,	Pencil Case items, Animals, Ice creams
Link to School Value	Together we are kind	Together we are problem solvers	Together we do our best
New Vocabulary and Concepts (grammar)	Bonjour Bonsoir Salut Au revoir Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, Ça va? Ça va, Ça va bien, Ça va mal, Ça ne va pas Quel âge as-tu? <u>Grammar</u> Pronouns Je / Je m'appelle Comment tu t'appelles? Quel âge as-tu? J'ai ...	Lundi Mardi Mercredi Jeudi Vendredi Samedi dimanche Rouge Orange Jaune Bleu Vert Blanc Noir Brun / marron Violet Rose Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix neuf.	un taille-crayon une gomme des ciseaux un stylo un crayon une règle (to show the different articles used in French) oui non Je voudrais une glace à la vanille une glace à la fraise une glace au chocolat S'il vous plaît  <u>Grammar</u> je voudrais J'ai / As-tu? je n'ai pas

			Il y a
<b>Recall (Vocab and grammar)</b>	No MFL is taught at KS1 Recap of above vocabulary throughout the term.	Un, deux ... douze Je m'appelle Comment tu t'appelles? Quel âge as-tu? J'ai... Bonjour Salut Au revoir	Rouge, orange, Jaune, Bleu, Vert, Blanc, Noir Brun / marron, Violet, Rose  Numbers 1-12
<b>Speaking and comprehension</b>	Perform finger rhymes and sing songs speak clearly and confidently Perform simple communicative tasks using single words, phrases and short sentences (say hello, ask someone what their name is). Repeat words and phrases modelled by the teacher (see above re. vocabulary).	Join in with storytelling Repeat words and phrases modelled by the teacher.	Ask and answer questions (What do you have in your pencil case?)
<b>Listening</b>	Listen attentively and demonstrate understanding to simple rhymes and songs Recognise and respond to sound patterns and words. Learn a finger rhyme.	Join in with storytelling. Remember a sequence of spoken words.	Ask and answer questions. Understand instructions, everyday classroom language and praise words.
<b>Reading and comprehension</b>	Recognise some familiar words in written form. Recognise how sounds are represented in written form.	Identify and read simple words	Read and understand simple sentences and questions (What ice cream would you like / I would like...)
<b>Writing</b>	Write/ copy words from the above vocabulary with the correct spelling.	Write/ copy simple words for colours as listed above.	Write/copy simple words for pencil case items as listed above.
<b>Knowledge of Language</b>	Introduction of French phonics (je oi, an, eau(x), eux, ui, qu, an, ille) Elision (use of apostrophe in m'appelle) Understand that voice intonation rises with questions.		



**Year 4**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic</b>	Body parts, “Le grand monster vert”,	Sports- likes and dislikes Family	Les fruits - The Very Hungry Caterpillar Tens to 100
<b>Link to School Value</b>	Together embrace differences	Together we are safe	Together we do our best
<b>New Vocabulary and Concepts (grammar)</b>	<p>la tête les yeux le nez les oreilles la bouche les dents le pied la jambe la main le bras</p> <p><u>Grammar</u> Introduction of 3<sup>rd</sup> person verbs he/she il/elle Il a... elle a</p>	<p>j’aime je n’aime pas l’équitation la natation</p> <p>Aimes- tu? /tu aimes?</p> <p><u>Grammar</u> <u>Verbs</u> = J’aime / je n’aime pas / Aimes- tu? Tu aimes?</p> <p>Mère Père Frère Soeur</p> <p>Jouer – all parts of the verb</p> <p>Lots of the sports are <b>cognates</b> focus on the two that are very different and have different pronunciation (tion in natation)</p>	<p>La banane Des cerises Un citron Une fraise Des framboises Une orange Une peche Une poire Une pomme Des raisins Elle a tres faim. Elle mange</p> <p><u>Grammar</u> Tu aimes ___? Vingt Trente Quarante Cinquante Soixante Soixante-dix Quatre-vingts Quatre-vingts-dix</p>
<b>Recall (Vocab and grammar)</b>	<p>Un, deux... vingt Colours Comment tu t’appelles? Je m’appelle Ca va? Quel âge as-tu? J’ai</p>	<p>Je / Tu La / le (gender of noun knowledge) Colours (I like the colour ___) I like ice creams.</p>	<p>La / le (gender of noun knowledge) Je voudrais Recap opinion questions in a new context (Aimes-tu les fraises?) J’aime / Je n’aime pas</p>

<b>Speaking and comprehension</b>	Memorise and present a short spoken text. Ask and answer questions with a partner.	Ask and answer questions with a partner. Devise and perform simple role-plays.	Learn and say several sentences on a topic. Ask and answer questions with a partner.
<b>Listening</b>	Listen for specific phonemes, words and phrases	Listen to a short group of sentences and answer questions in English.	Be able to recognise key points in a friend / partner's spoken presentation.
<b>Reading and comprehension</b>	Match phrases and short sentences to picture or themes.	Identify and read aloud common spelling patterns in letter strings.	Read a short text about a known theme and be able to understand the main points.
<b>Writing</b>	Write simple words and phrases using a model and some from memory.	Write simple sentences containing accurately formed regular first person verbs J'aime / je n'aime pas. Provide opinions and reasons.	Write simple sentences containing accurately formed regular third person verbs (Il habite, il est)
<b>Knowledge of Language</b>	Recognise and apply simple adjectival agreements (singular and plural) Reinforce and extend recognition of nouns and adjectives and understand their function. Continue to use question forms.	Reinforce and extend recognition of word classes and understand their function. <b>Understand that many sports in French are cognates (le foot /le hockey / le golf)</b>	Reinforce and extend recognition of word classes and understand their function. Recognise that texts in different languages will often have the same conventions of style and layout.



Year 5			
	Autumn	Spring	Summer
<b>Topic</b>	French speaking countries. Countries and nationalities. 1-100 and hundreds.	My Town Directions	At the market - Fruit and Veg survey

Link to School Value	Together we embrace differences	Together we are kind	Together we do our best
<b>New Vocabulary and Concepts (grammar)</b>	<p>C'est quel pays- which country is it?  au Québec  en France,  en Martinique  en Côte d'Ivoire  au Maroc  au Luxembourg  en Suisse  à Madagascar  en Belgique  Le drapeau  Je suis  anglais  français  canadien  suisse  belge</p> <p>tu habites  tu est  il est / elle est</p>	<p>Qu'est-ce qu'il y a dans ta ville?  Il y a ...  Ou est? ... Voici  Le supermarché  Le boulangerie  Mon école  La gare  Le marché  La piscine  La plage  La pâtisserie  Le musée</p> <p>A droite  A gauche  Tout droite  Pour allez a la...?  Je vais</p> <p>Grand/e  Petit /e  Beau/belle  Vieux/Vielle  Modern  Intéressant</p>	<p>C'est combien ____ _____?  Ça fait ____ euros.  Centimes  Quel est ton fruits préféré?</p> <p>Mon fruit préféré est ...  S'il vous plait?</p> <p>Es-tu d'accord?  Je suis d'accord.  Je ne suis pas d'accord.</p>
<b>Recall (Vocab and grammar)</b>	<p>All basic introductory questions from Y3  Colours  Number 1-20  Vingt  Trente  Quarante  Cinquante  Soixante</p>	<p>Asking for ice creams.  en Belgique  en Martinique,  en Côte d'Ivoire  en Suisse</p> <p>Numbers 21-100</p>	<p>Qu'est-ce qu'il y a dans ta ville?  Il y a ...</p> <p>Aimes- tu? /tu aimes?  La banane  Des cerises  Un citron  Une fraise</p>

	<p>Soixante-dix          Quatre-vingts          Quatre-vingts-dix          Simple introduction questions (name, how are you, age) j'habite à</p>		<p>Des framboises          Une orange          Une pêche          Une poire          Une pomme          Des raisins</p> <p>Je voudrais          S'il vous plaît          Recap of colours and days of the week.</p>
<b>Speaking and comprehension</b>	Prepare a short presentation on a familiar topic	Memorise and present a set of instructions.	Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts. Agree and disagree with statements
<b>Listening</b>	Listen to a short passage containing 1 <sup>st</sup> and 3 <sup>rd</sup> person verbs and understand the main points.	Listen to a short passage and understand the main points.	Listen attentively and understand more complex phrases and sentences. Join in with the familiar repetition of story.
<b>Reading and comprehension</b>	Understand the main points and some of the detail from short written texts.	Read aloud a short presentation on a familiar topic.	Read short written texts and answer questions about them in English.
<b>Writing</b>	Link a series of sentences on a familiar topic using common conjunctions.	Memorise and present a set of instructions.	Prepare / Deliver a short adaptation on a familiar topic.
<b>Knowledge of Language</b>	Apply knowledge of adjectival agreement rules when building sentences.	Recognise the typical conventions of French word order.	Use knowledge of word and text conventions to build sentences and short texts.



**Year 6**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic</b>	Introducing a friend How we are feeling	Clothes and weather	Café culture This is me penpal letter
<b>Link to School Value</b>	Together we are problem solvers	Together we embrace differences	Together we do our best
<b>New Vocabulary and Concepts (grammar)</b>	<p>Il aime Elle aime Elle s'appelle Il s'appelle Sportif/sportive Sympa Bavard/e Amusant/e Intelligent/e</p> <p>Je suis heureux/heureuse Triste Fatigué/fatiguée</p> <p>J'ai faim J'ai soif J'ai chaud J'ai froid</p>	<p>un t-shirt un manteau des collants des chaussettes des baskets un pantalon une jupe une robe un pull une echarpe un chapeau des chaussures Je porte je ne porte pas Il fait froid Il fait chaud Il fait du soleil Il pleut Il neige</p>	<p>Du pain Du beurre De la confiture Des céréales Un croissant Un pain au chocolat Des fruits Du thé Du café Du chocolate chaud Du jus d'orange</p>
<b>Recall (Vocab and grammar)</b>	<p>All basic introductory questions from Y3 3<sup>rd</sup> person verbs (il a / elle a) Recap appearances Recap of sports – like with 3<sup>rd</sup> person like / dislike verbs</p>	<p>Articles un/une/des Adjectival agreement. Froid / chaud</p>	<p>C'est combien _____ ? Ça fait _____ euros. Centimes</p> <p>Recap j'aime / je n'aime pas / tu aimes? All 1<sup>st</sup> person verbs and topics through KS2 to demonstrate learning since y3.</p>

	<p>Je suis tu habites tu est</p>		
<b>Speaking and comprehension</b>	Recite a short piece of narrative either from memory or by reading aloud from text	Prepare questions and anticipate responses to be used in practical situations. Participate in simple conversations on familiar topics.	Use spoken language confidently to initiate and sustain conversations (set in a café) To give a short presentation about oneself
<b>Listening</b>	Listen attentively, re-tell and discuss the main ideas. Be able to recognise numbers.	Listen attentively to responses to enable conversations to take place.	Understand longer and more complex phrases or sentences in a conversation setting.
<b>Reading and comprehension</b>	Read and understand the gist of a familiar news story or simple magazine article. Be able to recognise numbers.	Read and respond to e.g an extract from a story, an e-mail message or song.	Read and respond to an extract from an email (pen pal letter)
<b>Writing</b>	Write a longer piece of text showing evidence of conjunctions, 1 <sup>st</sup> person and 3 <sup>rd</sup> person verbs and opinions with reasons.	Write extended sentences linking 2 topics (e.g clothes and weather) using conjunctions.	Write a letter as a paragraph about oneself.
<b>Knowledge of Language</b>	Recap of French phonics seen throughout school. Recap the significance and importance of intonation. Devise questions for authentic use.	Devise questions for authentic use (what's the weather like, what do you wear when...).	Devise questions for authentic use (in a café).