

MFL - FRENCH KNOWLEDGE & SKILLS PROGRESSION – We are Linguists

“Language is the road map of a culture. It tells you where its people come from and where they are going.” Rita Mae Brown

Throughout KS2, pupils learn French which allows them to develop their curiosity and deepen their understanding of the world. The curriculum is designed to teach a progressive sequence of knowledge and skills set within a theme or with cross curricular links. In their weekly lessons pupils learn to express their ideas and thoughts and to understand and respond to its speakers, both in speech and in writing. Pupils are given opportunities to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Our curriculum provides the foundation for learning further languages and equips pupils to study and work in other countries.

Our pupils learn to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

A journey through our French curriculum

Skills

	Listening, Speaking, Reading and Writing	Grammar
Year 3	- Talk about France and French culture - Greet others and introduce yourself - Understand classroom instructions - Say the French alphabet and spell your name - Count up to 20 and say your age - Talk about colours - Count up to 50 - Say the date and your birthday - Talk about my family - Name food items and tell a story - Talk about farm animals	<ul style="list-style-type: none"> •Using “tu” in questions •Using “je” in answers •Using “J’ai” •Questions using « Comment... » (Comment tu t’appelles? Comment ça va? Comment ça s’écrit?) •Questions using « Quel/Quelle... » (Quel âge as-tu?/Quelle couleur aimes-tu?/Quelle est ta couleur préférée?/ Quelle est la date aujourd’hui?/Quelle est la date de ton anniversaire?) •Question using « Qu’est ce que ... » (Qu’est ce que c’est?) •Using like/dislike (J’aime/Je n’aime pas) •Using coordinating conjunctions (et/ mais) •J’aime /Je n’aime pas + le + colour •Gender of nouns (female/male) •Using indefinite articles (un/une) •Using she eats/has (Elle mange/a) •Using numbers in a sentence •Plural (adding an “s”) •Question using « As-tu...? » or « Tu as... ? » (As-tu des frères et sœurs?) •Possessive adjectives : « my » (mon/ma/mes) •Using negation « Je n’ai pas » •Using « il y a... »
Year 4	- Talk about myself (Review of Y3) - Talk about my pets - Say where I live (housing) - Say where people are in the house - Say how I go to school - Name things in my classroom/pencil case - Talk about lunch at school - Talk about school subjects - Talk about sports and hobbies - Say if I play	<ul style="list-style-type: none"> • Plural (adding an “s” or “x”) • Gender of nouns (female/male/plural) • Using indefinite articles (un/une/des) • Using definite articles (le/la/les/l’) • Question using « Comment... ? » (Comment vas-tu à l’école?) • saying 'by' (en/à) • Using I like/I love/I dislike/I hate (J’aime/J’adore/Je n’aime pas/Je déteste) • J’aime + verb • J’aime + le/la/l’ + sport/school subject • Using verbs: I live/I go/I eat/I drink/I play (J’habite/Je vais/Je mange/Je bois/ Je

	an instrument - Describe the weather conditions - Talk about fruits and ask for them at the market	<ul style="list-style-type: none"> joue) • saying 'in' (dans, en, à la) • the partitive article (du/de la/de l'/des) • Question using « As-tu...? » or « Tu as... ? » (Tu as des animaux? As-tu un stylo?) • Question using « Où... ? » (Où habites-tu?/Où est... ?) • Questions using « Quel/Quelle/ Quelles... » (Quelle est ta matière préférée?/Quelles matières aimes-tu?/Quel est ton sport préféré?/Quels sports aimes-tu?/Quels sont tes loisirs?/Quel temps fait-il aujourd'hui?/Quel temps fait-il à (city)?/Quel est ton fruit préféré?) • Saying « It's » for the weather (Il fait/ il y a) • Question using « Qu'est-ce que ... » (Qu'est-ce que tu manges/bois?) • saying 'in/at' (en/ à) • Question using « Tu » (Tu joues d'un instrument? Tu aimes... ?) • Je joue du/de la + (instrument) • Using « kg »
Year 5	- Talk about myself (Review of Y3 and Y4) - Say how I feel (according to gender) - Name all the body parts - Say where it hurts/Name illnesses - Say where I live (cities and countries) - Say how I travel to continents/countries - Discover French speaking countries - Say my nationality - Say which language(s) I speak - Count up to 100 - Use and count euros - Name food at the supermarket	<ul style="list-style-type: none"> • Je suis + adjectives (gender) • Il/Elle est + adjectives • Questions using « Comment... » (Comment tu te sens?) • J'ai mal + à la/au/aux + body part • J'ai + illness • Il est + adjectives • Il a + number + body parts • Using orders (prenez/mettez/restez) • saying 'in' (en, au, aux) • J'habite + à/ en/ au/ aux + cities/countries • Question using « Où ... » (Où habites-tu?/Où vas-tu en vacances?) • Questions using « Quelle/ Quel... » (Quelle est ta nationalité ?/Quel est ton numéro de téléphone?) • Je vais à/en/au/aux + cities/countries/continents • Saying by/on (en/à) • Je suis + nationality (with correct gender) • Je parle + (language) • Question using « Combien... » (Combien ça coûte?) J'ai + number + euros • J'achète + un/une/du/des + food • J'aime /J'adore/Je n'aime pas/Je déteste + le/les + food
Year 6	- Talk about myself (Review of previous years) - Tell the time - Talk about my daily routine - Describe myself/others physically - Describe my personality/others' personality - Describe the clothes that I/others wear - Shopping for clothes - Name places in a city and ask for directions - Order food and drinks at a cafe - Professions/occupations - Write a letter to a French penpal	<ul style="list-style-type: none"> • Il est + number + heure(s) • Questions using « Quelle... » (Quelle heure est-il?/Quelle profession voudrais tu faire?) • Question using « Qu'est-ce que ... » (Qu'est-ce que tu fais le matin/l'après-midi/le soir?/Qu'est-ce que tu portes?/ Qu'est-ce qu'il/elle porte?/Qu'est-ce qu'il y a dans ta ville?) • Using different routine verbs with "I" • Using time connectives (ensuite/après/ et/puis/à/vers) • Question « Tu es comment (physiquement)? » • 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 suis/Il est/Elle est (adjective) • Je m'appelle/Il s'appelle/Elle s'appelle + name • Je/Il/Elle porte + un/une/des + clothes + colours • Using clothes and adjectives of colours accordingly • Questions using « Où... » (Où est la gare?) • negative using "ne...pas" • Je voudrais + un/une/des/de l' + food/drink • Je voudrais être + (profession). • Mon père/Ma mère/Il/Elle est (profession).

Knowledge

Year 3	<ul style="list-style-type: none"> • Using "tu" in questions • Using "je" in answers • Questions using « Comment... » (Comment ça va ? / Comment tu t'appelles?) • Using numbers 0-10 • Using « oui/non » • Using numbers 0-20 • Using I have (J'ai) • Questions using « Quel... » (Quel âge as-tu ?) • Questions using « C'est... » (C'est combien ?) • Questions using « Quelle... » (Quelle est la date de ton anniversaire ?) • Using the sentence « Mon anniversaire est le (number) + (month). » • Using numbers and months in a sentence • Questions using « Quelle... » (Quelle est la date aujourd'hui ?) • Using the sentence « Aujourd'hui nous sommes le (day)+ (number) + (month)+ (year). » • Using numbers, days and months in a sentence • Gender of nouns (female) • Using indefinite articles (une) • Using she eats (Elle mange) • Using she has (Elle a) • Using numbers in a sentence • Plural (adding an "s") • Using I have (J'ai) • Using "tu" in questions (As-tu des frères et soeurs?) • Using « oui/non » • Gender of nouns (female, male, plural) • Using numbers • Using « À la ferme il y a..."
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Year 4	<ul style="list-style-type: none"> •Using I have (J'ai) •Using "tu" in questions (As-tu des animaux ?) •Using « oui/non » • Gender of nouns (female/male) •Using indefinite articles (un/une) • Using numbers in a sentence • Plural (adding an "s" or "x") • Question using « Où... ? » (Où habites-tu ? / Où est... ?) •Using verbs: I live (J'habite) • Saying 'in' (dans, en, à la) •Gender of nouns (female/male) • Using definite articles (le/la/les/l') •Gender of nouns (F/ M/ Plural) •Using indefinite articles (un/une/des) •possessive adjectives: « my » (mon/ma) • saying 'in' (dans) •Using « il y a... » •Question using « As-tu...? » or « Tu as... ?» (As-tu un stylo ?) •Using numbers in a sentence • Plural (adding an "s") • Using verbs: I eat/ I drink (Je mange/ Je bois) • the partitive article (du / de la / de l' / des) • Plural (adding an "s") • Question using « Quelle/Quelles... » (Quelle est ta matière préférée ? Quelles matières aimes-tu ?) • Using definite articles (le/la/les/l') • Using I like/ I love/ I dislike/ I hate (J'aime/ J'adore/ Je n'aime pas/ Je déteste) • J'aime + le/ la/les + school subject • Using coordinating conjunctions (et/ mais) • Using definite articles (le/la/les/l') • Using I like/ I love/ I dislike/ I hate (J'aime/ J'adore/ Je n'aime pas/ Je déteste) • J'aime + verb. / J'aime + le/ la/ l' + sport. • Using coordinating conjunctions (et/ mais) • Question using « Quel/Quels... » (Quel est ton sport préféré ?/ Quels sports aimes-tu ?/ Quels sont tes loisirs ?) •Question using "Tu" (tu joues d'un instrument?) •Using " Je joue + instrument."
Year 5	<ul style="list-style-type: none"> • Add numbers • Je suis + adjectives (according to gender) • Il/Elle est + adjectives • Questions using « Comment... » (Comment tu te sens ?) • Using numbers in a sentence • Plural (adding an "s") • Gender of nouns (female/male/plural) • Using indefinite articles (un/une/des) • Using definite articles (le/la/les/l') • Il est + adjectives • Il a + number + body parts • J'ai mal + à la / au / aux + body part • J'ai + illness •Using orders (prenez/ mettez/ restez) • Saying 'in' (en, au, aux) • J'habite + à/ en/ au/ aux + cities/countries • Question using « Où ... » (Où habites-tu?) • Saying 'in' (en, au, aux) • J'habite + à/ en/ au/ aux + city/country • Question using « Où ... » (Où habites-tu? Où vas-tu en vacances ?) •Using « Je vais + à/ en/ au/ aux + city/country + à/en + transport. » •Questions using « Quelle/ Quel... » (Quelle est ta nationalité ?/ Quel est ton numéro de téléphone ?) • Je suis + nationality (with correct gender) •Using "je parle" •Using numbers 1-100 •Question using « Quel... » (Quel est ton numéro de téléphone ?)
Year 6	<ul style="list-style-type: none"> • 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 ?) • Using different routine verbs with "I" • Using time connectives (ensuite/ après/ et/ puis/ à/ vers • 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 • 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 • 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 » • 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) • Question « Quelle... ?» (Quelle profession voudrais-tu faire?) • Je voudrais être + (profession). • Same knowledge/skills as above • Je suis + (profession). • Mon père/Ma mère/ Il/Elle est + (profession). • Use everything from previous lessons and previous years to write a letter to a penpal

Intercultural understanding

Year 3	Learn about France, French people, French customs, French culture and French speaking countries in the world.
Year 4	
Year 5	
Year 6	

- Films / clips in lessons
- Getting the gist of texts
- Communication with a French school
- French day in the summer term.



Links to Rights Respecting Schools:

What our pupils have experienced - a journey through MIANS KS1 Language Curriculum

Year 1	Through EYFS and KS1 the children have 'language of the month' where they use a language spoken by families at the school to do the register, learn to count and practice key greetings.
Year 2	

Key Stage 2 MFL National Curriculum

The aims of the National Curriculum for Languages are to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

KS2 National Curriculum Expectations Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

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
- 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.

A journey through our French curriculum

	Year 3	Year 4	Year 5	Year 6
Autumn	Introduction to France & French culture Greetings & Name Classroom instructions Numbers 0-10 - Numbers 0-20 & Age - The French alphabet - Christmas	Review of year 3 learning Pets The Home School	Review of Y3/4 Emotions Body Parts At the doctor's	Review The Time Daily Routines Physical description Nationality
Spring	The French alphabet Colours Numbers 20-50 The date and birthdays The Very Hungry Caterpillar	The classroom Lunch at school School subjects Sports and hobbies	Countries and Cities Travel Around the World French speaking countries Nationality and languages	Clothes and colours In the city and directions
Summer	My family At the farm	Instruments Weather Fruits	Numbers 50-100 Euros At the supermarket	Snacks and drinks at the cafe Occupation / professions

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a French speak:

Detective, Diplomatic Service Officer, Marketing Executive Tour Manager, Broadcast Journalist, Interpreter, Translator, TEFL Teacher, International Aid Worker.

Our feeder high school snapshot MFL curriculum:

Jane Austen: French, German, Spanish	Open Academy: Spanish, German
Sprowston Community Academy: Spanish	The Hewett Academy: French
CNS: French, Spanish, German	City Academy: French, Spanish
Ormiston Victory Academy: French, German, Spanish	Sewell Park Academy: Spanish
Hellesdon High School: French, German, Spanish	Notre Dame High School: French, Spanish
Thorpe St Andrew School: French, German, Spanish	