

MFL - French

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims 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 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.

Intent

At St James, the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages and the opportunities for communication that this brings. Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways and to embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'cultural capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning. Learners will:

- make substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study;
- become resilient, independent learners who enjoy language learning and acquire language learning skills and strategies that allow them to succeed, including what to do when faced with unfamiliar language, memorisation and retrieval; develop the skill of using a bilingual dictionary and reference materials;
- manipulate language to speak or write French using their knowledge of features of French including grammar;
- recognise similarities and differences between English (and other languages they speak) and French;
- notice patterns and key sounds in French, including graphemes used to represent them, and apply them to speaking listening and reading aloud;
- appreciate and join in with songs, rhymes and stories, moving from copying sounds to adapting them through substitution and expansion;

Implementation

Our MFL curriculum has been designed to progressively develop skills in French. We are currently using the Rising Stars scheme to deliver our French lessons which consists of six units each year, with six lessons in each. These ensure children acquire a bank of vocabulary organised around topics and have opportunities to apply this knowledge by asking and answering questions, reading and composing sentences, often using a model, and to learn and practise grammatical structures and phonemic knowledge. They ensure development is progressive as they build on previous knowledge from units already studied, using short written or oral activities to reinforce and practise the learning from previous lessons.

All children in KS2 are taught French regularly, at least fortnightly.

Impact

We measure the impact of our curriculum through observing children speaking and listening in French and marking written work. The MFL subject leader monitors the impact MFL teaching is having on the children's learning, through work scrutinies, to ensure the progress of knowledge and skills is being taught. Through the Rising Stars scheme, the knowledge and skills taught are revisited and learners are able to apply the skills they have been taught. Impact will also be measured through key questioning skills built into lessons and child-led assessment .

Skills and Knowledge

	Y3	Y4	Y5	Y6
Grammar	<p>Awareness of two groups of nouns in French (masculine and feminine)</p> <p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with action verbs (e.g. <i>je danse, tu sautes, il galope, elle court</i>) as well as <i>être</i> and <i>avoir</i> (<i>J'ai, tu as, il est/ elle a</i>)</p> <p>Appreciate that words and letters in French can have a different sound or pronunciation to English</p> <p>Recognise plural nouns</p>	<p>Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine</p> <p>Recognise and use 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with regular verbs such as <i>jouer, manger</i> and <i>habiter</i> as well as high frequency irregular verbs like <i>être, avoir, aller</i> and <i>faire</i>. For example: <i>je joue, je vais, tu manges, il habite, elle a</i></p> <p>Making sentences negative (<i>J'aime</i> becomes <i>Je n'aime pas</i>; <i>il pleut</i> becomes <i>il ne pleut pas</i>)</p> <p>Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: <i>un manteau bleu</i> but <i>une écharpe bleue</i>; <i>un éléphant grand</i> but <i>une tortue grande</i></p> <p>Express a positive and negative opinion (<i>J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère</i>)</p> <p>Partitive in singular and plural (<i>du/des, au/aux</i>)</p> <p>Conjunctions <i>et, mais</i> and <i>quand</i></p> <p>Formation of plural nouns by adding <i>-s</i> to most nouns but <i>-x</i> to nouns ending <i>-au</i>, e.g. <i>bateau</i> becomes <i>bateaux</i></p>	<p>Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: <i>La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres</i></p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (<i>je, tu, il/elle</i>) and 3rd person plural (<i>ils/elles</i>) of a number of regular (<i>jouer, tourner, aimer, traverser, s'appeler</i>) and high frequency irregular verbs (<i>être, avoir, aller</i>). For example: <i>je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</i></p> <p>Formation of 3rd person singular and plural of regular <i>-er</i> verbs, i.e. remove <i>-er</i> and add <i>-e</i> for singular and <i>-ent</i> for plural</p> <p>Position of adjectives in a sentence (including <i>grand/petit</i> before the noun). For example: <i>une petite planète bleue; les grands nuages blancs</i></p> <p>Giving positive and negative reasoned opinions, e.g. <i>J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas....</i></p> <p>Formation of the indefinite and definite article, e.g. <i>un/une/des, le/la/les</i> – plurals are the same whatever the gender.</p>	<p>Comparing things using <i>plus</i> and <i>moins</i> + adjective</p> <p>Awareness of three verb groups <i>-er, -ir</i> and <i>-re</i> and the role of the infinitive</p> <p>Conjugation of regular <i>-er</i> verbs and two high frequency verbs, i.e. <i>être</i> and <i>aller</i> in the present tense</p> <p>Use of the infinitive with <i>Je veux</i> and <i>J'aime</i></p> <p>Comparing the past and present using <i>il y avait / il y a</i> and <i>il/elle est / il/elle était</i></p> <p>Prepositions of place</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>Consolidation of all grammatical knowledge from Books 1– 3</p>

		Instructions to vous, e.g. Regardez! Venez ici!	Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours Awareness and use of tu and vous	
Cultural knowledge	Know that French is spoken in countries other than France Knowledge of aspects of life in France and Francophone countries including festivals and games	Awareness that French is spoken in countries other than France (including knowing the names of some of these countries) Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography	Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)	Knowledge of the geography of some Francophone countries including climate, terrain and fauna
Skills	Listen, read and show understanding of single words Understand and answer a familiar question, e.g. <i>Comment tu t'appelles ?</i> , <i>Tu aimes...?</i> , <i>Tu as...?</i> Write and say a short sentence using familiar single words and a connective with (and sometimes without) support Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words Suggest and use strategies to memorise vocabulary and structures Find the meaning of a word in a word list and a bilingual dictionary Join in with songs, rhymes and stories by using actions and words.	Listen, read and show understanding of short phrases Ask and answer several familiar questions, e.g. <i>Quelle est la date?</i> , <i>Qu'est-ce que tu fais?</i> , <i>Où habites-tu?</i> Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds Suggest and use strategies to memorise vocabulary including making connections with other languages Translate words using a bilingual dictionary Join in with the words of familiar songs, rhymes and stories, some from memory	Listen, read and show understanding of more complex familiar phrases and sentences Ask and answer more complex familiar questions, e.g. <i>Qu'est-ce qu'il y a dans ton sac?</i> , <i>Tu joues du saxophone ou de la batterie?</i> Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. Read aloud familiar sentences with increasingly accurate pronunciation and intonation Suggest and use strategies to memorise vocabulary including making connections with other languages	Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation Decode unfamiliar text using language skills, context and/or a bilingual dictionary

		Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number	Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number
		Follow a longer text, e.g. a rhyme or story	Read aloud with fluency

Key Vocabulary

	Y3	Y4	Y5	Y6
Topical vocabulary	Animals and numbers to 20, pastimes, J'ai, Quel age as-tu? Comment tu t'appelles?, months of the year, verbs for actions, Je peux...? S'il te plait, colours, face and body parts; animals and ways of moving (galope/court/), adverbs (vite/lentement), Tu aimes? J'aime/ Je n'aime pas, il y a, beaucoup, vegetables, et	Weather and transport, days of the week, et, main*, numbers to 30, C'est combien? J'adore, je deteste, adjectives (super/magnifique/fantastique); classroom instructions, numbers to 100, adjectives (grand/petit/charmant/mechant), sports and foods (bon/mauvais pour la sante); animals and adjectives (petit/grand/lent/rapide/fort/faible/feroce/timide), Quelle heure est-il? Il est..., Ou habites-tu? J'habite..., weather, clothing, the date	Conjunctions (aussi, mais), foods, musical instruments, Il/elle est bon/bonne pour la sante, Je joue de...Il/elle joue de...; directions, time to half an hour, places around town, beach features, sur; seasons, weather, months, animals and habitats, adjectives, planets, pres de/loin de, parce que,	Places and teachers around the school, voici, voila, time to 5 minutes, déjeuner, countries and continents, Ou est? le matin, l'apres-midi, geographical features, animals; shops and clothes, Il y avait, Il/Elle porte, numbers 70-99, Qu'est-ce que tu aimes? Tu veux jouer au...? Fairground attractions, adjectives (ennuyeux, rapide, terrifiant); snack foods and drinks, ordering (je voudrais), TV programmes/magazines: la meteo, la mode, l'actualite, la cuisine, car, adjectives (beau/interessant/ennuyeux/degueulasse)
Phoneme knowledge	: j, ere, u, a; eu; ou; on.	-in; silent t; on/an/en, silent x; oi and ion; eu, au, en/an	different sounds represented by a, difference between u and ou sounds; j, r and g; the sound i and u.	-an; letter strings that sound the same but are spelt differently* (fete/sept, train/vingt, vite/huit, roue/beaucoup, super/prefere, Guillaume/fantome) e; u; ou; r; silent h and e, an