

Subject: French

## Intent

Our MFL curriculum is French and we believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. Children will develop an interest in learning other languages and will develop a deeper understanding of the multi-lingual world in which we live in. We are committed to ensuring that the inclusive teaching of French enables children to interpret, create and exchange meaning within and across cultures; laying the foundations for further foreign language teaching at Key Stage 3.

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Autumn	Year 3	Year 4	Year 5	Year 6
<b>Topics</b>	<p><b>Phonetics Lesson 1</b> (Core Vocabulary – La Phonétique 1)</p> <p><b>Core Vocabulary Units:</b></p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Colours</li> <li>• Days of the Week</li> <li>• Months of the Year</li> <li>• Salutations</li> </ul> <p><b>I am Learning French</b> (Early Language Unit)</p>	<p><b>Phonetics Lesson 2</b> (Core Vocabulary – La Phonétique 2)</p> <p><b>Presenting Myself</b> (Intermediate Language Unit)</p> <p><b>Family</b> (Intermediate Language Unit)</p>	<p><b>Phonetics Lesson 3</b> (Core Vocabulary – La Phonétique 3)</p> <p><b>What is the Date</b> (Intermediate Language Unit)</p> <p><b>Do You Have a Pet?</b> (Intermediate Language Unit)</p>	<p><b>Phonetics Lesson 4</b> (Core Vocabulary – La Phonétique 4)</p> <p><b>Me in My World</b> (Progressive Language Unit)</p> <p><b>Healthy Living</b> (Progressive Language Unit)</p>
<p><b>KS2 Programme of Study Requirements met this term</b></p>	<p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p>	<p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help'</p>	<p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help'</p>	<p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help'</p>

	<p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p>	<p><b>Speaking:</b> 'Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p> <p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p> <p><b>Writing:</b> 'Writing phrases from memory and adapt these to create new sentences, to express ideas clearly'</p>	<p><b>Speaking:</b> 'Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p> <p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p> <p><b>Writing:</b> 'Writing phrases from memory and adapt these to create new sentences, to express ideas clearly'</p>	<p><b>Speaking:</b> 'Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p> <p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p> <p><b>Writing:</b> 'Writing phrases from memory and adapt these to create new sentences, to express ideas clearly'</p> <p><b>Writing:</b> 'Describe people, places, things and actions orally and in writing'</p> <p><b>Grammar:</b> 'Understand basic French grammar including feminine, masculine and neuter forms, the conjugation of high frequency verbs, key features and patterns of language and how to apply these – for instance, to build sentences and understand how these are similar or different to English'</p>
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# Severnbanks Primary School Progression Map

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Spring	Year 3	Year 4	Year 5	Year 6
<b>Topic</b>	<p><b>Musical Instruments</b> (Early Language Unit)</p> <p><b>Fruits or Vegetables</b> (Early Language Unit)</p>	<p><b>At the Café</b> (Intermediate Language Unit)</p> <p><b>Goldilocks</b> (Intermediate Language Unit)</p>	<p><b>The Weather</b> (Intermediate Language Unit)</p> <p><b>Habitats*</b> (Intermediate Language Unit)</p>	<p><b>At School</b> (Progressive Language Unit)</p> <p><b>The Tudors*</b> (Progressive Language Unit)</p>
<b>KS2 Programme of Study Requirements met this term</b>	<p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help'</p> <p><b>Speaking:</b> Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p> <p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p>	<p><b>Listening:</b> 'Listen attentively to spoken language and show understanding by joining in and responding'</p> <p><b>Listening:</b> Explore the patterns of sound and language through songs and rhymes and link the spelling, sound and meaning of words'</p> <p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help'</p>	<p><b>Listening:</b> 'Listen attentively to spoken language and show understanding by joining in and responding'</p> <p><b>Listening:</b> Explore the patterns of sound and language through songs and rhymes and link the spelling, sound and meaning of words'</p> <p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p>	<p><b>Listening:</b> 'Listen attentively to spoken language and show understanding by joining in and responding'</p> <p><b>Listening:</b> Explore the patterns of sound and language through songs and rhymes and link the spelling, sound and meaning of words'</p> <p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help'</p>

	<p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p> <p><b>Grammar:</b> 'Understand basic French grammar including feminine, masculine and neuter forms, the conjugation of high frequency verbs, key features and patterns of language and how to apply these – for instance, to build sentences and understand how these are similar or different to English'</p>	<p><b>Speaking:</b> Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p> <p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Read carefully and show understanding of words, phrases, and simple writing'</p> <p><b>Reading:</b> 'Appreciate stories, songs, poems and rhymes in French'</p> <p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p> <p><b>Writing:</b> 'Writing phrases from memory and adapt these to create new sentences, to express ideas clearly'</p> <p><b>Writing:</b> 'Describe people, places, things and actions orally and in writing'</p>	<p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Read carefully and show understanding of words, phrases, and simple writing'</p> <p><b>Reading:</b> 'Appreciate stories, songs, poems and rhymes in French'</p> <p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p> <p><b>Writing:</b> 'Writing phrases from memory and adapt these to create new sentences, to express ideas clearly'</p> <p><b>Writing:</b> 'Describe people, places, things and actions orally and in writing'</p>	<p><b>Speaking:</b> Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p> <p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Read carefully and show understanding of words, phrases, and simple writing'</p> <p><b>Reading:</b> 'Appreciate stories, songs, poems and rhymes in French'</p> <p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p> <p><b>Writing:</b> 'Writing phrases from memory and adapt these to create new sentences, to express ideas clearly'</p> <p><b>Writing:</b> 'Describe people, places, things and actions orally and in writing'</p> <p><b>Grammar:</b> 'Understand basic French grammar including feminine, masculine and neuter forms, the conjugation of high frequency verbs, key features and patterns of language and how to apply these – for instance, to build sentences and understand how these are similar or different to English'</p>
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Summer	Year 3	Year 4	Year 5	Year 6
Topic	<p><b>I Can</b> (Early Language Unit)</p> <p><b>Little Red Riding Hood</b> (Early Language Unit)</p>	<p><b>Classroom</b> (Intermediate Language Unit)</p> <p><b>My Home</b> (Intermediate Language Unit)</p>	<p><b>Clothes</b> (Intermediate Language Unit)</p> <p><b>Planets</b> (Progressive Language Unit)</p>	<p><b>The Weekend</b> (Progressive Language Unit)</p> <p><b>World War II*</b> (Progressive Language Unit)</p>
KS2 Programme of Study Requirements met this term	<p><b>Listening:</b> 'Listen attentively to spoken language and show understanding by joining in and responding'</p> <p><b>Listening:</b> Explore the patterns of sound and language through songs and rhymes and link the spelling, sound and meaning of words'</p> <p><b>Speaking:</b> 'Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help'</p> <p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p>	<p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p> <p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'</p>	<p><b>Listening:</b> 'Listen attentively to spoken language and show understanding by joining in and responding'</p> <p><b>Listening:</b> 'Explore the patterns of sound and language through songs and rhymes and link the spelling, sound and meaning of words'</p> <p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p>	<p><b>Speaking:</b> 'Speak in sentences, using familiar vocabulary, phrases and basic language structures'</p> <p><b>Speaking:</b> 'Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'</p> <p><b>Speaking:</b> 'Present ideas and information orally to a range of audiences'</p> <p><b>Reading:</b> 'Read carefully and show understanding of words, phrases, and simple writing'</p> <p><b>Reading:</b> 'Appreciate stories, songs, poems and rhymes in French'</p>

**Speaking:**  
'Develop accurate pronunciation and intonation so others can understand when they are reading aloud or using familiar words and phrases'

**Speaking:**  
'Present ideas and information orally to a range of audiences'

**Reading:**  
'Read carefully and show understanding of words, phrases, and simple writing'

**Reading:**  
'Appreciate stories, songs, poems and rhymes in French'

**Reading:**  
'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary'

**Writing:**  
'Writing phrases from memory and adapt these to create new sentences, to express ideas clearly'

**Writing:**  
'Describe people, places, things and actions orally and in writing'

**Grammar:**  
'Understand basic French grammar including feminine, masculine and neuter forms, the conjugation of high frequency verbs, key features and patterns of language and how to apply these – for instance, to build sentences and understand how these are similar or different to English'

**Speaking:**  
'Present ideas and information orally to a range of audiences'

**Reading:**  
'Read carefully and show understanding of words, phrases, and simple writing'

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'Appreciate stories, songs, poems and rhymes in French'

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<b>Year Group Progression End points</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	Children can listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught	Children can listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units	Children can listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills developed	Children can listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught
<b>Speaking</b>	Children can communicate with others using simple words and short phrases covered in the units	Children can communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply when required	Children can communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity	Children can learn to recall previously learnt language and recycle/ incorporate it with new language and increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
<b>Reading</b>	Children can read familiar words and short phrases accurately by applying the knowledge from Phonics lesson 1 (see below). Understand the meaning in English of short words read in French	Children can read aloud short pieces of text applying the knowledge learnt from Phonics Lessons 1 and 2 (see below). Understand most of what is read in French when it is based on familiar language.	Children can understand longer passages in French and start to decode the meaning of unknown words using cognates and context. Increase knowledge of phonemes and letter strings learnt from Phonics lessons 1 - 3 (see below)	Children can tackle unknown language with increased accuracy by applying knowledge learnt from Phonics lessons 1-4 (see below), including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
<b>Writing</b>	Children can write familiar words and phrases eg 'I like apples', using a model / vocabulary list	Children can write some short phrases based on familiar topics and begin to use connectives such as and / but and use the negative form 'ne...pas' where appropriate	Children can write a paragraph using familiar language incorporating connectives, negative responses and adjectival agreement where required.	Children can write a piece of text using language from a variety of units covered and learn to adapt models provided to show a solid understanding of grammar covered eg apply the negative in a

			Children can start to manipulate the language and to substitute words for suitable alternatives eg. I have a cat / I don't have a dog, give age, name and where lived	new topic. Children can start to incorporate conjugated verbs and use connectives with increasing frequency and fluency and extend writing using adjectives and possession.
<b>Grammar</b>	Children can start to understand the concept of noun gender and the use of articles. Children can begin to use the first person singular version of high frequency verbs such as 'je m'appelle'	Children can better understand the concept of gender and which articles to use for meaning (eg. le, la, les, un, une, des) Introduce simple adjectival agreement, the negative form and possessive adjectives eg 'I have / I do not have'.	Children will revise of gender and nouns and learn to use and recognise the terminology of articles (eg definite / indefinite). Children can better understand the rules of adjectival agreement and possessive adjectives. Children can start to explore full verb conjugation eg I wear / he wear / they wear, and to be able to add adjectives to describe nouns eg 'my blue coat'	Children can consolidate their understanding of gender and noun, use of the negative, adjectival agreement and possessive adjectives (eg which subjects at school they like and do not like). Children will become familiar with a wider range of connectives and become more confident with verb conjugation of both regular and irregular verbs
<b>Phonics</b>	French alphabet  French phonemes: CH, OU, ON, OI	French alphabet revision  French phonemes: I, IN, IQUE, ILLE	French alphabet revision  French phonemes: EAU, EUX, É, È, E	French alphabet revision  French phonemes: QU, GNE, Ç, EN, AN