



CURRICULUM

MFL



Intent

At Southville Primary School, we aspire to be confident French speakers. Our modern foreign languages curriculum provides a firm foundation for future language learning, equipping pupils with the essential skills and positive attitude to learn languages for pleasure and to study and work in Britain and other countries. Learning a foreign language is a liberation from insularity and provides an opening to other cultures and the wider world. It is also a window onto our own language, encouraging children to reflect on the vocabulary, grammar and historical development of English and other languages they may speak. We will do this by:

- Teaching French weekly to all children in Key Stage 2
- Delivering fun and engaging lessons
- Immersing children in the target language by giving instructions, praise and incidental phrases in French
- Ensuring that children have varied opportunities to listen, speak, read and write for different purposes
- Celebrating the range and variety of languages spoken by members of our school community
- Using real French story books and traditional songs in the classroom

Implementation

We are fortunate to have a specialist teacher who plans and delivers all lessons to KS2 classes weekly. The programme of study is progressive, building on prior learning and moving from word to sentence level. It teaches vocabulary systematically and links spelling and sounds using the resources from BBC bitesize, Culturéteque, High-five French and Lcfclubs. Our children practice four key skills in lessons: speaking, listening, reading and writing. Children enjoy the chance to have meaningful conversations in French, based on their learning in class. We provide practical, meaningful contexts to motivate children to communicate in French and have contact with native speakers both in and outside lessons. These include:

- French class performances to parents in each year group
- Serving or eating at a crêpe café with real food
- School visits by teaching assistants from Bordeaux and Bristol University
- An annual French or Francophone cultural day with a French theatre group or music/art specialist
- Performing French Christmas songs to parents
- Celebrating French traditions
- Exchanging letters with partner schools

Impact

We measure impact through ongoing formative assessment of pupils' speaking, listening, reading and writing skills in French. Progress is tracked against the progression of skills to ensure pupils build confidence and accuracy over time. Evidence includes classroom performance, written work, participation in cultural activities and pupil voice. Impact is demonstrated when children can communicate simple ideas in French, apply vocabulary in context and show growing awareness of French language and culture.

National Curriculum

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.

Content Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Moi –All about me 1 Cultural knowledge, how are you doing, names, no.1-10, songs</p>	<p>Moi –All about me 2 Alphabet-vowels, no.1-10,1-20, + revision of names+how are you+ Languagenut multi-lingual website, French Christmas song to parents</p>	<p>Les couleurs –colours Fête du Rois –song, colours, making and playing games, Multi-cultural Fortnight/café Café dialogue, personal information, cultural knowledge R.E</p>	<p>La Fête no.1-20, how old are you, + Phonics – song + revision of names+how are you</p>	<p>Le Marché – shoppingLA Food vocab, knowledge about language-some,un/une–beginning of awareness of gender, opinions, nos.euros, shopping dialogue L.Nut</p>	<p>Un Caméléon Writing poem, colours, Introduction of bi-lingual dictionary +use of glossary. Use of gender, L.Nut core vocab</p>
Year 4	<p>Goldilocks and the three bears–LA Adjectives, questions, rooms, and furniture in the house+LNut Drama</p>	<p>Goldilocks and the three bears–LA Using a dictionary to broaden vocabulary. Speak French to an audience in performance to parents, French Christmas song to parents Drama</p>	<p>Ma Famille– My familyLA Talking + writing about family members Multi-cultural Fortnight/café Café dialogue, personal information, cultural knowledge</p>	<p>L’argent de poche – Pocket money Toy vocab–masc/fem, nos, shopping dialogue, 4 expressions for opinions, French website</p>	<p>La Phonétique Recap of alphabet/vowel sounds. Recap on/ou/oi/ch i/in/iq/ille silent consonants s,d,p,t,x New: é/è/e/eux/eau, qu/gne/ç/en/an</p>	<p>Vive le sport Speaking, reading, writing what sports you do and don’t do using correct verb in positive and negative sentences. P.E</p>
Year 5	<p>Quel temps fait-il? Weather phrases, sports/activities- verbs+LNut,</p>	<p>Quel temps fait-il? linking language in extended sentences. Using new and familiar language to present a weather forecast. French Christmas song to parents Drama</p>	<p>Jacques le Gourmand– story/play Days of the week, food vocab, story language, cooperative working. Speak French to an audience in performance to parents. Multi-cultural Fortnight/café Drama</p>	<p>Les Monstres – Monsters Understand a French story, parts of the body, adjective word order, writing a description with colours and sizes. Begin awareness of agreement.</p>	<p>Animal Extraordinaire Positive and negative sentences, use of bi-lingual dictionary. Colours and animal vocabulary. Phonics</p>	<p>Mon Ecole–My school LA School subjects–masc/fem, opinions, giving reasons. Comparing English and French speaking schools</p>
Year 6	<p>Une Famille Originale– Extended family members, questions, and answers about self/family+LNut</p>	<p>Translation Bee Phonics/ National Primary Language Bee – 40+ high frequency words French Christmas song to parents Language Ambassador Applications</p>	<p>Une Famille Originale– Extended family members, questions, and answers about self/family LNut + Stage 2 high frequency Bee words Multi-cultural Fortnight/café Café dialogue, personal information, cultural knowledge Language Ambassador Trip to Y3/infants</p>	<p>Les Planètes–LA Listening comprehension. Adjectives. Write planet description using colours, sizes, nos. etc and gender agreement. Use a glossary. LNut + Stage 2high frequency Bee words Science</p>	<p>Les Planètes–LA Listening comprehension. Adjectives. Write planet description using colours, sizes, nos. etc and gender agreement. Use a glossary. LNut + Stage 3 high frequency Bee words Science</p>	<p>Revision language learning strategies, key sounds, core language Moi dans le Monde Francophone countries, cultural knowledge Language Ambassador Trip to Y3/infants</p>

Progression Overview

	Y3	Y4	Y5	Y6
Listening	Listen to songs, stories and familiar words; understand simple phrases	Listen to longer passages and songs and pick out key words	Listen more carefully and understand language with some new words	Listen to longer texts and understand some of the main ideas
Speaking	Speak using simple words and short phrases	Ask and answer simple questions; speak in short sentences	Speak in longer sentences and give simple opinions.	Speak with confidence and growing accuracy; take part in short conversations
Reading	Read familiar words and short phrases	Read short texts and understand key words and information	Read short texts and understand some of the meaning using context	Read simple authentic texts and work out the meaning of new words
Writing	Write words and short phrases using support	Write short sentences using models	Write short sentences using opinions and familiar structures	Write short sentences for different purposes: describe people, places and actions
Language Knowledge & Grammar	Recognise basic language patterns; understand gender and simple verbs	Develop understanding of grammar, sentence building and adjective agreement	Use grammar more accurately; apply verb forms, negatives and connectives	Apply grammatical knowledge confidently to build accurate sentences
Cultural Understanding	Explore songs, stories and traditions from French-speaking countries	Compare French culture with their own experiences	Learn about Francophone countries and authentic cultural contexts	Develop deeper appreciation of French-speaking cultures and global connections

Medium Term Plans

Year Group	Unit Title	Key Knowledge and Skills (Small Steps / Building Blocks / Component Parts)
3	Unit 1 Moi All about me 1	<ul style="list-style-type: none"> • <i>salut, bonjour</i> Numbers 1-10 • <i>Au revoir, Madame. Monsieur,</i> • Phonics- Vowel sounds, French Alphabet, introduction of silent letter consonants • Song: '<i>un kilometre à pied</i>' • (Cultural education about diversity of Francophone world)
3	Unit 2 Moi All about me 2	<ul style="list-style-type: none"> • <i>ça va?, ça va bien/ mal/ ça va, Comment tu t'appelles? Je m'appelle. .. et toi</i> • <i>Quel âge as-tu? J'aians.</i> • Phonics- recap vowel sounds, • French Alphabet • <i>on/oi/ou/ch</i> • Song:' <i>Sur la pont d'Avignon'</i>
3	Unit 3 Les Couleurs	<ul style="list-style-type: none"> • <i>rouge,bleu,vert,orange,rose,noir,blanc,violet,gris,marron</i> • recap- <i>ça va? ça va bien/ mal/ comme ci, comme ça new- Bof !</i> • recap-nos1-10 • Phonics-<i>i/in/ique/ille</i>, silent letter consonants s,d,p,t,x • Song: <i>J'aime la galette</i> • (Cultural education)
3	Unit 4 Fête	<ul style="list-style-type: none"> • Recap- <i>Comment tu t'appelles?</i> • <i>Je m'appelle. .. et toi</i> • <i>Quel âge as-tu? J'aians.</i> • Nos-1-20, Ext:Months of the <i>filles,garçon</i> year
3	Unit 5 Le Marché	<ul style="list-style-type: none"> • Use of bi-lingual dictionary,gender • <i>des concombres, des tomates,des haricots, des carottes, des pommes, des bananes, des ananas, des oranges. Une, un, J'aime/ je n'aime pas,</i> • <i>je voudrais, C'est combien?</i> • <i>Numbers, prices in euros</i> • Song :<i>Sur ma Bicyclette(Chansons pour Apprendre)</i>
3	Unit 6 Un caméléon	<ul style="list-style-type: none"> • Phonics- recap all sounds covered so far, • Recap <i>un/une</i> colours, fruit and vegetables,use of • bi-lingual dictionary+gender • Recap of numbers 1-20

4	Unit 1+2 Boucles D'or et les Trois Ours	<ul style="list-style-type: none"> Adjectives: <i>C'est chaud/froid/juste bien, dur/mou.</i> Nouns: <i>les trois ours, La maison, La porte, la cuisine, la chambre, le salon,</i> Pronouns/verbs: <i>elle va, mange, dort, arrive</i> + awareness of story language. Use of bi-lingual dictionary. (Performance to parents)
4	Unit 3 La Famille	<ul style="list-style-type: none"> <i>la famille, mon frère, ma sœur, ma mère, mon père, mon grand-père, ma grand-mère, mon grand frère, ma petite sœur</i> etc, <i>Je m'appelle/ Il/Elle s'appelle.. J'ai ...ans. Il/Elle a ...ans., moi</i>
4	Unit 4 L'argent de poche	<ul style="list-style-type: none"> <i>Une poupée, une peluche, une console de jeu, un jeu vidéo, une voiture téléguidée, un robot, un cerf-volant, un ballon de basket/foot, un skateboard</i> Numbers 1-31 <i>J'adore ça, J'aime ça, Je n'aime pas ça, Je déteste ça!</i> <i>Bonjour Madame/Monsieur Je voudrais,/ je voudrais, C'est combien? Merci, au revoir</i>
4	Unit 5 La Phonetique	<ul style="list-style-type: none"> Alphabet +vowel sounds, <i>on/oi/ou/ch</i> <i>i/in/iq/ille</i>, silent letter consonants <i>s,d,p,t,x, é/è/e/eux/eau, qu/gne/ç/en/an</i>
4	Unit 6 Vive le sport	<ul style="list-style-type: none"> Verbs: <i>Je fais/ je joue Je ne joue pas, Je ne fais pas. J'adore/J'aime, Je n'aime pas/ Je déteste</i> Nouns : <i>Le tennis, le football, le judo, le rugby, le badminton, la gymnastique, la danse, la natation, l'équitation. de la pêche de la voile, du ski, du skate</i> days of the week,
5	Unit 1 Quel temps fait-il?	<ul style="list-style-type: none"> <i>Il pleut, Il neige, Il fait chaud, Il fait froid, il y a du soleil, il y a du vent, Il y a du brouillard, Il y a des nuages,</i> <i>un manteau, un chapeau, un parapluie, une écharpe, des gants, des bottes, des lunettes de soleil.</i> Sentences: <i>QuandJe porte/prends</i>
5	Unit 2 Bon Appétit	<ul style="list-style-type: none"> Vowel sounds, Alphabet, silent letter consonants Use of bi-lingual dictionary <i>Je prends, des frites, des chips, de la salade, des haricots, un sandwich au fromage, du beurre, un gateau au chocolat, de la confiture</i> (Cultural education about Francophone world)
5	Unit 3	<ul style="list-style-type: none"> Phonics: <i>on/oi/ou/ch, un garçon, une pomme, une poire, une banane, du pain, de la confiture, du fromage, un gâteau au chocolat, des frites, des tomates, des haricots, un sandwich au fromage, des chips, du beurre, de la salade,</i> days of week, Pronouns/verbs: <i>il mange/il dort</i> + awareness of story language. Use of bilingual dictionary, (Performance to parents)

	Jacques le gourmand	
5	Unit 4 Les Mons-tres	<ul style="list-style-type: none"> • <i>les yeux, un œil, les cheveux, le nez la tête, la bouche, les oreilles, les jambes, les bras, les pieds</i> • <i>vert, marron, bleu, noir, jaune, violet, rose. blanc, rouge, gris</i> • <i>gros long, petit, grand (blond, roux, brun)</i>
5	Unit 5 Animal Extraordinaire	<ul style="list-style-type: none"> • Phonics: <i>i/in/iqque/ille, é/è/e/eux/eau</i> Verb: <i>C'est, Ce n'est pas, Colours</i> • <i>un/une, use of bi-lingual dictionary</i> • <i>Animals</i>
5	Unit 6 L'école	<ul style="list-style-type: none"> • <i>le français, le sport, le dessin, la technologie, la musique, l'anglais, l'histoire – géo, l'informatique, les mathématiques. Est-ce que tu aimes ?</i> • <i>c'est super, c'est facile, c'est intéressant, c'est pas mal, J'adore/J'aime, Je n'aime pas/ Je déteste, (Conjunctions- parce que, car)</i>
6	Unit 1 Un Famille Originale	<ul style="list-style-type: none"> • <i>la famille, le frère, la sœur, la mère, le père, le grand-père, la grand-mère, le grand frère, la petite sœur, l'oncle, la tante, le cousin la cousine Je m'appelle/ Il/Elle s'appelle.. J'ai ...ans./Elle a ...ans., moi</i> • <i>As-tu des frères ou sœurs ? J'ai</i>
6	Unit 2 L'heure 1	<ul style="list-style-type: none"> • Phonics- <i>Vowel sounds, Alphabet, silent letter consonants, no's 1-21 spelling of no's 1-10</i> • <i>Il est ...heure/s</i> • <i>(Cultural education about Francophone world)</i>
6	Unit 3 L'heure 2	<ul style="list-style-type: none"> • <i>Il est ...heure/s, et quart, et demi/e, moins le quart, numbers 1-12, Ext 1-45</i>
6	Unit 4 Les Planètes	<ul style="list-style-type: none"> • <i>la lune, les étoiles, des anneaux, la Terre, le soleil, Numbers, colours, grand/e/petit/e, froid/chaud loin du/près, du vent/de la neige/du brouillard/de la pluie/des tempêtes Pronouns/verbs: Elle est, J'aime/ Je n'aime pas, J'adore/ Je déteste</i>

<p>6</p>	<p>Unit 5</p> <p>La Phonétique</p>	<ul style="list-style-type: none"> • Phonics: <i>on/oi/ou/ch, i/in/ique/ille,</i> • <i>ça va? ça va bien/ mal/ comme ci, comme ça, Comment tu t'appelles? Je m'appelle. .. et toi, Quel âge as-tu? J'aians. As-tu des frères ou sœurs ? J'ai ..Ext :Ou habite tu ? J'habite à..</i>
<p>6</p>	<p>Unit 6</p> <p>Le weekend</p>	<ul style="list-style-type: none"> • Phonics: <i>é/è/e/eux/eau, qu/gne/ç/en/an</i> • Time à , Phrases :<i>Je me lève, Je prends mon petit déjeuner, Je regarde la télé, Je lis des bandes dessinées, J'écoute de la musique, Je joue à l'ordinateur, Je joue au foot, Je vais à la piscine, Je vais au cinéma, Je me couche</i> Conjunctions : <i>et, aussi, plus tard, aussi, finalement</i> • (Team work with Y3 Partner class)