



Progression of Skills - FRENCH



Intent

At Holly Lodge Primary Academy, the intention of our MFL curriculum is to develop an interest in and enthusiasm for learning other languages. We aim to inspire and excite our children through the learning of a variety of themes in the French language and the understanding of its culture in enjoying and stimulating ways. We embed the four key language learning skills alongside building the children's awareness of similarities and differences between cultures. We focus on developing the children's confidence to communicate more widely so that they can show an understanding of what they hear and read and start to express themselves in speech and writing. The intent is that all content will be continuously updated and reviewed ensuring that the foreign language knowledge for pupils of all abilities progresses within the academic year and is extended throughout the primary phase. In teaching French, we make links across the curriculum so our children are able to make connections with countries studied in Geography and History. We will lay the foundations for our children to take their first steps into a multilingual and multicultural world.

Implementation

All children are taught French in KS2 by a qualified French specialist teacher. Our MFL curriculum has been designed to progressively develop skills in French. In year 3 and 4, children develop their vocabulary knowledge into reading, writing and saying simple sentences. This ensures that the children acquire a bank of vocabulary organised around engaging topics. In year 5 and 6, we build on their prior learning by developing more complex sentences. To compliment their learning, children participate in songs, rhymes and games. Children are encouraged to take part in presentations and role plays when learning practical topics such as shopping and talking about their families. In year 5 and 6, children are taught how to independently look up language they are unsure of and research new language using a bi-lingual dictionary. This skill complements the building of prior knowledge and adds individuality to their written and spoken French.

Impact

Alongside developing an understanding for French culture, children will leave Holly Lodge being able to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations, ask and answer questions, express opinions and respond to those of others and seek clarification and help.
- Speak in sentences using familiar vocabulary and basic language structures.
- Develop accurate pronunciation.
- Appreciate stories, songs, poems and rhymes.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write their own phrases from memory and adapt these to create new sentences, expressing their ideas clearly, showing an understanding of basic grammar.
- Describe people, places, things and actions in speech and in writing.



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	Year 3	Year 4	Year 5	Year 6
AUTUMN TERM	<ul style="list-style-type: none"> Classroom instructions Recognise letter strings 'oi', 'eu' and 'on'. Greetings & farewell phrases Numbers 0-12 Ask & answer 'Comment t'appelles-tu?' Ask and answer 'ça va?' 10 colours Basic phrases about France and it's geography 	<ul style="list-style-type: none"> Recognise letter strings 'on', 'eu' and 'oi'. Ask & answer 'Comment t'appelles-tu?' Ask & answer 'Où habites-tu?' Ask & answer 'D'où viens-tu?' 5 European countries & capital cities 10 animals (nouns & articles) Je suis (un chien) = I am (a dog) Ask & answer As-tu un animal? 5 simple adjectives Numbers 0-20 	<ul style="list-style-type: none"> Recognise letter strings 'on', 'eu' and 'oi'. Ask & answer 'Comment t'appelles-tu?' Ask & answer 'Où habites-tu?' Ask & answer 'D'où viens-tu?' 5 European countries & capital cities 10 animals (nouns & articles) Je suis (un chien) = I am (a dog) Ask & answer As-tu un animal? 5 simple adjectives Numbers 0-20 	<ul style="list-style-type: none"> Ask & answer 'Où habites-tu?' Ask & answer 'D'où viens-tu?' 5 European countries & capital cities Months of the year Days of the week Numbers 0-31 Ask & answer 'Quelle est la date d'aujourd'hui?' Ask & answer 'Quelle est la date de ton anniversaire?'
SPRING TERM	<ul style="list-style-type: none"> 10 animals (noun & article) Je suis (un chien) = I am (a dog) Ask & answer As-tu un animal? 5 simple adjectives 10 musical instruments Simple opinions 12 music styles Je joue (du violon)= I play (the violin) Ask & answer 'Aimes-tu la musique pop?' Months of the year Days of the week Numbers 21-31 Ask & answer 'Quelle est la date d'aujourd'hui?' Ask & answer 'Quelle est la date de ton anniversaire?' 	<ul style="list-style-type: none"> 10 musical instruments Simple opinions 12 music styles Je joue (du violon)= I play (the violin) Ask & answer 'Aimes-tu la musique pop?' Months of the year Days of the week Numbers 21-31 Ask & answer 'Quelle est la date d'aujourd'hui?' Ask & answer 'Quelle est la date de ton anniversaire?' 	<ul style="list-style-type: none"> 10 musical instruments Simple opinions 12 music styles Je joue (du violon)= I play (the violin) Ask & answer 'Aimes-tu la musique pop?' Months of the year Days of the week Numbers 21-31 Ask & answer 'Quelle est la date d'aujourd'hui?' Ask & answer 'Quelle est la date de ton anniversaire?' 	<ul style="list-style-type: none"> 8 Francophone countries names Compass points Continents & oceans Colours Shapes 100, 1000, 100,000 , 1,000,000 10 parts of the body 10 cognates 5 adjectives for size and shape 6 adjectives for personality Ask & answer 'Comment s'appelle-t-il/elle?' Ask & answer 'Qu'est-ce qu'il/elle aime?'



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SUMMER TERM	<ul style="list-style-type: none">• 10 parts of the body• 10 cognates• Numbers 13-20• Je peux (dancer) = I can (dance)• 5 places in the house• 10 daily activities (manger)• Simple opinions	<ul style="list-style-type: none">• 10 parts of the body• 10 cognates• 5 adjectives for size and shape• 6 adjectives for personality• Je peux (dancer) = I can (dance)• 5 places in the house• 10 daily activities (manger)• Simple opinions	<ul style="list-style-type: none">• 10 parts of the body• 10 cognates• 5 adjectives for size and shape• 6 adjectives for personality• Je peux (dancer) = I can (dance)• 5 places in the house• 10 daily activities (manger)• Simple opinions	<ul style="list-style-type: none">• 21 items of clothing• Use of the verb 'porter' (to wear)• Colours and intensifiers• Adjectives• Simple opinions• 20 food & drink items in the café• Ask & answer 'Je peux vous aider?'• Order from a French menu• Ask for the bill• Numbers 40-100



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Progression of Grammar				
	Year 3	Year 4	Year 5	Year 6
REVISED GRAMMAR		<ul style="list-style-type: none"> Understand the concept of gender (mas/fem) and how it's shown in French nouns. Recognise the main word classes (noun, verb, adj). Have better knowledge and recall of 1st person singular of high frequency verbs. Recognise questions (the interrogative form) Use the pronouns 'je' and 'tu' Recognise basic word order with nouns and adjectives. 	<ul style="list-style-type: none"> Understand the concept of gender (mas/fem) and how it's shown in French nouns. Recognise the main word classes (noun, verb, adj). Have better knowledge and recall of 1st person singular of high frequency verbs. Recognise questions (the interrogative form) Use the pronouns 'je' and 'tu' Recognise basic word order with nouns and adjectives. 	<ul style="list-style-type: none"> Recognise conjunctions and how they can lengthen sentences. Recognise how adjectives can influence and change word order. Recognise and use a negative structure. Have better knowledge and recall of 1st person singular of high frequency verbs. Sort and categorise words according to gender. Understand how to use the 3rd person singular of the present tense verbs.
NEW GRAMMAR	<ul style="list-style-type: none"> Understand the concept of gender (mas/fem) and how it's shown in French nouns. Recognise the main word classes (noun, verb, adj). Have better knowledge and recall of 1st person singular of high frequency verbs. Recognise questions (the interrogative form) Use the pronouns 'je' and 'tu' Recognise basic word order with nouns and adjectives. 	<ul style="list-style-type: none"> Recognise conjunctions and how they can lengthen sentences. Recognise how adjectives can influence and change word order. Recognise and use a negative structure. Have better knowledge and recall of 1st person singular of high frequency verbs. Sort and categorise words according to gender. Understand how to use the 3rd person singular of the present tense verbs. 	<ul style="list-style-type: none"> Recognise conjunctions and how they can lengthen sentences. Recognise how adjectives can influence and change word order. Recognise and use a negative structure. Have better knowledge and recall of 1st person singular of high frequency verbs. Sort and categorise words according to gender. Understand how to use the 3rd person singular of the present tense verbs. 	<ul style="list-style-type: none"> Use negative sentences accurately. Identify adjectives and correctly use adjectival agreement in a sentence. Identify and correctly use conjunctions in a sentence. Use verbs in the correct 1st and 3rd person singular form. Understand the use of gender and which article to use correctly with different nouns.