

French (MFL)- Whole School Overview



JUNIOR SCHOOL
Together we make a difference

In MFL we aim to provide children with an exciting and stimulating introduction to the world of languages. By the end of year 6 we aim for all pupils to have studied a broad range of topics allowing them to develop the key skills of speaking, listening, reading and writing. Throughout their time in KS2 we encourage pupils to develop a knowledge of French phonics, grammar & vocabulary and to speak with correct pronunciation and intonation to ensure they continue their language learning journey in KS3 with confidence and enthusiasm.

Year 3				
	Unit 1	Unit 2	Unit 3	Unit 4
Topic	Greetings (Name, How are you, Where do you live?) , numbers 1-12	Days of the week Colours, "Toutes les Couleurs"	Pencil Case items	Ice creams Numbers 12-20
Link to School Value	Together we are kind	Together we are problem solvers	Together we do our best	Together we embrace difference
New Vocabulary and Concepts (grammar)	Bonjour Bonsoir Salut Au revoir Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, Ça va? Ça va, Ça va bien, Ça va mal, Ça ne va pas Quel âge as-tu? <u>Grammar</u> Pronouns Je / Je m'appelle Comment tu t'appelles? Quel âge as-tu? J'ai ...	Lundi Mardi Mercredi Jeudi Vendredi Samedi dimanche Rouge Orange Jaune Bleu Vert Blanc Noir Brun / marron Violet Rose	un taille-crayon une gomme des ciseaux un stylo un crayon une règle (to show the different articles used in French) oui non Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix neuf.	Je voudrais une glace à la vanille une glace à la fraise une glace au chocolat S'il vous plaît <u>Grammar</u> je voudrais J'ai / As-tu? je n'ai pas Il y a

Recall (Vocab)	No MFL is taught at KS1 Recap of above vocabulary throughout the term.	Un, deux ... douze Je m'appelle Comment tu t'appelles? Quel âge as-tu? J'ai... Bonjour Salut Au revoir	Rouge, orange, Jaune, Bleu, Vert, Blanc, Noir Brun / marron, Violet, Rose Numbers 1-12	Numbers 1-12 Greetings
Speaking and comprehension	Perform finger rhymes and sing songs speak clearly and confidently Perform simple communicative tasks using single words, phrases and short sentences (say hello, ask someone what their name is). Repeat words and phrases modelled by the teacher (see above re. vocabulary).	Join in with storytelling Repeat words and phrases modelled by the teacher.	Ask and answer questions (What do you have in your pencil case?)	Ask and answer questions (may I have/I would like/do you have) Memorise and present a scripted conversation (ice cream shop)
Listening	Listen attentively and demonstrate understanding to simple rhymes and songs Recognise and respond to sound patterns and words. Learn a finger rhyme.	Join in with storytelling. Remember a sequence of spoken words.	Ask and answer questions. Understand instructions, everyday classroom language and praise words.	Classroom instructions Responding to questions Joining in with games
Reading and comprehension	Recognise some familiar words in written form. Recognise how sounds are represented in written form.	Identify and read simple words	Read and understand simple sentences and questions (what is in your pencil case)	Read and understand simple sentences and questions (What ice cream would you like / I would like...)
Writing	Write/ copy words from the above vocabulary with the correct spelling.	Write/ copy simple words for colours as listed above.	Write/copy simple words for pencil case items as listed above.	Write/copy simple words for ice cream flavours as listen above
Knowledge of Language	Introduction of French phonics (je oi, an, eau(x), eux, ui, qu, an, ille) Elision (use of apostrophe in m'appelle)			

(Grammar)	Understand that voice intonation rises with questions.
------------------	--



Year 4				
	Unit 1	Unit 2	Unit 3	Unit 4
Topic	Body parts, “Le grand monster vert”,	Sports- likes and dislikes Family	Les fruits	Multiples of 10 The Very Hungry Caterpillar (La Chenille qui fait des trous)
Link to School Value	Together embrace differences	Together we are safe	Together we do our best	
New Vocabulary and Concepts (grammar)	<p>la tête les yeux le nez les oreilles la bouche les dents le pied la jambe la main le bras</p> <p><u>Grammar</u> Introduction of 3rd person verbs he/she il/elle Il a... elle a</p>	<p>j’aime je n’aime pas l’équitation la natation</p> <p>Aimes- tu? /tu aimes?</p> <p><u>Grammar</u> <u>Verbs</u> = J’aime / je n’aime pas / Aimes- tu? Tu aimes?</p> <p>Mère Père Frère Soeur</p> <p>Jouer – all parts of the verb</p> <p>Lots of the sports are cognates focus on the two that are very</p>	<p>La banane Des cerises Un citron Une fraise Des framboises Une orange Une peche Une poire Une pomme Des raisins</p> <p><u>Grammar</u> Tu aimes___?</p>	<p>Vingt Trente Quarante Cinquante Soixante Soixante-dix Quatre-vingt Quatre-vingt-dix</p> <p>Elle/il a tres faim. Elle/il mange</p> <p>La Chenille (Fait des trous = makes holes)</p>

		different and have different pronunciation (tion in natation)		
Recall (Vocab and grammar)	Un, deux... vingt Colours Comment tu t'appelles? Je m'appelle Ca va? Quel âge as-tu? J'ai	Je / Tu La / le (gender of noun knowledge) Colours (I like the colour___) I like ice creams.	La / le (gender of noun knowledge) Je voudrais Recap opinion questions in a new context (Aimes-tu les fraises?) J'aime / Je n'aime pas	Days of the week Personal pronouns (il/elle) Fruits/foods
Speaking and comprehension	Memorise and present a short spoken text. Ask and answer questions with a partner.	Ask and answer questions with a partner. Devise and perform simple role-plays.	Learn and say several sentences on a topic. Ask and answer questions with a partner.	Learn and say several sentences on a topic. Ask and answer questions with a partner.
Listening	Listen for specific phonemes, words and phrases	Listen to a short group of sentences and answer questions in English.	Be able to recognise key points in a friend / partner's spoken presentation.	Be able to understand a simple story when listening aloud.
Reading and comprehension	Match phrases and short sentences to picture or themes.	Identify and read aloud common spelling patterns in letter strings.	Re-order words in a sentence to make it make sense	Read a short text about a known theme and be able to understand the main points.
Writing	Write simple words and phrases using a model and some from memory.	Write simple sentences containing accurately formed regular first person verbs J'aime / je n'aime pas. Provide opinions and reasons.	Write simple sentences containing accurately formed regular third person verbs (Il habite, il est)	Write sentences based on a familiar text using correct subject verb agreement (il mange, elle mange)
Knowledge of Language	Recognise and apply simple adjectival agreements (singular and plural) Reinforce and extend recognition of nouns and adjectives and understand their function. Continue to use question forms.	Reinforce and extend recognition of word classes and understand their function. Understand that many sports in French are cognates (le foot /le hockey / le golf)	Reinforce and extend recognition of word classes and understand their function.	Recognise that texts in different languages will often have the same conventions of style and layout.



Year 5				
	Unit 1	Unit 2	Unit 3	Unit 4
Topic	French speaking countries.	Animals – Funny Pet shop	My Town Directions	At the market - Fruit and Veg survey
Link to School Value	Together we embrace differences	Together we do our best.	Together we are kind	Together we are problem solvers.
New Vocabulary and Concepts (grammar)	Où habites-tu? J'habite ... au Québec en France, en Martinique en Côte d'Ivoire au Maroc au Luxembourg en Suisse à Madagascar en Belgique	un chat un chien un lapin un hamster un serpent un cochon d'Inde une souris ASK YEAR 5s if they have any pets to ascertain what additional vocabulary they need	Qu'est-ce qu'il y a dans ta ville? Il y a ... Où est? ... Voici Le supermarché Le boulangerie Mon école La gare Le marché La piscine La plage La pâtisserie Le musée A droite A gauche Tout droite Pour aller a la...? Je vais Grand/e Petit /e Beau/belle Vieux/Vielle Modern Intéressant	C'est combien _____? Ça fait _____ euros. Centimes Quel est ton fruit préféré? Mon fruit préféré est ... S'il vous plait? Es-tu d'accord? Je suis d'accord. Je ne suis pas d'accord. J'adore Je déteste Numbers 21-100
Recall (Vocab and grammar)	Number 1-20 Vingt Trente	Greetings Colours Numbers 1-20	Asking for ice creams. en Belgique en Martinique,	Qu'est-ce qu'il y a dans ta ville? Il y a ...

	<p>Quarante Cinquante Soixante Soixante-dix Quatre-vingts Quatre-vingts-dix Simple introduction questions (name, how are you, age) j'habite à</p>	<p>Vingt Trente Quarante Cinquante Soixante Soixante-dix Quatre-vingts Quatre-vingts-dix</p>	<p>en Côte d'Ivoire en Suisse</p> <p>Numbers 21-100</p> <p>Add in lesson – in Martinique, there is 1 post office and 2 supermarkets' etc</p>	<p>Aimes- tu? /tu aimes? La banane Des cerises Un citron Une fraise Des framboises Une orange Une peche Une poire Une pomme Des raisins</p> <p>Numbers to 100</p> <p>Je voudrais S'il vous plaît Recap of colours and days of the week.</p>
Speaking and comprehension	Prepare a short presentation on a familiar topic	Describe different animals with correct word order	Memorise and present a set of instructions.	Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts. Agree and disagree with statements
Listening	Listen to a short passage containing 1 st and 3 rd person verbs and understand the main points.	Listen attentive and identify negatives (ne... pas) and how this can change the meaning of a sentence.	Listen to a short passage and understand the main points.	Listen attentively and understand more complex phrases and sentences. Join in with the familiar repetition of story.
Reading and comprehension	Understand the main points and some of the detail from short written texts.	Identify the word class of different French words.	Read aloud a short presentation on a familiar topic.	Read short written texts and answer questions about them in English.
Writing	Link a series of sentences on a familiar topic using common conjunctions.	Write a short paragraph about a familiar topic.	Prepare / Deliver a short adaptation on a familiar topic.	Prepare / Deliver a short adaptation on a familiar topic.

Knowledge of Language	Use knowledge of word and text conventions to build sentences and short texts.	Apply knowledge of adjectival agreement rules when building sentences.	Use knowledge of word and text conventions to build sentences and short texts.	Use knowledge of word and text conventions to build sentences and short texts.
------------------------------	--	--	--	--



Year 6				
	Unit 1 (6+assessment)	Unit 2 (6+assessment)	Unit 3 (4-5)	Unit 4 (4-5)
Topic	Introducing a friend How we are feeling	Clothes and weather	Café culture	This is me penpal letter
Link to School Value	Together we are problem solvers	Together we embrace differences	Together we do our best	Together we are kind
New Vocabulary and Concepts (grammar)	<p>Elle a / Il a Les cheveux Courts Longs mi-longs blonds raides ondulés les yeux elle /il porte des lunettes</p> <p>Il aime Elle aime Elle s'appelle Il s'appelle Sportif/sportive Sympa</p>	<p>un t-shirt un manteau des collants des chaussettes des baskets un pantalon une jupe une robe un pull une echarpe un chapeau des chaussures</p> <p>Je porte je ne porte pas Il fait froid Il fait chaud Il fait du soleil Il pleut</p>	<p>Du pain Du beurre De la confiture Des céréales Un croissant Un pain au chocolat Des fruits Du thé Du café Du chocolate chaud Du jus d'orange</p>	All recall – see below

	Bavard/e Amusant/e Intelligent/e	Il neige		
Recall (Vocab and grammar)	All basic introductory questions from Y3 3 rd person verbs (il a / elle a) Recap appearances Recap of sports – like with 3 rd person like / dislike verbs Je suis tu habites tu est	Articles un/une/des Adjectival agreement. Froid / chaud	C'est combien _____ ? Ça fait _____ euros. Centimes Livres	Basic greetings and introductions Simple introduction questions (name, how are you, age) j'habite à j'aime / je n'aime pas / tu aimes? Sports J'ai / Je n'ai pas Appearances Personality vocabulary All 1 st person verbs and topics through KS2 to demonstrate learning since y3.
Speaking and comprehension	Recite a short piece of narrative either from memory or by reading aloud from text	Prepare questions and anticipate responses to be used in practical situations. Participate in simple conversations on familiar topics.	Use spoken language confidently to initiate and sustain conversations (set in a café)	To give a short presentation about oneself
Listening	Listen attentively, re-tell and discuss the main ideas. Be able to recognise numbers.	Listen attentively to responses to enable conversations to take place.	Understand longer and more complex phrases or sentences in a conversation setting.	Understand longer and more complex phrases or sentences in a conversation setting.
Reading and comprehension	Read and understand the gist of a familiar news story or simple magazine article. Be able to recognise numbers.	Read and respond to e.g an extract from a story, an e-mail message or song.	Reading a menu	Read and respond to an extract from an email (pen pal letter)
Writing	Write a longer piece of text showing evidence of conjunctions, 1 st person and 3 rd	Write extended sentences linking 2 topics (e.g clothes and weather) using conjunctions.	Design a menu and write down orders	Write a letter as a paragraph about oneself.

	person verbs and opinions with reasons.			
Knowledge of Language	Recap of French phonics seen throughout school. Recap the significance and importance of intonation. Devise questions for authentic use.	Devise questions for authentic use (what's the weather like, what do you wear when...).	Devise questions for authentic use (in a café).	Recap of French phonics seen throughout school. Devise questions for authentic use.