



THE DUCHY SCHOOL

MFL CURRICULUM MAP & PROGRESSION

Term		Year 3	Year 4	Year 5	Year 6
Autumn	Black – languages purposes & functions Blue: vocabulary topic areas	<ul style="list-style-type: none"> <li>greetings &amp; responding to greetings</li> <li>giving personal details, name &amp; age</li> <li>counting &amp; using numbers</li> <li>following &amp; giving simple instructions</li> <li>numbers</li> </ul>	<ul style="list-style-type: none"> <li>describing simple objects</li> <li>animals</li> <li>colours</li> <li>adjectives</li> <li>parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>following &amp; giving simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>expressing opinions</li> <li>classroom objects/instructions</li> <li>clothes</li> <li>family</li> <li>names of occupations</li> <li>weather</li> <li>colours</li> </ul>
Spring		<ul style="list-style-type: none"> <li>colours</li> <li>food &amp; drink</li> </ul>	<ul style="list-style-type: none"> <li>describing people</li> <li>expressing likes/dislikes</li> <li>family</li> </ul>	<ul style="list-style-type: none"> <li>counting &amp; using numbers</li> <li>talking about food</li> <li>saying what day or month it is</li> <li>giving information about an everyday activity-food</li> <li>offering</li> <li>names of sports</li> </ul>	<ul style="list-style-type: none"> <li>adjectives</li> <li>furniture &amp; other household objects</li> </ul>
Summer		<ul style="list-style-type: none"> <li>talking about food</li> <li>saying what day or month it is</li> <li>time</li> </ul>	<ul style="list-style-type: none"> <li>talking about the weather</li> <li>expressing opinions</li> <li>clothes</li> <li>leisure &amp; holidays</li> <li>ways of travelling</li> <li>numbers</li> <li>weather</li> </ul>	<ul style="list-style-type: none"> <li>talking about the weather</li> <li>basic prepositions of place</li> <li>weather</li> </ul>	<ul style="list-style-type: none"> <li>expressing opinions</li> <li>basic prepositions of place</li> <li>leisure &amp; holidays</li> <li>ways of travelling</li> <li>places</li> </ul>



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At The Duchy School, we have chosen to teach French as, due to its close proximity, it is a country many of our children visit. French is also one of the languages taught at our main feeder secondary school. We teach French in KS2 through La Jolie Ronde scheme of work. It links closely to the national curriculum and provides support for the non-specialist teacher.

#### Aims

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.

#### 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;



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**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.

#### **Intercultural Awareness**

Through the study of modern foreign children's intercultural awareness is stimulated leading to the fostering of curiosity about and a deepening understanding of the world around them. Our French curriculum is designed to promote global citizenship and personal development by incorporating teaching about cultures, communities and people in France. Through experiencing this, and making comparisons, children gain a new insight into their own culture and society; they learn new ways of thinking, recognising that there are different ways of seeing and interpreting the world, developing a truly international outlook.

#### **Strands of Learning**

**Our French curriculum is designed to be progressive, with formal learning commencing in Year 3, covering learning in the following core strands:**

- Listening
- Speaking
- Reading
- Writing
- Phonology
- Grammar
- Intercultural Awareness

'Ongoing skills' are progressive and split between the three terms of the school year and across the four year groups that make up Key Stage 2 (Years 3 to 6). There is an expectation that there is frequent revision of prior learning, as is good practice when mastering a foreign language



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	Year 3	Year 4	Year 5	Year 6
<b>Essential Knowledge to Ensure Progression (linked to NC)</b>	<b>Spoken Language</b> <ul style="list-style-type: none"> <li>• Join in with songs and rhymes</li> <li>• To know how to respond to a simple command</li> <li>• To know how to answer with a single word</li> <li>• To know how to answer with a short phrase</li> <li>• Ask an appropriate question</li> <li>• To know the names of people, places and objects</li> <li>• Use set phrases</li> <li>• To know the correct word to complete a phrase</li> <li>• To know the right word to complete a short sentence</li> </ul>	<b>Spoken Language</b> <ul style="list-style-type: none"> <li>• Know the names of people and describe them</li> <li>• Know the names of places and describe them.</li> <li>• Know the names of objects and describe them.</li> <li>• Have a short conversation saying 2-3 things</li> <li>• Know how to respond to questions using a short phrase</li> </ul>	<b>Spoken Language</b> <ul style="list-style-type: none"> <li>• Have a short conversation saying 3-4 things</li> <li>• Start to speak in sentences</li> <li>• Start using knowledge of grammar to correct speech</li> </ul>	<b>Spoken Language</b> <ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 4 exchanges</li> <li>• Use knowledge of grammar to speak correctly</li> </ul>
	<b>Reading</b> <ul style="list-style-type: none"> <li>• Read and know the meaning of single words</li> <li>• Read and know the meaning of short phrases</li> <li>• Use simple dictionaries to find the meaning of words</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Read and understand a short passage using familiar language</li> <li>• Explain the main points in a short passage</li> <li>• Read a passage independently</li> <li>• Know how to use a bilingual dictionary or glossary to look up new words</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Read and understand a short story or factual text</li> <li>• Use the context to work out unfamiliar words</li> <li>• Know how to use a bilingual dictionary or glossary to look up new words</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Read and understand a short story of factual text and note the main points</li> <li>• Use the context to work out unfamiliar words</li> </ul>



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	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Know how to write single words correctly</li><li>• Know how to label a picture</li><li>• Know how to copy a simple word or phrase</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Know how to Introduce self, giving name and age, using short, simple sentences</li><li>• Know and use some numbers, colours and simple describing words in spoken sentences</li></ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Know how to write phrases from memory</li><li>• Know how to write 2-3 short sentences on a familiar topic</li><li>• Know how to say what is liked/disliked about a familiar topic</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Know how to say and write a few sentences to describe where I live</li><li>• Know how to say and write a few sentences about the things I do, e.g. daily routine or hobbies, including simples likes/dislikes</li><li>• Know how to say and write short descriptions of other people, including family and friends</li></ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write a paragraph of 3-4 sentences</li><li>• Know how to use a bilingual dictionary or glossary to look up new words to use in my writing</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Know how to say and write several sentences from memory to describe what other people do, or like doing (e.g. food, pastimes, weather and holiday activities)</li><li>• Know how to write several sentences form memory to describe a place, person or thing</li></ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write a paragraph of at least 5 sentences</li><li>• Know how to substitute words and phrases</li><li>• Know how to use a bilingual dictionary or glossary to improve my writing</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Know how to say and write a short passage to describe what other people do, or like doing (e.g. pastimes, family, directions and French culture)</li><li>• Know how to say and write a short passage to describe a place, person or thing, using more complex sentences</li></ul>
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YEAR 3		
AUTUMN	SPRING	SUMMER
<p><b>ONGOING SKILLS:</b>            Listen and respond to simple phrases            Watch the mouth of a French speaker for achievement of accurate pronunciation            Links between some sounds and spellings and recognise some familiar words in written form            Imitate pronunciation according to letter strings (oi, eu)            Classroom instructions            Understand and respond to a question with a simple rehearsed response            Begin to match sounds to the written word            Participate in chorusing a finger rhyme</p>	<p><b>ONGOING SKILLS:</b>            Begin to notice the spelling of words (including the use of accents over certain letters)            Participate in a short dialogic exchange            Detect auditory discrimination of 'le' and 'la' and understand that a noun is either masculine or feminine            Letter strings oi, eu, on            Listen and respond to a nursery rhyme and an extended text            Join in reading a story            Match sound to the written word</p>	<p><b>ONGOING SKILLS:</b>            Identify and use strategies for memorising new vocabulary            Imitate pronunciation of sounds with increasing accuracy            Write single familiar words from memory with understandable accuracy</p>
<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b>  <b>Children will learn to:</b>            Recite the numbers 0 to 10            Use 'oui' and 'non' as appropriate            Greetings, asking &amp; saying how you are            Listen and respond to rhymes            Imitate pronunciation            Participate in a short exchange            Auditory discrimination between un/une            Ask for and give name, ask for and state age</p>	<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b>  <b>Children will learn to:</b>            Use colour words: bleu, rouge, noir, gris, violet            Verb – est (is)            Use vocabulary for common fruits: Les oranges, les poires, les prunes, les fraises etc &amp; common food items: Les chips, le coca, les sucettes, le chocolat, les bonbons              Use the connective 'et' (and)</p>	<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b>  <b>Children will learn to:</b>            Learn the days of the week: lundi, mardi, mercredi etc. Use months of the year: janvier, février, mars, avril etc.            Write and say simple phrases using known vocabulary and correct verb tenses              Review of grammar and vocabulary taught across the year</p>



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<p><b>CHRISTMAS:</b> Identify social conventions at home &amp; in other cultures</p> <p><b>ONGOING SKILLS:</b> Perform simple communicative tasks, using single words, phrases and short sentences Listen &amp; respond to simple stories, finger rhymes &amp; songs Make links between sounds, rhymes and spellings &amp; read aloud familiar words Recognise some familiar words in written form</p> <p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b></p> <p><b>Children will learn:</b> Some details of how Christmas is celebrated in France Observe the preparation of a buche de Noel Know 5 typical items of vocabulary for presents Write a letter to Father Christmas Explain how different countries have different ways of celebrating Christmas</p>	<p><b>SHROVE TUESDAY:</b> Identify social conventions at home &amp; in other cultures</p> <p><b>ONGOING SKILLS:</b> to recognise &amp; respond to sound patterns and words To experiment with the writing of short words</p> <p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b></p> <p><b>Children will learn:</b> Imitate pronunciation of sounds Recognise how sounds are presented in written form Pronounce correctly the names of 6 food items in French, Write a shopping list</p> <p><b>EASTER:</b> Identify social conventions at home &amp; in other cultures</p> <p><b>ONGOING SKILLS:</b> Listen &amp; respond to simple stories, finger rhymes &amp; songs</p> <p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b></p> <p><b>Children will learn:</b> Recognise how sounds are presented in written form Imitate pronunciation of sounds Explain how different countries have different ways of celebrating Easter Know that for Christians Easter is a significant festival, widely celebrated in France Learn 3 weather conditions and associate these with sounds</p>	
<b>YEAR 4</b>		



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AUTUMN	SPRING	SUMMER
<p><b>ONGOING SKILLS:</b>            Listen to and follow a short story            Identify adjectives in a text (including their placement in a sentence)            Listen for specific words and phrases            Pronounce some words accurately Recognise adjectives have to agree with the noun and change spelling accordingly            Understand that all nouns have a gender            Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules            Understand the use of an apostrophe when two vowels occur next to each other: e.g. je m'appelle etc.</p>	<p><b>ONGOING SKILLS:</b>            Ask and answer questions: likes, dislikes            Understand that the final consonant of a word is rarely pronounced            Follow a French story and join in reading            Recognise nouns and verbs in French            Understand simple rules for converting singular to plural            Use a bilingual dictionary</p>	<p><b>ONGOING SKILLS:</b>            Write some words from memory (including gender of nouns)            Recognise positive and negative statements in English and French            Recognise word classes: nouns, verbs, adjectives</p>
<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            Revision of colours from Y3            Parts of the body: Une tête, un nez, des dents            Adjectives: Grand, petit, gros, long, pointu            Asking for French translation: Comment dit-on... en français?            Zoo animals: Le tigre, l'éléphant, l'ours, la souris            Verb – être (to be): Il est (He is) Elle est (She is) Quantifiers: Assez, très Adjectives: Grand, petit, gentil, rigolo, féroce</p>	<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            Members of the family: Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Possessive adjectives: Mon, ma            Ask and answer questions about family members            Vocabulary for story: Le radis géant La petite fille, tirer, tomber Pets: Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau Revision of pets vocabulary Verb – avoir (to have): J'ai – I have Je n'ai pas de – I haven't Connectives: Et, aussi</p>	<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            6 Hobbies: Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc            Opinions phrases: J'adore, j'aime, je n'aime pas Tu aimes...? Numbers 12-31            Two weather expressions: Il fait froid, il fait chaud            Quantifiers: Très, un peu            Clothes items for packing a suitcase: Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt            Ways of travelling: en train, en car</p>
<p><b>CHRISTMAS:</b> Identify social conventions at home &amp; in other cultures</p>	<p><b>EASTER:</b> Identify social conventions at home &amp; in other cultures</p>	



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<p><b>ONGOING SKILLS:</b> Play a game, communicating in French</p> <p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b></p> <p><b>Children will learn:</b> Phrases and vocabulary for work on snowman theme: Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige Phrases for playing a game: À toi, à moi, le dé Two expressions: Oh là là, j'aime ça</p>	<p><b>ONGOING SKILLS:</b> Know about some Easter traditions • Identify specific items of vocabulary in a longer text</p> <p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b></p> <p><b>Children will learn:</b> Quantifier: assez</p>	
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YEAR 5		
AUTUMN	SPRING	SUMMER
<p><b>ONGOING SKILLS:</b>            Revise use of negatives (ne pas)            Recite a short text using accurate pronunciation            Identify the position of an adjective in a sentence            Understand key information from a short dialogue            Substitute quantifiers and adjectives in a sentence to add interest or change meaning            Recap letter strings: in/oi            Write short sentences, substituting vocabulary from model sentences.</p>	<p><b>ONGOING SKILLS:</b>            Develop accuracy in pronunciation and intonation            Read aloud complex sentences using knowledge of letter string sound and observing silent letter rules            Apply the rules of agreement of adjectives in the singular and the plural with some accuracy            Write simple sentences using the simple future using form of aller + infinitive: e.g. je vais manger un gâteau; il va danser au club etc.            Recite a short text with accurate pronunciation            Read and show understanding of a complex sentences using familiar language</p>	<p><b>ONGOING SKILLS:</b>            Recite a short text with accurate pronunciation            Improve proficiency in            Begin to accumulate knowledge of the conjugation of common regular verbs – and discern from two irregular verbs taught to date (être and avoir); ‘er’ verbs: e.g. penser, danser, manger; aimer etc.            Read and show understanding of a complex sentences using familiar language</p>
<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            Ask and answer questions about directions using appropriate vocabulary: e.g. au coin; à gauche’, près de, loin de, à droite etc.            Use the phrase ‘il y a’ (there is) and il n’y a pas (there is not)            Express times of the day: e.g. dans le matin; dans l’après-midi;            Express times on the hour e.g. il est neuf heures  <b>CHRISTMAS:</b> Identify social conventions at home &amp; in other cultures  <b>ONGOING SKILLS:</b></p>	<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            Conjugate regular er verbs in the present tense            Use the simple future tense using the verb ‘aller’ (first person pronoun only) e.g. je vais manger; je vais nager; je vais jouer etc.            Use connectives ‘mais’ and ‘aussi’            Use comparisons ...plus que (more than) and ...mois que (less than)            Food: le poisson, le fromage, l’eau etc            Months of the year: janvier, février, mars etc</p>	<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            Use the vocabulary for all 4 seasons (le printemps’ l’été l’automne; l’hiver)            Increase knowledge of weather phrases to include sunny, windy, fine, raining/wet; foggy etc: il fait du soleil; il fait du vent; il fait du brouillard; il fait beau; il pleut etc.            Use generalising words: normalement; en général            Use ‘pause’ phrases to give thinking time: eh bien, et alors, voyons etc.</p>



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<p>Perform a short Christmas story in French, reading &amp; pronouncing new words  <b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary)</b>          Children will revisit vocab from Y3/4</p>		<p>Say where they live and its position in the UK –          J’habite à Newcastle, dans le nord-est de l’Angleterre          Know words in French for north, south, east, west etc.</p>
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YEAR 6		
AUTUMN	SPRING	SUMMER
<p><b>ONGOING SKILLS:</b></p> <p>Initiate and sustain conversation            Re-use previously learnt language in a new context            Recognise that word order may be different in French than in English            Construct a short paragraph by adapting a model            Revise the formation of a basic negative sentence</p>	<p><b>ONGOING SKILLS:</b></p> <p>Match sound to individual word in a list of nouns            Recognise techniques for memorising language            Pronounce unfamiliar words in a sentence using knowledge of letter strings and silent letter rules</p>	<p><b>ONGOING SKILLS:</b></p> <p>Decode a simple unfamiliar text using grammatical knowledge, a bilingual dictionary and context            Engage in a short conversation to ask questions and express opinions and describe events.            Read aloud with confidence, expression and accuracy familiar rhymes and songs            Make predictions about meaning based on existing knowledge            Read and understand the main points and some details from a short written passage            Write simple sentences</p>
<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            Understand and respond to classroom routines/instructions            Say the date in French: e.g. mardi 18 avril            Ask for common classroom objects: les objets de la classe</p>	<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            Use words for rooms in the house: la salle à manger; le sale de bains ; la cuisine; le salon; le chambre etc.</p>	<p><b>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</b>            Consolidation of grammatical knowledge of Years 3 to 5: conjugation of verbs (regular and irregular); adjective/noun agreement etc.</p>



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<p>Use the simple negative (ne pas) – revision Use 'as-tu' to ask for something: e.g. as-tu un stylo? Revision of conjugation of verb être; Occupations vocabulary: Medecin, Vendeur.vendeuse etc</p>	<p>Expand knowledge of adjectives (especially those that complement description of rooms in a house) – e.g. superb, magnifique, deluxe, immense, énorme etc. Conjugation rules for regular ir and re verbs: e.g. finir; vendre</p> <p>Recap of verb aller from Y5: on va</p>	<p>Vocabulary of occupations: un docteur, un professeur etc. Vocabulary of travelling/vacations: e.g. par avion; en autobus; en bateau etc.</p>
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