



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



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



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	<p>Writing</p> <ul style="list-style-type: none"> • Know how to write single words correctly • Know how to label a picture • Know how to copy a simple word or phrase <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to Introduce self, giving name and age, using short, simple sentences • Know and use some numbers, colours and simple describing words in spoken sentences 	<p>Writing</p> <ul style="list-style-type: none"> • Know how to write phrases from memory • Know how to write 2-3 short sentences on a familiar topic • Know how to say what is liked/disliked about a familiar topic <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to say and write a few sentences to describe where I live • Know how to say and write a few sentences about the things I do, e.g. daily routine or hobbies, including simples likes/dislikes • Know how to say and write short descriptions of other people, including family and friends 	<p>Writing</p> <ul style="list-style-type: none"> • Write a paragraph of 3-4 sentences • Know how to use a bilingual dictionary or glossary to look up new words to use in my writing <p>Knowledge</p> <ul style="list-style-type: none"> • 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) • Know how to write several sentences form memory to describe a place, person or thing 	<p>Writing</p> <ul style="list-style-type: none"> • Write a paragraph of at least 5 sentences • Know how to substitute words and phrases • Know how to use a bilingual dictionary or glossary to improve my writing <p>Knowledge</p> <ul style="list-style-type: none"> • 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) • Know how to say and write a short passage to describe a place, person or thing, using more complex sentences
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YEAR 3		
AUTUMN	SPRING	SUMMER
ONGOING SKILLS: 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	ONGOING SKILLS: 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	ONGOING SKILLS: Identify and use strategies for memorising new vocabulary Imitate pronunciation of sounds with increasing accuracy Write single familiar words from memory with understandable accuracy
SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to: Recite the numbers 0 to 10 Use 'oui' and 'non' as appropriate Greetings, asking & 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	SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to: 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 & common food items: Les chips, le coca, les sucettes, le chocolat, les bonbons Use the connective 'et' (and)	SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to: 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



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



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AUTUMN	SPRING	SUMMER
<p>ONGOING SKILLS:</p> <p>Listen to and follow a short story</p> <p>Identify adjectives in a text (including their placement in a sentence)</p> <p>Listen for specific words and phrases</p> <p>Pronounce some words accurately Recognise adjectives have to agree with the noun and change spelling accordingly</p> <p>Understand that all nouns have a gender</p> <p>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</p> <p>Understand the use of an apostrophe when two vowels occur next to each other: e.g. je m'appelle etc.</p>	<p>ONGOING SKILLS:</p> <p>Ask and answer questions: likes, dislikes</p> <p>Understand that the final consonant of a word is rarely pronounced</p> <p>Follow a French story and join in reading</p> <p>Recognise nouns and verbs in French</p> <p>Understand simple rules for converting singular to plural</p> <p>Use a bilingual dictionary</p>	<p>ONGOING SKILLS:</p> <p>Write some words from memory (including gender of nouns)</p> <p>Recognise positive and negative statements in English and French</p> <p>Recognise word classes: nouns, verbs, adjectives</p>
<p>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</p> <p>Revision of colours from Y3</p> <p>Parts of the body: Une tête, un nez, des dents</p> <p>Adjectives: Grand, petit, gros, long, pointu</p> <p>Asking for French translation: Comment dit-on... en français?</p> <p>Zoo animals: Le tigre, l'éléphant, l'ours, la souris</p> <p>Verb – être (to be): Il est (He is) Elle est (She is) Quantifiers: Assez, très Adjectives: Grand, petit, gentil, rigolo, féroce</p>	<p>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</p> <p>Members of the family: Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Possessive adjectives: Mon, ma</p> <p>Ask and answer questions about family members</p> <p>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>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</p> <p>6 Hobbies: Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc</p> <p>Opinions phrases: J'adore, j'aime, je n'aime pas Tu aimes...? Numbers 12-31</p> <p>Two weather expressions: Il fait froid, il fait chaud</p> <p>Quantifiers: Très, un peu</p> <p>Clothes items for packing a suitcase: Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt</p> <p>Ways of travelling: en train, en car</p>
<p>CHRISTMAS: Identify social conventions at home & in other cultures</p>	<p>EASTER: Identify social conventions at home & in other cultures</p>	



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<p>ONGOING SKILLS: Play a game, communicating in French</p> <p>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn: 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>ONGOING SKILLS: Know about some Easter traditions • Identify specific items of vocabulary in a longer text</p> <p>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn: Quantifier: assez</p>	
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YEAR 5		
AUTUMN	SPRING	SUMMER
<p>ONGOING SKILLS:</p> <p>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>ONGOING SKILLS:</p> <p>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>ONGOING SKILLS:</p> <p>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>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</p> <p>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 CHRISTMAS: Identify social conventions at home & in other cultures ONGOING SKILLS:</p>	<p>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</p> <p>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 ...moins que (less than) Food: le poisson, le fromage, l'eau etc Months of the year: janvier, février, mars etc</p>	<p>SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to:</p> <p>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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Perform a short Christmas story in French, reading & pronouncing new words SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will revisit vocab from Y3/4		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.
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YEAR 6		
AUTUMN	SPRING	SUMMER
ONGOING SKILLS: 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	ONGOING SKILLS: 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	ONGOING SKILLS: 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
SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to: 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	SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to: Use words for rooms in the house: la salle à manger; le sale de bains ; la cuisine; le salon; le chambre etc.	SKILLS AND KNOWLEDGE (including acquisition of vocabulary) Children will learn to: Consolidation of grammatical knowledge of Years 3 to 5: conjugation of verbs (regular and irregular); adjective/noun agreement etc.



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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	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 Recap of verb aller from Y5: on va	Vocabulary of occupations: un docteur, un professeur etc. Vocabulary of travelling/vacations: e.g. par avion; en autobus; en bateau etc.
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