

MFL - FRENCH KNOWLEDGE & SKILLS PROGRESSION – We are Linguists

“Language is the road map of a culture. It tells you where its people come from and where they are going.” Rita Mae Brown

Throughout KS2, pupils learn French which allows them to develop their curiosity and deepen their understanding of the world. The curriculum is designed to teach a progressive sequence of knowledge and skills set within a theme or with cross curricular links. In their weekly lessons pupils learn to express their ideas and thoughts and to understand and respond to its speakers, both in speech and in writing. Pupils are given opportunities to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Our curriculum provides the foundation for learning further languages and equips pupils to study and work in other countries. We use Kapow to support the teaching of our French curriculum.

Our pupils learn to:

- 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.

A journey through our French curriculum

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Greetings	Portraits – describing in French	Monster pets	French sport and the Olympics
Autumn 2	Colour, size, shape	Clothes	Space exploration	French football champions
Spring 1	Playground games – numbers and age	Number, calendars and birthdays	Shopping	In my French house
Spring 2	In a French classroom	Weather and the water cycle	French speaking world	Planning a French holiday
Summer 1	French transport	French food	Verbs in a French week	Visiting a town in France
Summer 2	A circle of life in French	French and the Eurovision song contest	Meet my French family	French music and movies

SKILLS	Listening	Speaking	Reading and Writing	Grammar
Year 3	Listening and responding to single words and short phrases Following verbal instructions in French Responding to objects or images with a phrase or other verbal response Listening and identifying key words in rhymes and songs and joining in Beginning to identify vowel sounds and combinations Listening and noticing rhyming words	Asking and/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner Using short phrases to give information Beginning to adapt phrases from a rhyme/song Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care	Recognising some familiar words in written form Reading aloud some words from simple songs, stories and rhymes Beginning to develop dictionary skills Identifying cognates and near cognates Recalling and writing simple words from memory Experimenting with simple writing, copying with accuracy Recognising and using adjectives of colour and size	Beginning to recognise gender of nouns, definite and indefinite article Identifying plurals of nouns Recognising adjectives and placement relative to the noun Beginning to understand that verbs have patterns Noticing the negative form Beginning to use prepositions (NB. This skill is not covered if following our condensed curriculum)
Year 4	Identifying items by colour and other adjectives Listening and selecting information Using language detective skills to decode vocabulary Listening to songs, joining in with songs and noticing sound patterns Noticing and beginning to predict key word patterns and spelling patterns	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue.Using a model to form a spoken sentence Speaking in full sentences using known vocabulary comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care	Noticing and discussing cognates and beginning to identify language detective strategies. Following a short text or rhyme, listening and reading at the same time Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information Selecting and writing short words and phrases Making short phrases or sentences using word cards Using adapted phrases to describe an object or person	Using indefinite article in the plural form Recognising and using possessive adjective 'my' and pronouns he/she/it Recognising and beginning to apply rules for placement and agreement of adjectives Recognising and using the negative form Using prepositions Making comparisons of word order in French and English
Year 5	Listening and gisting information from an extended text using language detective skills such as cognates Listening and following the sequence of a story, song or text including some unfamiliar language Matching unknown written words to new spoken words Recognising blends of sounds and selecting words to recognise common spelling patterns	Forming a question in order to ask for Information Presenting factual information in extended sentences including justification Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation rules	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type Reading and adapting a range of different format short texts Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases Writing a short text using word and phrase cards to model or scaffold Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' Applying placement and agreement rules for adjectives Recognising and applying verb endings for present regular 'er' verbs Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go Using comparative language

<p>Year 6</p>	<p>Using prepositions to indicate the location of objects relative to something Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school Recognising present and near future tense sentences (using aller + infinitive) Recalling and performing an extended song or rhyme Listening to stories, songs or texts in French</p>	<p>Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language Planning and presenting a short text Modifying, expressing and comparing opinions Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and fluency Comparing and applying pronunciation rules or patterns from known vocabulary</p>	<p>Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure Reading and responding to. an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information Using a bilingual dictionary to select alternative vocabulary for sentence building Choosing words, phrases and sentences and writing as a text or captions Constructing a short text on a familiar topic Using a wide range of descriptive phrases Recognising and using verbs in different tenses</p>	<p>Accurately applying placement and agreement rules for adjectives Recognising and beginning to form some verbs in near future tense using aller Recognising and applying verb endings for present regular 'er' verbs Learning and using some common irregular verbs, e.g. faire 'to make/do' Understanding how word order differs between French and English Identifying word classes within a sentence</p>
----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KNOWLEDGE	Grammar
<p>Year 3</p>	<p>To understand that every French noun is either masculine or feminine To know that the gender affects the form of the indefinite article un or une To know that feminine nouns often (but not always) end in e To know that when we turn the statement j'ai un/une ('I have a...') into a negative je n'ai pas de ('I don't have a...') then we change the article from un/une to de To know that if a word is plural, we cannot use un or une and instead use des (some) To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural) To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu To know that placing ne and pas around a verb makes the verb negative To know that we can use connectives such as et (and) and mais (but) to join clauses To know that most nouns in French become plural by adding an 's' at the end, as in English To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'a' is usually used when you are not getting into a form of transport e.g. 'a vélo' (a bicycle) To understand that I can use a model sentence as a guide for building other sentences To know that tone of voice can indicate a question To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound To know that a cognate is a word that is the same in both French and English e.g. un triangle To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French To know that sentences are often structured differently in French and English To know that, in French, a space is needed before and after ? and !</p>
<p>Year 4</p>	<p>To know that countries have different names in French and that each country is either masculine or feminine To know that de becomes du (not de le) when followed by a masculine noun To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine To know that most adjectives go after the noun in French To know that if the noun in a sentence is plural then the adjective describing it also becomes plural To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte heureux/heureuse To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.) To know that some adjectives do not change when describing a feminine noun (orange, marron, à pois) To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose To know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation</p>

	To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning To know that sentences can be extended using et or mais To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger To know that when building 2 digit numbers in French, we say 'twenty and one' or vingt-et-un
Year 5	<p>To know that I can compare nouns by placing plus / moins and que around the adjective of comparison (e.g. Neptune est plus grande que Mercure) To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les) To know that when using à (to) and then the direct article à + le = au (eg. au nord)</p> <p>To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine To revise that adjectives of size go before the noun and adjectives of colour go after the noun</p> <p>To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie)</p> <p>To understand that French verbs take different forms. To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run') To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re To know that the ending of regular -er verbs changes to go with the subject pronoun. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) To know how to conjugate the verbs avoir (to have) and être (to be)</p> <p>To know that I can use parce que (because) to extend my sentence and give a justification To know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help To know that I can use il y a to mean 'there is' or 'there are' To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother) To know that the word order is sometimes different in French compared to English To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another To know that there are clues in the words for the multiples of 10, eg cinquante - 50 To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg soixante-dix (70), soixante-onze, soixante-douze To know that the word for 80 means 'four twenties' - quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. quatre-vingt-neuf (89) quatre-vingt-dix (90), quatre-vingt-onze (91) To know that the French use guillemets << >> in the same way that the speech marks are used in English</p>
Year 6	<p>To know that different prepositions are used to say going to a country: en if the country is feminine singular (en France) au if the country is masculine singular (au Canada) aux if the country is plural (aux États-Unis d'Amérique) To know a range of prepositions to describe the position of objects When using the prepositions à côté de, près de or loin de, the de may change if followed by le or les: de+le = du, de + les = des</p> <p>To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine</p> <p>To know that we use the verb jouer (to play) with some sports and faire (to make) with other sports To know that the way verbs change to match the pronoun is called conjugation To know each part of the verb aller - to go, depending on the pronoun To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, eg je vais manger - I am going to eat To know how to distinguish between the present and the near future tense</p> <p>To understand that existing written sentences in French can be adapted To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine</p>

Intercultural Understanding	Skills	Knowledge
Year 3	Recognising that different languages are spoken in the community/world (NB This skill is not covered if following our condensed curriculum) Showing awareness of the capital and identifying some key cultural landmarks Recognising cultural similarities and differences between customs and traditions in France and England	To know that in French there are formal and informal greetings and when it is appropriate to use each one To know the names of some Parisian landmarks To know some French playground games To know that there are French speaking countries around the world
Year 4	Comparing schools and celebrations between France and the UK Comparing shops and high streets of France and UK	To know some similarities and differences between French and English schools To know some French festivals that happen throughout the year To know some similarities and differences between French and English birthday celebrations To know that the

	Recognising and using the Euro currency Identifying some French-speaking countries	abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please' To know the names and locations of some of the cities in France To know that the currency used in France is Euros and to recognise some of the notes and coins To know that the Louvre is a famous French art gallery
Year 5	Identifying and locating other countries in the world where French is spoken Comparing geographical features and climates of different French-speaking countries	To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system To know that there are many countries where French is spoken in the world and be able to name some of these To know some 'treasures' that make up the national identity of France and some other French-speaking countries
Year 6	Learning about France's sporting culture and events Asking question and making insightful commentary on cultural differences, including some understanding of stereotype	To know the French word for countries around the world To know that the Tour de France is a world famous cycling race that takes place in France each year To know that pétanque is a popular French game sometimes known as boules To know different ways to travel to and around France

What our pupils have experienced - a journey through MIANS KS1 Language Curriculum

Year 1	Through EYFS and KS1 the children have 'language of the month' where they use a language spoken by families at the school to do the register, learn to count and practice key greetings. The cultural diversity of our feeder schools is embraced, recognized and celebrated through whole school events, assembly themes and the trust vision of 'All Different, All Equal, All Learning'.
Year 2	

Key Stage 2 MFL National Curriculum

The aims of the National Curriculum for Languages are 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 National Curriculum Expectations Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

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.

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a French speak:

Detective, Diplomatic Service Officer, Marketing Executive Tour Manager, Broadcast Journalist, Interpreter, Translator, TEFL Teacher, International Aid Worker.

Our feeder high school KS3 snapshot MFL curriculum

Jane Austen: French, German, Spanish	Open Academy: Spanish, German
Sprowston Community Academy: Spanish	The Hewett Academy: French
CNS: French, Spanish, German	City Academy: French, Spanish
Ormiston Victory Academy: French, German, Spanish	Sewell Park Academy: Spanish

<p>Hellesdon High School: French, German, Spanish</p>	<p>Notre Dame High School: French, Spanish</p>
<p>Thorpe St Andrew School: French, German, Spanish</p>	<p>Norwich School: In Lower 4, all pupils learn two languages from French, German, Spanish and Mandarin. They continue with both until the end of Upper 4 when they decide which language(s) to study to IGCSE. During this stage, pupils gain the confidence to communicate orally and on paper about subjects that include Personal Information, Holidays, Education, Hobbies, the World of Work, and World Problems. We also emphasise the global nature of languages and all pupils have the opportunity to travel abroad – to Normandy in Lower 4 and Hamburg and Seville in Upper 4.</p>