

MFL : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Aims and Rationale

Our school is a member of the STAR Alliance MFL Network, which meets termly to promote and improve foreign-language learning and acquisition for all our pupils. Consisting of primary and secondary colleagues, our first year's focus was to research, discuss and agree a scheme of work for member schools to follow across The STAR MAT. Our scheme should develop an interest in learning other languages in a way that is enjoyable and stimulating and one which ensures all children receive the same access to the MFL curriculum in Key Stage 2, resulting in a standard start-point in Year 7. Historically, primary schools had offered varying amounts of MFL study, which resulted in a wide range of abilities and skills by the end of KS2. Secondary colleagues highlighted the knowledge and skills they believed to be vital for language-learning in Key Stages 3 and 4 and it was agreed that the iLanguages scheme of work delivered all these elements. The content included not only vocabulary acquisition, but also the understanding of phonics, culture and how the same few verbs (avoir, être, etc) are instrumental in sentence formation, regardless of topic (age, family, weather, etc).

The iLanguages scheme is easily accessed by all language teachers, regardless of MFL ability. The scheme is designed to develop skills through repetition of language and grammar. It is resource-rich: each lesson contains phonics clips, sound files, powerpoints, vocabulary lists and lesson plans. Emphasis is placed on pronunciation and word order. Not only does the scheme promote language learning, but also contains cultural elements (greetings, habits, typical Christmas/Easter traditions, etc). The iLanguages scheme promotes a child's natural curiosity and confidence to explore other countries' cultures and languages, fostering a love of language learning for the future.

Within our school, European Languages Day is celebrated annually involving children from Early Years to Year 6. During the day we learn about the language and cultures of other countries within Europe. This helps to broaden the childrens' intercultural understanding and knowledge about language.

Broadly, we aim to develop an interest in language learning and respect for other cultures as our pupils progress into secondary education.

Curriculum Content	The key things we want children to know/be able to do
FOUNDATION	

Children will talk about foreign places they have visited and learn about the target language (and others) through play:

- singing songs,
- sharing books,
- watching video clips,
- counting in french,
- answering the register,
- discussing cultural festivals, etc.

In The Foundation Stage, children learn in a child-led, freeflow environment within their provision.

Communication is a key part of a child's development and creates the foundations from which all other subject areas can flourish.

Learning other languages should be fun. At this age we want children to develop an interest in other languages.

Language Learning (LL), Knowledge about Language (KaL) and Intercultural Understanding (IU) can be introduced in a variety of inspiring ways:

- songs on the Smart Board
- books and stories about other countries
- saying the register in another language, not just the school's target language e.g. a different language each week. (Bonjour in French, Bonjourno in Italian, Jendobre in Polish).
- watch familiar stories in other languages e.g. The Hungry Caterpillar
- count steps in the outdoors in another language
- blow bubbles and pop them counting in another language
- use musical instruments to play along to songs in other languages
- have a class teddy who only understands your target language.
- paint/model/draw animals connected to songs you sing.
- celebrate festivals and events from other countries and cultures, not just the target language.

EYFS DEVELOPMENT MATTERS links:

Communication and Language: Speaking, Listening and Attention and Understanding

- Literacy
- Mathematics
- Understanding the World: People and Communities and The World

		-Expressive Arts and Design: Being Imaginative
KEY STAGE 1		
Curriculum Content		The key things we want children to know/be able to do
Children will share experiences of foreign travel/holidays, learn about the target language (and others): • singing songs, • sharing books, • watching video clips, • counting in french, • answering the register, • discussing cultural festivals, etc.		To build on the experiences the children have had of foreign languages and the countries they derive from. Children should be exposed to activities which enable them to listen, speak, read and write about the target country/language. Children will develop grammar skills through repeated exposure to language. Activities to include: • games (board/interactive) • books • role play • songs • dance • quizzes
YEAR 3		
Curriculum Content		The key things we want children to know/be able to do
Greetings –		LISTENING

Say and respond to *bonjour, salut* and *au revoir*.
Say and respond to *Ça va?* and *Et toi?* using *très bien, pas très bien* and *comme ça, comme ça*.

Classroom Instructions –

Say and respond to *taisez-vous, écoutez, regardez, répétez, levez-vous* and *asseyez-vous*.
Understand that French has silent letters and that *-z* is always silent when at the end of a word.
Learn how to pronounce the phoneme *é*.

Animals –

Say and respond to *un chat, un chien, un cochon, un lapin, une souris, une tortue* and *un serpent*.
Learn to sing a well-known French song.
Learn how to pronounce the phoneme *ch*.

Numbers and Plurals –

Say and respond to *un chat, un chien, un cochon, un lapin, une tortue, un serpent* and *une souris*.
Say and respond to *un, deux, trois* and can form plurals.
Learn how to pronounce the phoneme *un*.
Conjunctions and Simple Sentences –
Say and respond to *voici* and *et* and form a simple sentence using these words.
Revise how to pronounce the phoneme *un*.

Gender –

Start to understand the concept of gender and how *un* and *une* point to different genders.
Learn how to pronounce the phoneme *u*.
Pronounce *un* and *une* correctly.

My Name Is –

Begin to listen attentively to spoken language and show understanding by joining in and responding

- *short dialogues of about 2 sentences (questions/answers)*

Begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

- *know some vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs /trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)*

Begin to appreciate stories, songs, poems and rhymes in the language

- *nursery rhymes, language songs, authentic material whole school / topic based*

SPEAKING

Begin to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

- *begin to ask and answer yes/no questions, ask and answer questions with question word (comment / quel age / où / qu'est -ce que) , answers in sentences (with a verb)*

Begin to explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)*

Begin to speak in sentences; including familiar vocabulary, phrases and basic language structures

Say je m'appelle and say and respond to et toi? Devise and take part in a simple role play. The verb 'to be' (être) – Say and respond to je suis and form a sentence with the phrase. Can identify some cognates in French. Learn how to pronounce the phoneme j. Christmas in France – Learn a French Christmas song and make a French Christmas card. Enjoy a simple Christmas-themed story and learn some vocabulary relating to Christmas. Colours – Say and respond to eight colours: bleu, rouge, jaune, vert, marron, rose, orange and gris Use je suis with a colour. Colours and Opinions – Give a simple opinion j'adore or je déteste about a colour. Use le with a colour when giving an opinion about it. Learn how to pronounce the phonemes a and the short e. Word Order/Adjectives – Understand, write and say a sentence describing the colour of an animal using the correct word order. Some can use two different colours and a connective to describe an animal.	Begin to use some of the following verbs - avoir / être / porter / aimer / détester / aller / jouer/ manger / boire Begin to present ideas and information orally to a range of audiences tu (informal) / vous (formal), role plays (market, cafe) Begin to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary Begin to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / <i>online dictionaries (reverso / word reference)</i> Begin to describe people, places, things and actions orally adjectival, verb, plural endings, verb endings Begin to use pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases: <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i> READING Begin to read carefully and show understanding of words, phrases and simple writing (eg. <i>write a 3-sentence paragraph</i>) Begin to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary
---	---

French culture –	Begin to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference) . WRITING Begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly (Eg: write a sentence about themselves/topics covered) Give opinions with the same structure across a range of topics (Eg: food, hobbies, clothes, music) Begin to describe people, places, things and actions in writing (Eg: write a sentence) GRAMMAR Begin to understand basic grammar appropriate to the language being studied, including: ☐ feminine and masculine forms ☐ the different forms of high-frequency verbs (verb endings) ☐ agreement of the adjectives (+e, +s) ☐ position of the adjectives (before/after the nouns) ☐ plural forms of the nouns ☐ infinitive form (to swim / to do, raw form of the verb you find in a dictionary) ☐ asking questions (word order) ☐ partitive article Some (du/de la / de l', des) ☐ possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses) ☐ negative form (ne ...pas) ☐ il y a / il n'y a pas de ☐ forms of the verb (je / tu / il elle on)
-------------------------	---

Understand that French is spoken in France and elsewhere. Say and respond to bonjour, salut and au revoir, à tout à l'heure and à bientôt. Understand the convention of kissing on the cheek when greeting.	☐ avoir / être / porter / aimer / détester / aller / jouer/ manger / boire ☐ articles (le/la/les, un/une) ☐ CULTURE Begin to understand some cultural issues relevant to the country being studied: ☐ greetings (handshake, bises/kisses, un check/elaborate fist pump) ☐ geography of France/french-speaking countries ☐ famous french people, artists (painters, musiciacs, etc.) ☐ landmarks ☐ food and drink ☐ school day ☐ festivals and celebrations ☐ climate, population ☐ history
YEAR 4	
Curriculum Content	The key things we want children to know/be able to do
	LISTENING

1. Numbers (1-10) – Understand and act out a simple story Understand and say numbers 1-10 and zero in French and do simple addition and subtraction sums using these numbers. 2. Numbers And The verb ‘to have (avoir) – Understand and say numbers 1-10 and zero in French and do simple addition and subtraction sums using these numbers. Understand and use j’ai and know the difference between j’ai and je suis. 3. Age – Understand someone asking how old they are (quel âge as-tu?) and reply using a sentence stating their age. Learn how to pronounce the phoneme ai. 4. Definite And Indefinite Articles (le/la/les, un/une) – Understand the difference between le/la/les and un/une in French and know when to use each type of article. Take part in a simple role play based on a story. 5. Easter – Understand and enjoy an Easter-themed story. Learn about Easter traditions in France.	Become more able to listen attentively to spoken language and show understanding by joining in and responding eg <i>short dialogues of about 3 sentences (questions/answers)</i> Become more able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words e.g <i>know a wider range of vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i> Be more able to appreciate stories, songs, poems and rhymes in the language: <i>nursery rhymes, language songs, real authentic material</i> eg <i>whole school / topic based</i> SPEAKING Be more able engaging in some conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (Eg: <i>Ask and answer a yes/no question, ask and answer questions with question word -comment / quel age / où / qu’est -ce que</i>) Be more able exploring some of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. (Eg: <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/rigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i>) Be more able speaking in sentences, using familiar vocabulary, phrases and basic language structures Be more able using a wider range of verbs (avoir / être / porter / aimer / détester / aller / jouer/ manger / boire)
---	---

Sing a French song. 6. 'I would like...' (je voudrais...) – Understand the phrase Qu'est-ce que tu voudrais? Use the phrase je voudrais in appropriate contexts. 7. Conjunctions 'but/also' (mais/aussi) - Create sentences using the language j'adore/ je déteste ... mais je voudrais. Ask questions with c'est qui? Extend sentences with et and aussi. 8. Numbers (1–15) – Revise numbers 1-10 Learn numbers 11-15. Learn how to pronounce the nasal phoneme on 9. Days Of The Week – Revise j'adore/et toi? Learn days of the week. Learn how to pronounce the r phoneme correctly. 10. Animals/Classroom Instructions –	Be more able presenting ideas and information orally to a range of audiences tu (informal) / vous (formal), role plays (market, cafe) Become familiar with a broader range of vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>become more confident using bilingual dictionaries</i> (two parts, genders for nouns nf/nm, synonyms, word class) / <i>online dictionaries</i> (reverso / word reference) Be more able at describing people, places, things and actions orally (adjectival endings, verb endings) Use more accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <i>Know a wider range of vowels, nasal sounds</i> <i>on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i> READING Be more able to read carefully and show understanding of words, phrases and simple writing)(Eg: write a 4 sentence paragraph) Develop vocabulary and ability to understand new words that are introduced into familiar written material, including through using a dictionary (Eg: <i>Become more familiar using bilingual dictionaries</i> (two parts, genders for nouns nf/nm, synonyms, word class) / <i>online dictionaries</i> (reverso / word reference) .
---	---

Revise animals learnt in Y3. Learn words for four new animals in French.

Start to learn how to use a bilingual French-English dictionary.

Read and practise reciting an authentic French poem.

11. **Parts Of The Body –**

Learn parts of the body, being able to say and understand them orally.

Be able to read and write parts of of the body.

Be able to identify the 'ou' sound and say a tongue twister with the sound in.

12. **Colours -**

Be able to say and understand parts of the body.

Be able to read, say and understand words for colours.

13. **Animals –**

Say and respond to un chat, un chien, un cochon, un lapin, une souris, une tortue and un serpent.

Learn to sing a well-known French song.

Learn how to pronounce the phoneme ch.

WRITING

Develop skills to write phrases from memory, and adapt these to create new sentences, to express ideas clearly and write some sentences about themselves/topics covered

Be more able to give opinions with the same structure across a range of topics (eg food, hobbies, clothes)

Be more able to describe people, places, things and actions in writing (Eg: Write several sentences accurately.)

GRAMMAR

Show a wider understanding of a range of basic grammar appropriate to the language being studied, including:

- ☐ feminine and masculine forms
- ☐ agreement of the adjectives (+e, +s)
- ☐ position of the adjectives (before/after the nouns)
- ☐ plural forms of the nouns
- ☐ asking questions (word order)
- ☐ forms of the verb (je / tu / il elle on) avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- ☐ articles (le/la/les, un/une)

CULTURE

Develop a wider understanding of :
greetings (handshake, bises/kisses, un check/elaborate fist pump)
geography of France / French speaking countries
famous French people, artists (painters, musicians)
landmarks
food and drink
school day
festivals and celebrations

	climate, population history
YEAR 5	
Curriculum Content	The key things we want children to know/be able to do
Facial Features – Learn the words grand and petit to describe size. Learn five words for facial features. Learn how to find the plural form of nouns in a bilingual dictionary. Adjective Agreements – Start to understand that adjectives must agree with the noun they describe. Start to recognise the adjective agreement rule. Start to apply the adjective agreement rule. Food –	LISTENING Be able to listen attentively to spoken language and show understanding by joining in and responding (Eg: <i>short dialogues of about 4 sentences</i>) (<i>questions/answers</i>) Be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (Eg: <i>know most: vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i>)

Learn some words for food items. Pronounce words with the 'on' and 'om' nasal sounds. Give opinions with reasons about food. Shopping For Food – Revise 'je voudrais' and use it with different food items. Pronounce words with the 'e' sound. Numbers (revision) – Revise food items and numbers 1-15. Learn words for months. Pronounce words with the 'an' sound. Numbers – Revise words for months and numbers 1-15. Learn numbers 16-31. Be able to do some maths in French including division and multiplication. Dates, Birthdays and Name Days – Revise numbers 1-31 and months. Learn how to understand and say and write dates. Learn about birthday traditions in France and name days. Family – Learn words for family members. Start to recognise different words for 'my' in French. Be able to ask and answer the question Tu as des frères ou des sœurs? Possessive Pronouns – Revise words for family members. Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'. Clothes – Learn words for clothing. Use mental associations to remember words. Be able to ask and answer the question Que portes-tu? Revise words for colours. Use colours to describe clothing with correct adjectival agreements. Understand and write a short description of an outfit. Classroom Instructions/Opinions –	Be able to appreciate stories, songs, poems and rhymes in the language: <i>nursery rhymes, language songs, real authentic material</i> eg <i>whole school / topic based</i> SPEAKING Be able to engage in conversations; ask and answer most questions; express opinions and respond to those of others; seek clarification and help. (Eg: <i>ask and answer yes/no question, ask and answer questions with question word (comment / quel age / où / qu'est -ce que)</i> ,answers in sentences (with a verb) Be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. (Eg: <i>know most vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i> Be able to speak in sentences, using familiar vocabulary, phrases and basic language structures Use most verbs (<i>avoir / être / porter / aimer / détester / aller / jouer/ manger / boire</i>) Present ideas and information orally to a range of audiences tu (informal) / vous (formal), role plays (market, cafe) Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary. (Eg: <i>Use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i> Be able to describe people, places, things and actions orally
--	--

Revise classroom instructions. Revise opinions. Learn how to pronounce the 'j' phoneme correctly	(adjectival endings, verb endings) Use pronunciation and intonation mostly accurately so that others understand when they are reading aloud or using familiar words and phrases (Eg: <i>Understand most vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i>) READING Be able to read carefully and show understanding of words, phrases and simple writing (Eg: <i>5 sentence paragraph</i>) Broaden vocabulary and developability to understand new words that are introduced into familiar written material, including through using a dictionary. (Eg: <i>Use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i>) . WRITING Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly Write a number of sentences about themselves/topics covered Be able to give opinions with the same structure across a range of topics (eg food, hobbies, clothes) Be able to describe people, places, things and actions in writing write a number of sentences GRAMMAR Be able to understand most basic grammar appropriate to the language being studied, including:
---	--

- ☐ feminine and masculine forms
- ☐ the different forms of high-frequency verbs (verb endings)
- ☐ agreement of the adjectives (+e, +s)
- ☐ position of the adjectives (before/after the nouns)
- ☐ plural forms of the nouns
- ☐ infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- ☐ asking questions (word order)
- ☐ forms of the verb (je / tu / il elle on) avoir / être / porter / aimer/ détester / aller / jouer/ manger / boire
- ☐ articles (le/la/les, un/une)

CULTURE

Understand a range of:
 greetings (handshake, bises/kisses, un check/elaborate fist pump)
 geography of France / French speaking countries
 famous French people, artists (painters, musicians)
 landmarks
 food and drink
 school day
 festivals and celebrations
 climate, population
 history

YEAR 6	
Curriculum Content	The key things we want children to know/be able to do
Sports and Opinions - Learn words for sports: tennis, football, natation, karate, hockey, badminton, rugby, fléchettes. Revise opinions. Sports Clothing – Revise words for sports and opinions. Revise clothes and 'je porte' in the context of sports clothing. Learn the word 'pour' and use it in context. Revise 'avoir' – Revise <i>j'ai</i> and learn <i>tu as, il a, elle a</i> and <i>nous avons</i> (parts of <i>avoir</i>). Revise how to pronounce the 'a' phoneme correctly.	LISTENING Listen attentively to spoken language and show a good understanding by joining in and responding. (Eg: <i>short dialogues of about 5 sentences (questions/answers)</i>) Explore a wide range of patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. (Eg: <i>know all vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i>) Appreciate a wider range of stories, songs, poems and rhymes in the language: <i>nursery rhymes, language songs, real authentic material</i>

Negative Verbs (ne pas) –

Revise *j'ai* and learn *tu as, il a, elle a* and *nous avons* (parts of *avoir*) and use it with the negative.

Enjoy a traditional story and revise how to pronounce the 'ai' phoneme correctly.

Revise the adjectival agreement rule and apply it in writing.

Weather –

Learn how to describe the weather.

Be able to give a simple weather forecast

Hobbies –

Learn words for hobbies.

Revise weather vocabulary.

Pronounce the phoneme 'qu' accurately.

Pets -

Revise words for pets.

Enjoy a traditional tale

Maths/Months/Dates Revision –

Revise numbers 1-31 and terms for sums.

Practise sums in French.

Learn numbers 32-60.

Revise months and say and understand dates.

whole school / topic based

SPEAKING

Engage in a wider range of conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. (Eg: *Ask and answers a range of yes/no question, ask and answer questions with question word (comment / quel age / où / qu'est -ce que) , answers in sentences (with a verb)*)

Explore all the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)

Speak using a wider range of sentences, using a wider range of familiar vocabulary, phrases and basic language structures
(avoir / être / porter / aimer / détester / aller / jouer/ manger / boire)

Present a wider range of ideas and information orally to a range of audiences. (Eg: tu (informal) / vous (formal), role plays (market, cafe)

Further broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary. (Eg: *to be more able to use bilingual dictionaries* (two parts, genders for nouns nf/nm, synonyms, word class) / *online dictionaries (reverso / word reference)*)

To be more able to describe people, places, things and actions orally
(adjectival endings, verb endings)

School Subjects –

Learn words for school subjects. (L’histoire, la géographie, les sciences, l’EPS, le français, l’anglais, la musique)

Learn how to pronounce words starting with ‘h’.

Learn about French primary school timetables.

Describe preferences of school subjects and reasons why.

Use accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

(Eg: *vowels*, *nasal sounds* on/an/en/am/in/un/ain/im, *consonants* (ch, ss, gn, ç) *silent letters* (h, s, t, d, x), *digraphs/trigraphs* (au/o/eau, ou, ai/ei, oui, oi, eu)

READING

Read more carefully and show a greater understanding of words, phrases and simple writing. (Eg: a *short paragraph*)

Further broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary. (Eg: *Be more able using bilingual dictionaries* (two parts, genders for nouns nf/nm, synonyms, word class) / *online dictionaries* (reverso / word reference)

WRITING

Write a range of phrases from memory, and adapt these to create new sentences, to express ideas clearly

Write several sentences about themselves/topics covered

Give opinions with the same structure across a range of topics (eg food, hobbies, clothes)

Further describe people, places, things and actions in writing. (Eg: write several longer, more complex sentences)

GRAMMAR

Be able to use and understand basic grammar appropriate to the language being studied, including:

- ☐ the different forms of high-frequency verbs (verb endings)
- ☐ agreement of the adjectives (+e, +s)
- ☐ position of the adjectives (before/after the nouns)
- ☐ infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- ☐ asking questions (word order)
- ☐ partitive article Some (du/de la / de l', des)
- ☐ possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- ☐ negative form (ne ...pas)
- ☐ il y a / il n'y a pas de
- ☐ forms of the verb (je / tu / il elle on) avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- ☐ articles (le/la/les, un/une)

CULTURE

Understand a wide range of cultural issues: greetings (handshake, bises/kisses, un check (elaborate fist pump)
 geography of France / French speaking countries
 famous French people, artists (painters, musicians)
 landmarks
 food and drink
 school day
 festivals and celebrations
 climate, population
 history

Good people, Doing well (*Titus 3:14*)



--	--

YEAR 7	
Curriculum Content	The key things we want children to know/be able to do
	LISTENING Listen to a variety of forms of spoken language to obtain information and respond appropriately with reference to: understand most gist over specific details present tense opinions with some basic reasons Transcribe words and phrases that they hear with increasing accuracy (dictation) SPEAKING Take part in short conversations, coping with familiar language , in the present tense making <i>ask questions</i> <i>answer questions prepared</i> <i>tu / vous</i> <i>different contexts (role plays)</i> Express opinions and develop ideas orally <i>give opinions and reasons</i> Begin to speak spontaneously, with more confidence. Begin to master these: <i>give an unsolicited opinion</i> <i>phonemes: vowels, nasal sounds on/an/en/am/in/un/ain/im,</i> <i>consonants (ch, ss, gn, ç) , diphthongs digraph /triphthongs</i> <i>trigraph (au/o/eau, ou, ai/ei, oui, oi, eu),</i> <i>silent letters (h, s, t, d, x)</i> <i>intonation</i> <i>eye contact / smiling</i>

WRITING

express and develop ideas clearly and with increasing accuracy, in writing

several full sentences from memory

minor errors that does not impede communication (genders, agreement of the adjectives (major errors=verb forms, wrong time frame)

write prose using an increasingly wide range of grammar and vocabulary

references to one time frame (present)

basic adjectives, conjunctions(mais, et, car)

write creatively to express their own ideas and opinions

opinions and some simple reasons

translate short written text accurately into French

5 or 6 sentences, importance of the accuracy of the verbs

READING

read and show comprehension adapted materials from a range of, understanding the purpose, important ideas and details,

Provide an accurate English translation of simple sentences

importance of knowledge of key vocabulary and verbs

Appreciate literary texts in the language [such as stories, songs, poems and letters], to expand understanding of the language and culture

GRAMMAR

Identify and use the present tense

present tense: regular er verbs and irregular (faire, avoir, être)

Use and manipulate a variety of key grammatical structures and patterns

aimer + infinitive, jouer a , faire du

Develop vocabulary that goes beyond their immediate needs and interests

	use of dictionary Use accurate grammar, spelling and punctuation. capital letters, word order (adjectives) CULTURE Be aware of and/or experience a wide range of cultural experiences French speaking music French film life in an African French speaking country leisure and sports festivals culinary habits
YEAR 8- END OF KS3	
Curriculum Content	The key things we want children to know/be able to do
	LISTENING Listen to a variety of forms of spoken language to obtain information and respond appropriately with reference to: present/past/future time frames opinions with basic reasons Transcribe words and short sentences that they hear with increasing accuracy (dictation) SPEAKING initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address <i>ask questions</i> <i>answer questions prepared or unprepared</i> <i>tu / vous</i> <i>different contexts (role plays)</i>

	Express and develop ideas clearly and with increasing accuracy, orally <i>give opinions and reasons</i> Speak coherently and confidently, with increasingly accurate pronunciation and intonation <i>phonemes: vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) , diphthongs digraph /triphthongs trigraph (au/o/eau, ou, ai/ei, oui, oi, eu), silent letters (h, s, t, d, x) intonation: natural pauses spontaneity: occasional hesitation eye contact / smiling</i> WRITING Express and develop ideas clearly and with increasing accuracy, in writing <i>minor errors that does not impede communication (genders, agreement of the adjectives (major errors=verb forms, wrong time frame)</i> Write prose using an increasingly wide range of grammar and vocabulary <i>references to different time frames (present / past/ future) adverbs, time phrases, variety of adjectives, conjunctions</i> Write creatively to express their own ideas and opinions <i>opinions and reasons</i> Translate short written text accurately into French <i>5 or 6 sentences, importance of the accuracy of the verbs</i> READING Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details,
--	--

eg French websites, leaflets, emails, magazines, penpal emails/letters

Provide an accurate English translation of short, suitable material
importance of knowledge of key vocabulary and verbs

Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

GRAMMAR

Identify and use tenses or other structures which convey the present, past, and future

present tense: regular and irregular (faire, avoir, être, prendre, aller, vouloir, pouvoir, devoir, reflexive verbs)

near future tense

perfect tense (avoir, être, irregular past participle)

Use and manipulate a variety of key grammatical structures and patterns, including voices and moods

imperative, superlative/comparative, il faut

Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussions about wider issues

adverbs, time phrases, conjunctions

Use accurate grammar, spelling and punctuation.

capital letters, word order (adjectives., adverbs)

CULTURE

Be aware of and/or experience a wide range of cultural experiences

French speaking music

French film

life in an African French speaking country

leisure and sports

festivals

culinary habits

--	--