

Long term plans for: MFL - French

Our Curriculum Drivers are:

Wellbeing

Aspirations

Outdoor Learning

These key drivers are integral to all that we do at Glade, to ensure that all of our pupils leave us as happy, healthy and well-rounded individuals.



"Growing, Learning, Achieving with Dedication and Enthusiasm"



	KEY VOCABULARY FOR EACH YEAR GROUP IN (French)
Nursery	N/A
Rec	N/A
Year 1	N/A
Year 2	N/A
Year 3	<p>Identify cognates/semi-cognates. Gender of nouns: masculine and feminine. Definite article <i>la, le, les, l'</i> L'alphabet. Word Classes (nouns and adjectives). Greetings and basic exchanges <i>Bonjour, Salut, Au revoir, Ça va?</i> etc. Classroom instructions <i>répétez, écoutez, regardez</i> etc. Question forms <i>Comment...? Quel/Quelle...?</i> Numbers 0 – 31. Months of the year. Identify parts of the body. Songs/rhymes: La tête, les épaules, les genoux et les pieds/Je sais chanter mon alphabet/Deux Petits Oiseaux/Nounours Nounours Stories: Toutes les Couleurs/Bouclé d'Or et Les Trois Ours/Je veux ma banane.</p>
Year 4	<p>Identify cognates/semi-cognates. Understand number and gender agreement of nouns (masculine, feminine, singular, plural). Use of 1st person <i>je regard, j'ai, je suis</i>. Use 3rd person to describe appearance and basic character descriptions <i>Il est, elle est/il a elle a</i>. Recognise and action imperative verbs <i>Levez-vous, asseyez-vous, écrivez la date et le titre</i> etc. <i>L'alphabet</i> and use of accents. Weather phrases. Formulate dates. Tell the time (o'clock). Name and describe items of clothing using definite and indefinite articles <i>le, la, les, l'un, une</i>. Numbers to 60. Songs/rhymes: les jours de la semaine/l'alphabet/saute secoue plie les genoux Story: Famille Monstre/Les Trois Petits Cochons/Bouclé d'Or et Les Trois Ours (revision)</p>

Year 5	<p>Use of negation <i>ne... pas</i> Express opinions <i>j'aime, je n'aime pas, j'adore, je déteste</i> Use 3rd person avoir/être in positive and negative statements <i>il a, elle n'a pas de</i>. Create longer sentences using conjunctions <i>mais/et</i> and prepositions <i>dans</i>. Telling the time to half past, quarter past, minutes past <i>Quelle heure est-il?</i> Respond to the teacher in French <i>C'est à mon tour, à mon avis c'est...</i> Numbers to 100. The solar system. School subjects.</p> <p>Songs/rhymes: <i>Le gouzi, gouzi/Saute, secoue/Dans mon sac il y a...</i> Story: <i>Le Petit Chaperon Rouge/Quel temps fait-il, Berthe?</i> (Identify items of clothing) Information text: <i>Le Système Solaire</i></p>
Year 6	<p>Understand infinitive and imperative form of verbs. Use and understand conjugation of regular 'er' and common irregular verbs (<i>être, avoir, aller</i>). Use of reflexive verbs to describe daily routines. Recognise and apply adjectival agreement. Talk about present and future plans using correct tense. Revision of numbers using times tables. Use adverbials of time and place. <i>Quelle heure est-il?</i> Telling the time to half past, quarter past, minutes past and minutes to.</p> <p>Songs/rhymes: <i>Je me lève, je me lave/Dans la ville où j'habite</i> Story: <i>Jacques et les haricots magiques</i> Non-fiction texts: <i>Ma journée typique, Following a recipe.</i></p>



Long Term Plan (Content and Skills)

French	Autumn	Spring	Summer
N	N/A	N/A	N/A
R	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	<p>Listening: Pupils show that they are able to listen, understand and respond to a few familiar spoken words, short phrases and questions (supported), spoken slowly and clearly. They may need repetition or gesture.</p> <ul style="list-style-type: none"> • Pupils use gesture, to identify specific words when listening to songs, poems, simple stories. • Understand and respond to simple classroom instructions. <p>Speaking: Pupils communicate with others using simple words, phrases and short sentences. They imitate and develop accurate pronunciation</p>		

	<p>and intonation with some success.</p> <ul style="list-style-type: none"> • Pupils explore the patterns and sounds of language to help develop accurate pronunciation and intonation. • Use simple greetings and ask and answer simple questions about self-e.g. name and age. <p>Reading: Pupils recognise, read aloud and understand some very familiar written words and short phrases (some may need visual clues). They are able to use understandable pronunciation showing awareness of sound-spelling links.</p> <ul style="list-style-type: none"> • Read and understand familiar nouns e.g. parts of the body, classroom objects and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I have, I want. • Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. <p>Writing: Write some familiar simple words and symbols using a model and some from memory.</p> <ul style="list-style-type: none"> • Pupils are able to label items and write one or two simple phrases or sentences, using a model e.g. name and age to introduce themselves. <p>Grammar: Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • First notion of gender of nouns (masc/fem). • Word order of adjectives. <p>Key points of language: Discuss linguistic diversity within their class. Identify cognates/semi-cognates and specific phonemes/Move from sound level to word level/Recognise question forms and negatives/conventions of politeness/Hear main word classes/Recognise how sounds are represented in written form/gender of nouns: masculine and feminine/Imperative verbs.</p>
4	<p>Listening: Listen for specific phonemes, words, phrases and questions.</p> <ul style="list-style-type: none"> • Pupils are able to respond to a wider range of familiar spoken words, phrases, sentences and classroom instructions (with repetition and actions to support) • Join in with re-telling a familiar story, song, rhyme or poem using gestures or saying key words and phrases. <p>Speaking: Communicate by asking and answering familiar questions to give basic information using set responses and phrases.</p> <ul style="list-style-type: none"> • Pupils explore the patterns and sounds of language to help develop accurate pronunciation and intonation. • Pronunciation shows an awareness of sound patterns and their meaning is clear. <p>Reading: Read aloud and understand familiar written words, phrases and short texts of simple sentences.</p> <ul style="list-style-type: none"> • Pupils follow text while listening and reading at the same time. • Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. • Introduction to a bilingual dictionary. • Pupils know and use strategies to work out meaning of new words. <p>Writing: Write short sentences using a model.</p> <ul style="list-style-type: none"> • Pupils spell single words from memory and experiment writing new words. • Apply phonic knowledge to support writing. <p>Grammar: Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Gender of nouns (masc/fem). • Word order of adjectives. • Match correctly definite/indefinite article to nouns.

	<p>Key points of language: Recognise similarities and differences between languages and in phrases used for celebration. Make links between spoken and written words/Understand and recognise gender and number (masculine/feminine and singular/plural)/Recognise and apply simple adjectival agreement/Word order (nouns <i>generally</i> followed by adjectives)/Reinforce and extend recognition of word classes (nouns, verbs, adjectives, simple connectives)/Recognise and use simple negatives/Use question forms/Moving from word level to phrase or simple sentence level.</p>
5	<p>Listening: Listen attentively and understand more complex phrases and sentences.</p> <ul style="list-style-type: none"> • Pupils show that they understand the main points from short spoken passages made up of familiar language (may need short sections repeated). • Recognise letters of the alphabet when they hear them. <p>Speaking: Take part in short rehearsed conversations using familiar structures and vocabulary.</p> <ul style="list-style-type: none"> • Pupils take part in brief prepared conversations for routine situations. • Use visual or other cues to help them initiate and respond to questions. <p>Reading: To understand the main points in short texts made up of familiar language.</p> <ul style="list-style-type: none"> • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud • Pupils read aloud and perform to an audience. <p>Writing: Write short phrases from memory and their spelling is readily understandable. Write simple sentences and short texts using a model.</p> <ul style="list-style-type: none"> • Pupils use a dictionary to check the spelling of words. <p>Grammar: Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Gender of nouns (masc/fem). • Word order of adjectives. • Match correctly definite/indefinite article to nouns. • Possessive pronouns. <p>Key points of language: Understand and use negatives/Reinforce and extend recognition of word classes, using connectives to make more complex sentences/Understand and express simple opinions, likes and dislikes/Understand and use question forms/Moving from phrase/simple sentence level to a few sentences including connectives/short paragraphs</p>
6	<p>Listening: Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i> (some repetition may be needed).</p> <ul style="list-style-type: none"> • Pupils understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i> (some repetition may be needed). • Can produce from memory familiar parts of known stories, songs, rhymes or poems when listening to source material. <p>Speaking: Pupils develop confidence in taking part in conversations and have some understanding of using past and future tenses.</p> <ul style="list-style-type: none"> • Pupils use a repertoire of classroom language with teacher and peers. • Pronunciation is generally accurate and they show some consistency in their intonation. <p>Reading: Read aloud with understandable pronunciation, using context and applying knowledge of phonics.</p> <ul style="list-style-type: none"> • Pupils read in groups, simple play scripts, poems and their own written work. • Pupils read and show that they understand the main points and some of the detail in short written texts from familiar contexts.

Writing: Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.

- Pupils use adjectives and adverbs to add interest and detail to a description
- Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives.
- Use a bilingual dictionary to edit writing.

Grammar: Understand some basic grammar appropriate to the language being studied:

- Gender of nouns (masc/fem).
- Word order of adjectives.
- Match correctly definite/indefinite article to nouns.
- Possessive pronouns.
- Begin to use past tense/future tense in spoken work.

Key points of language: Understand and use negatives/Reinforce and extend recognition of word classes, using connectives to make more complex sentences Recognise and apply adjectival agreement/Recognise and use simple time frames/Understand and express reasons/Moving from sentences to short paragraphs text level.