



Henbury View First School

MFL Progression of Knowledge



Intent

'To learn a language is to have more than one window from which to look at the world' *Chinese Proverb*

Henbury View First School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in LKS2 which will be taught by class teachers. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning. Early Language units are entry level units and are taught in Year 3, where pupils may have little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are introduced in Year 4 so pupils can embed basic knowledge of the foreign language. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Units, where possible and appropriate, will be linked to cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. The curriculum is designed to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs
- We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units
- We end with opinions and introduce the concept of whole high frequency irregular verb conjugation

Grammar is integrated and taught discreetly throughout all units.

Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons:

- Each unit and lesson will have clearly defined objectives and aims
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for
- Every unit will include a grammar concept which will increase in complexity as pupils progress
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress though the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Key Threads

At Henbury View, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in MFL. The key threads are:

Conversation and pronunciation	Read fluently	Write imaginatively	Passion and commitment	Creativity and spontaneity	Cultural understanding	Independence
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Curriculum Overview

	Year 3	Year 4
Autumn 1	Les Salutations (Salutations)	Chez Moi (My Home)
Autumn 2	J'Apprends Le Français (I'm Learning French) Joyeux Noël (Christmas)	Je Me Présente (Presenting Myself)
Spring 1	Les Animaux (Animals) Les Jours (Days Of The Week)	En Famille (The Family) Le Carnaval
Spring 2	Quel Temps Fait-Il? (The Weather) La Galette Des Rois	Au Café (At The Cafe) Les Mois (Months Of The Year)
Summer 1	Les Fruits (The Fruits) Les Légumes (The Vegetables) Indefinite Articles	En Classe (In The Classroom) Definite Articles
Summer 2	Je Peux... (I Can...)	La Maison Tudor (Tudors)

As well as covering the above topics, we have also planned in sessions for the children to have teaching of other key vocabulary, sessions about French cultural events and focused lessons on key grammar. These can be seen above in the following colours:



Core Vocabulary Unit

Grammar

French Cultural Event

Curriculum Coverage

Year 3

National Curriculum Objectives	Les Salutations	J'Apprends Le Français	Les Animaux	Quel Temps Fait-Il?	Les Fruits Les Légumes	Je Peux...
<i>listen attentively to spoken language and show understanding by joining in and responding</i>	X		X	X	X	X
<i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>						
<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i>		X	X	X	X	X
<i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	X	X	X	X	X	X
<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>	X	X	X	X	X	X
<i>present ideas and information orally to a range of audiences</i>	X	X	X	X	X	X
<i>read carefully and show understanding of words, phrases and simple writing</i>	X	X	X	X	X	X
<i>appreciate stories, songs, poems and rhymes in the language</i>						
<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>	X	X	X	X	X	X
<i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>	X	X	X	X	X	X
<i>describe people, places, things and actions orally and in writing</i>			X	X		X
<i>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</i>		X	X		X	X

Main Focus Skill

 Listening
  Speaking
  Reading
  Writing
  Grammar

Year 4

National Curriculum Objectives	Chez Moi	Je Me Présente	En Famille	Au Café	En Classe	La Maison Tudor
<i>listen attentively to spoken language and show understanding by joining in and responding</i>	X	X	X	X	X	X
<i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>			X			X
<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i>	X	X	X	X	X	
<i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	X	X	X	X	X	X
<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>	X	X	X	X	X	X
<i>present ideas and information orally to a range of audiences</i>	X	X	X	X	X	X
<i>read carefully and show understanding of words, phrases and simple writing</i>	X	X	X	X	X	X
<i>appreciate stories, songs, poems and rhymes in the language</i>			X			X
<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>	X	X	X	X	X	X
<i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>	X	X	X		X	X
<i>describe people, places, things and actions orally and in writing</i>	X	X	X		X	X
<i>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</i>	X	X	X	X	X	

Main Focus Skill

 Listening
  Speaking
  Reading
  Writing
  Grammar

Skills Development Overview

Skills Progression

	Speaking	Listening	Reading	Writing	Grammar
Year 3	<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself) • Speak aloud familiar words or short phrases in chorus • Use correct pronunciation when speaking and start to see links between pronunciation and spelling 	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs) • Develop understanding of the sounds of individual letters and groups of letters (phonics) 	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text • Read aloud familiar words or short phrases in chorus 	<ul style="list-style-type: none"> • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns) 	<ul style="list-style-type: none"> • Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied
Year 4	<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences • Present short pieces of information to another person • Apply phonic knowledge to support speaking (also reading and writing) 	<ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs • Follow a text accurately whilst listening to it being read 	<ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions) • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person 	<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank) 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns • Introduce and use the negative form • Begin to look at what a fully conjugated verb looks like

End of Year Expectations

Year 3	Year 4
<p><u>By the end of Year 3 pupils should:</u></p> <ul style="list-style-type: none">• Understand numbers 1-10 and be able to say, read and write them• Be familiar with the days of the week and be able to say them and recognise them in written form• Use simple greetings (e.g. saying hello and goodbye, saying how they are)• Ask and answer simple questions about name and age• Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender)• Use simple adjectives (e.g. colours)• Use some simple verbs in the first person “I” form (e.g. I am, I play)• Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus	<p><u>By the end of Year 4 pupils should:</u></p> <ul style="list-style-type: none">• Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities)• Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)• Understand and communicate using a wider range of familiar nouns (including the correct article)• Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live)• Understand and use verbs in the first person “I” form (perhaps also have a look at a fully conjugated regular verb and show where the first person “I” form is)• Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article

Phonics and Pronunciation Progression

Year 3

	Les Salutations	J'Apprends Le Français	Les Animaux	Quel Temps Fait-Il?	Les Fruits Les Légumes	Je Peux...
Phonics	CH ON: salutations, bonjour OU: bonjour OI: au revoir	CH ON: marron OU: rouge OI: trois, noir	CH: cheval OU: souris, mouton ON: cochon, mouton OI: oiseau	E: sound in le and de É È EAU: beau	CH: champignon ON: oignon OU OI: poire	CH: chanter OU: écouter ON OI: boire
Pronunciation	<p><u>Silent letters:</u> the letter 's' is not pronounced in salutations some final consonants like 's' are nearly always silent letters</p> <p><u>Guttural 'R':</u> becoming more familiar with the French 'r' sound as seen in bonjour. Made from the back of the mouth, not the front</p> <p><u>Elision- Je m'appelle:</u> dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe</p>	<p><u>Silent letters:</u> the 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words.</p> <p><u>Guttural 'R':</u> becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois and quatre. Made from the back of the mouth, not the front</p> <p><u>Elision- Je m'appelle:</u> dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'</p>	<p><u>Silent letters:</u> 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis</p> <p><u>Liaison:</u> Here it is in front of the indefinite article/determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'</p> <p><u>Nasal sounds:</u> Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton</p>	<p><u>Silent letters:</u> the 'd' is not pronounced in chaud, 's' is not pronounced in dans and mauvais and the 't' is not pronounced in fait and vent</p> <p><u>Elision:</u> as seen in l'est. The 'e' has been dropped in le as the next word starts with a vowel</p>	<p><u>Silent letters:</u> see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters</p> <p><u>Liaison:</u> understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. As with les oignons, les épinards and les aubergines</p> <p><u>Guttural 'R':</u> becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front</p> <p><u>H Aspiré:</u> the letter 'h' in haricots is called a h aspiré. It is still a silent 'h' and not pronounced but it acts like a consonant. The final 's' in les remains silent</p>	<p><u>Silent Letters:</u> 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced</p> <p><u>Nasal sounds:</u> exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser, chanter and manger</p>

Year 4

	Chez Moi	Je Me Présente	En Famille	Au Café	En Classe	La Maison Tudor
Phonics	E: appartement EAU: bureau É È EAX	IN: cinq I: huit, dix, Patrick, habite, Paris, suis IQUE ILLE	IN: cinq, cinquante I: famille, Lisa, Jacqueline, petite, fille ILLE: famille, fille IQUE: unique	IN: orangina I: petit, citron, frites, confiture and biscottes IQUE ILLE	I: lisez, silence, calculatrice, livre and ciseaux ILLE: taille IN IQUE	IN: juin, intelligente I: Henri, civile, avril, cousine, ligne IQUE: catholique
Pronunciation	<u>Silent letters</u> : the 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words <u>Elision- J'habite</u> : dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'	<u>Silent letters</u> : 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. <u>Liaison</u> : when a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglaise/anglaise pronunciation will change when an 'e' is added to the end of anglais. <u>Elision</u> : as seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h	<u>Silent letters</u> : the final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grandparents, les or parents. Often happens in French. <u>Elision</u> : in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or je) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h	<u>Silent letters</u> : the 's' is not pronounced in words like frites, voudrais, prends, jus or biscottes. This is often the case with final consonants (in these examples 's') at the end of words in French	<u>Silent letters</u> : hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez and écrivez <u>Elision- J'ai</u> : dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'	<u>Silent letters</u> : hear and see that the 's' is not pronounced in palais, très, mais, roses or épouses. The final 's' on words in French is often a silent consonant

Vocabulary Progression

Year 3

	Les Salutations	J'Apprends Le Français	Les Animaux	Quel Temps Fait-Il?	Les Fruits Les Légumes	Je Peux...
Vocabulary	<u>Short conversation/ exchange when meeting somebody</u> <ul style="list-style-type: none"> • bonjour, salut • je m'appelle • ça va? ça va bien, ça va mal, comme ci comme ça, • au revoir • à plus tard 	<u>Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10</u> <ul style="list-style-type: none"> • Ca va? • Comment tu t'appelles? • Numbers 1 to 10 • 10 basic colours (including rouge / bleu / vert etc.) 	<u>10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb être (je suis = I am)</u> <ul style="list-style-type: none"> • Nouns and articles for 10 common animals (including: un lion / un lapin / une souris) • je suis.... plus choice of animal 	<u>The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a French weather map</u> <ul style="list-style-type: none"> • Quel temps fait-il? • variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage • key vocabulary needed for a French weather forecast including bienvenue / dans le nord 	<u>The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form)</u> <ul style="list-style-type: none"> • les fruits, une pomme, une banane, un abricot, les pommes, les bananes, les abricot • J'aime..., Je n'aime pas... <u>10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have</u> <ul style="list-style-type: none"> • les légumes, les aubergines, les haricots verts, les champignons, les tomates, les pommes de terre • Je voudrais 	<u>Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb pouvoir, je peux plus ten common infinitive verbs</u> <ul style="list-style-type: none"> • je peux... • ten activities to use with je peux... (including danser (to dance) / parler (to talk) / cuisiner (to cook))

Year 4

	Chez Moi	Je Me Présente	En Famille	Au Café	En Classe	La Maison Tudor
Vocabulary	<p>Basic personal details will be revisited including the high frequency 1st person singular verbs <u>je suis, je m'appelle, j'ai, je suis and j'habite</u>. Key vocabulary on <u>10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j'habite dans and chez moi il y a ... and chez moi il n'y a pas de..</u></p> <ul style="list-style-type: none"> chez moi j'habite dans..., une maison, un appartement, en ville, au bord de la mer, une cuisine, une salle à manger chez moi il y a..., chez moi il n'y a pas de... 	<p>Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality)</p> <ul style="list-style-type: none"> Numbers 1 to 20 ça va? / je m'appelle comment tu t'appelles? / j'ai ... ans / quel âge as-tu? j'habite a... / où habites tu? je suis + nationality 	<p>Revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are</p> <ul style="list-style-type: none"> Nouns and article for each family member explanation of article for masculine, feminine and plural nouns elle or il s'appelle comment? as-tu un frère? (with answers) / as-tu une soeur? (with answers) / j'ai un frère/j'ai une soeur numbers 10 to 100 (in units of ten) concept of possessives mon, ma and mes 	<p>Revisiting language for 'hello', 'goodbye', 'please' and 'thank you'. The 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks required to perform their role play</p> <ul style="list-style-type: none"> je prends... / s'il vous plaît selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales, un croque-monsieur 	<p>11 nouns and articles for common classroom objects, 10 simple classroom commands. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have)</p> <ul style="list-style-type: none"> Classroom instructions including écoutez, écrivez, lisez Classroom stationery including un stylo, un livre, une gomme J'ai... / je n'ai pas de... 	<p>Exploring language learning strategies: therefore there is a lot more language in spoken and written form presented</p>

Grammar Progression by Unit

Grammar Concepts Unit by Unit

Grammar Objectives	Les Salutations	J'Apprends Le Français	Les Animaux	Quel Temps Fait-Il?	Les Fruits Les Légumes	Je Peux...
<i>Nouns and articles/determiners</i>			X	X	X	
<i>High frequency verbs in the 1st person</i>	X	X	X	X	X	X
<i>Possessive Adjectives</i>						
<i>Adjectives and adjectival agreement</i>						
<i>Use of the negative form</i>						
<i>Conjunctions and connectives</i>						

Grammar Objectives	Chez Moi	Je Me Présente	En Famille	Au Café	En Classe	La Maison Tudor
<i>Nouns and articles/determiners</i>	X		X		X	X
<i>High frequency verbs in the 1st person</i>	X	X	X	X	X	X
<i>Possessive Adjectives</i>			X		X	X
<i>Adjectives and adjectival agreement</i>		X				
<i>Use of the negative form</i>	X		X		X	
<i>Conjunctions and connectives</i>	X		X	X		X

Year 3

	Les Salutations	J'Apprends Le Français	Les Animaux	Quel Temps Fait-Il?	Les Fruits Les Légumes	Je Peux...
Grammar	Introductory Unit- no grammar focus	Introductory Unit- no grammar focus	<u>Nouns, gender, articles/determiners and verbs:</u> to learn that nouns in French can have different articles based on their gender (masculine and feminine nouns) <ul style="list-style-type: none"> Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns) Learning how to categorise nouns by gender (un or une) Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French 	<u>Use of il y a & faire:</u> in weather phrases <ul style="list-style-type: none"> Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation 	<u>Nouns, gender, articles/determiners and plural form:</u> exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine <ul style="list-style-type: none"> Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French Learning that the plural definite article/determiner (the word for 'the') is les in French and does not change. Both the noun and definite article/determiner in French change in plural form. This does not happen in English 	<u>Modal verb plus infinitive:</u> learning that je peux (that comes from the modal verb pouvoir and translates 'as I am able') is always followed by a verb in its infinitive form in French

Year 4

	Chez Moi	Je Me Présente	En Famille	Au Café	En Classe	La Maison Tudor
Grammar	<p><u>Indefinite articles, negative & high frequency verbs</u></p> <ul style="list-style-type: none"> Revisiting again the indefinite articles un and une Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure 	<p><u>Adjectival agreement:</u> introduction to the concept of adjectival agreement, in the simplest form in French</p> <ul style="list-style-type: none"> Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female 	<p><u>Nouns, articles/determiners & possessive adjectives:</u> exploring possessive adjectives in French with a focus only on 'my'</p> <ul style="list-style-type: none"> Understanding that there are three words in French mon, ma, mes for our one word 'my' in English 	<p><u>Nouns, gender, determiners/articles & je voudrais</u></p> <ul style="list-style-type: none"> Realising that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say. I would like a croissant but some butter. There are many versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in French Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want 	<p><u>Nouns, gender, articles/determiners & use of the negative:</u> revisiting that nouns in French have gender and that this affects the choice of article/determiner</p> <ul style="list-style-type: none"> Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de/d'...('I do not have') in French 	<p><u>Verbs, adjectives and nouns:</u> learning to categorise unknown language in a French text by looking at the role of a particular word in a sentence</p>

Whole School Curriculum

A Whole School Approach

A whole school approach to MFL is desirable, and although languages at Foundation Stage and KS1 are not statutory, Henbury View First School teaches French from Foundation Stage through until the end of KS2. The scheme of work for MFL at Foundation Stage and KS1 will give the children a basic grounding in French and will complement the scheme of work for MFL at KS2. At KS1 the children will be introduced to all 4 areas of language learning (Speaking, Listening, Reading, Writing and Grammar) but in an age/stage appropriate way, with a focus on listening and speaking. In Foundation and KS1, there is no expectation to record this, and can be done during register times or through books and songs.

Cross-Curricular Languages

Within wider curriculum subjects, staff are encouraged to find opportunities to link in language learning where appropriate. Children will then have exposure not only to a range of different languages throughout their time at Henbury View but also be introduced to new vocabulary within context. This will involve just learning basic, conversational phrases such as hello, goodbye, my name is, etc.

Examples of this include Afrikaans when Year 1 learn about Africa, Spanish when Year 2 learn about Paddington (linking to Peru), German when Year 3 discover WW2 and Italian when Year 4 discover Roman civilisations.

World Language Day (February)

World Language Day will be a whole school event every year. A different language will be chosen, and all year groups will learn about the language and the corresponding cultures. It will conclude with an assembly where all of the children can share what they have learnt.

Celebrations across the world

With the focus being on French across the school, all year groups will learn, participate in activities and develop an understanding of a range of cultural events that are celebrated in France. These are to include:

- Le Carnival (early February)
- La Galette Des Rois (6th January)
- Le Poisson D'Avril (1st April)
- Bastille Day (14th July)

Children will also develop their understanding of languages and the world around them by having exposure to a range of other cultural events (e.g. Chinese New Year), where languages can be linked to the learning experience. This may also be done through a RE or PSHE focus.

EYFS and KS1 Coverage and Progression

Foundation

Learning Objectives

Understanding the World (Past and Present ELG)

- Talk about the lives of the people around them and their roles in society

Understanding the World (People, Culture and Communities ELG)

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps

Key Knowledge/Skills

- To know that different people communicate in different ways
- To embrace any other languages that class members may speak

Vocabulary

- Bonjour
- Au Revoir

Year 1

Learning Objectives

- Listen to spoken language and show understanding by joining in and responding

Key Knowledge/Skills

- To know which word associates with which language (to know bonjour is French)
- To embrace any other languages that class members may speak

Vocabulary

- Bonjour
- Au Revoir
- Oui/Non
- Numbers to 10

Year 2

Learning Objectives

- Listen attentively to spoken language and show understanding by joining in and responding

Key Knowledge/Skills

- Be aware of the language of the country that is being studied and know key greetings
- To embrace any other languages that class members may speak

Vocabulary

- Bonjour
- Au Revoir
- Oui/Non
- S'il te plaît/Merci
- Numbers to 10
- Colours