



# Progression Documents

## MFL: French

Intent	Implementation	Impact
<p>The 2014 National Curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Understand and respond to spoken and written language from a variety of authentic sources</li> <li>• 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</li> <li>• Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• Discover and develop an appreciation of a range of writing in the language studied</li> </ul> <p>At Spalding St Paul's Primary School the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning.</p>	<p>Our MFL curriculum has been designed to progressively develop skills in French. We teach French across KS2. The curriculum design ensure children acquire a bank of vocabulary organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied.</p> <p>All children in KS2 are taught French in a weekly discreet lesson. This is delivered by the class teacher or another qualified teacher.</p>	<p>Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:</p> <ul style="list-style-type: none"> <li>• Children will be able to communicate with each other in French.</li> <li>• Children will become aware that a language has a structure, and that the structure differs from one language to another.</li> <li>• Children will develop their language through development of the four key skills of speaking, listening, reading and writing.</li> <li>• Children will enrich their language learning by developing an understanding of the French culture.</li> <li>• Children will learn how language skills can be applied to a range of languages.</li> <li>• Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.</li> </ul>

**Breadth of study:****Breadth of study Key Stage 1:**

Pupils are not required to learn a foreign language at KS1.

**Breadth of study Key Stage 2:**

Pupils should be taught to:

- 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.

**Threshold Concepts**

<b>Listen effectively</b>	<b>Read fluently</b>	<b>Write imaginatively</b>	<b>Speak confidently</b>	<b>Understand culture of the countries in the language is spoken</b>
Pupils will know how to listen for cognates and key words to infer meaning. They will also use social cues such as facial expression to support understanding of what is said.	This concept involves recognising key vocabulary and phrases.	This concept involves using key vocabulary and phrases to write ideas using basic key verbs and pronouns.	This concept involves using key vocabulary and phrases to verbally communicate ideas	This concept involves the background knowledge and cultural capital needed to infer meaning from interactions. For example, pupils will understand that traditionally French people shake hands to greet one another.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics Covered			Introducing myself, basic opinions, age, family  Francophonie: France	Personal descriptions, animals, where I live.  Francophonie: Canada	<b>Food, healthy eating, sports, countries, nationalities, Daily routine, school experience, Planets and weather</b>  <b>Francophonie: Madagascar &amp; Algeria</b>	
Read Fluently			Read out loud everyday words and short phrases. (T1/T2/T3) F2: Use phonic knowledge to read words. (T2/T3)  Read and understand words and short written phrases. (T3: MA FAMILLE- 1/2/3 PERSON TO DESCRIBE FAMILY RELATIONSHIP HE IS/SHE IS)  Read out loud familiar words and phrases. (T1:INTRODUCING ONESELF- SELECT THE PHRASE DESCRIBING YOURSELF)  Use reference sheets to find out the meanings of new words.  Use cognates to spot familiar words, symbols and gestures to understand meanings of words. Greetings Names of family members- maman Numbers 1-31	Read and understand the main points in short written statements.  Read short texts independently, using context to support understanding of unfamiliar words.  Use a translation dictionary or glossary to look up new words.  Read short descriptions describing people/animals. Using key phrases in first & third person. Recognise adjectival cognates , grand, petit, calme. Spot animal cognates. Reognise cognates and key words to describe where I live. J'habite... Colours	Read and understand the main points and some of the detail in short written texts.  Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.  Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.  Show confidence in reading aloud, and in using reference materials.  Read short paragraphs, spot key words, cognates, identify inconsistencies eg le ciel est jaune..., identify tenses.	
Write Imaginatively			WRITE F6: Write or copy everyday words correctly.  Label items and choose appropriate words to complete modelled short statements.  Write one or two short sentences. (T1/2: BASIC INTRODUCTORY PHRASES.) (T3: MA FAMILLE- 1/2/3 PERSON TO DESCRIBE FAMILY RELATIONSHIP HE IS/SHE IS)  Write short statements/ words used in everyday conversations correctly.  Labelling/ matching words in a context linked to topics – curriculum topics as well as the three themes in French	WRITE Write a few short sentences using familiar expressions.  Express personal experiences and responses.  Write short phrases from memory with spelling that is readily understandable.  Labelling/matching words. Re-use modelled sentences and adapt with own choice. Express opinions with j'adore, je deteste, je voudrais	Write short texts on familiar topics.  Use knowledge of grammar to enhance or change the meaning of phrases.  Use dictionaries or glossaries to check words.  Refer to recent experiences or future plans, as well as to everyday activities. (LES PASSE-TEMPS- COMBINE J'AI JOUE/JE VAIS JOUER TO DISCUSS PLANS)  Include imaginative and adventurous word choices.  Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).  To use punctuation such as accents to convey tenses. (Y6 All topics)  Adapt sentences to suit own purpose, match genders and tenses. Write about themselves and their daily routines	

Speak Confidently			<p><b>UNDERSTAND</b> Describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>Make comparisons between life in countries or communities where the language is spoken and this country. (31.10 HALLOWEEN) (01.12 NOEL ISA PROJECT)</p>	<p><b>SPEAK</b> Understand the main points from spoken passages.</p> <p>Ask others to repeat words or phrases if necessary.</p> <p>Ask and answer simple questions and talk about interests.</p> <p>Take part in discussions and tasks.</p> <p>Demonstrate a growing vocabulary related to topics and</p> <p>Use greetings spontaneously and basic phrases independently for example to state the date when asked. Use spontaneously Comment dit-on..? to ask for vocabulary and Je voudrais to To express simple opinions readily. J'aime/je deteste/ je prefere</p>	<p>Understand the main points and opinions in spoken passages. (J'AIME/ JE DETESTE/J'ADORE)</p> <p>Give a short prepared talk that includes opinions. ( LES PASSE-TEMPS-SAYING WHAT I PREFER DOING WITH FREE-TIME)</p> <p>Take part in conversations to seek and give information.</p> <p>Refer to recent experiences or future plans, everyday activities and interests. LES PASSE-TEMPS- COMBINE J'AI JOUE/JE VAIS JOUER TO DISCUSS PLANS)</p> <p>Vary language and produce extended responses.</p> <p>Be understood with little or no difficulty.</p> <p>Use an increasing amount of key phrases spontaneously. Talk about themselves with confidence, expressing their own opinions about the events of their daily lives.</p>	
To understand the culture of the countries in which the language is spoken			<p><b>UNDERSTAND</b> Identify countries and communities where the language is spoken. Be able to locate on the map and know their names in French</p> <p>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p> <p>Show awareness of the social conventions when speaking to someone. (T1: INTRODUCING ONESELF- VOCAB/BISOUS)</p> <p>Kissing of cheeks/ shaking hands</p> <p>Celebrations- (1.12 CHANSON DE NOEL (Christmas)/ ISA PROJECT)/ (1.4 POISSON D'AVRIL) Easter traditions. Bonne Anniversaire!</p> <p>Awareness of foods in celebrations and be able to name them- le gateaux etc</p>	<p><b>SPEAK</b> Understand a range of spoken questions/ instructions.</p> <p>Understand standard language (sometimes asking for words or phrases to be repeated).</p> <p>Answer simple questions and give basic information.</p> <p>Give responses to questions about everyday events. (T1: INTRODUCING ONESELF, using first/second person, present tense)</p> <p>Pronounce words showing a knowledge of sound patterns. (T1: INTRODUCING ONESELF-BONJOUR SONG)</p> <p>Comment t'appelles tu? Je m'appelle Ca va? Ca va bien, merci. Quelle age a tu? J'ai ..... ans. Months of the year</p>	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. (01.12 NOEL- EXPLAIN HISTORY) (14.7 BASTILLE DAY)</p> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. (LES PAYS- LA FRANCOPHONIE) (LES PASSE-TEMPS- STEREOTYPES OF NATIONAL SPORTS)</p>	

## MFL OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introductions Introductions	Chansons de Noel Christmas Carols	Dates & numeros 1-31 Days and numbers 1-31	Age & anniversaire Age and birthday	Ma famille My family	La francophonie- la France French-speaking countries
Year 4	Les descriptions Descriptions	Chansons de Noel Christmas Carols	Les animaux Animals	Paques Easter	Ma maison My house	La francophonie: Le Canada French-speaking countries
Year 5	La nourriture Food	Chansons de Noel- Douce Nuit Christmas carols	Les planets The planets	La meteo The weather	Les Olympiques The Olympics	Mon corps My body
Year 6	Ma routine My daily routine	Chansons de Noel Christmas Carols	Le college School	Le weekend The weekend- regular activities	Le weekend dernier Last weekend	Mes rêves My dreams