



French (MFL) Curriculum Overview

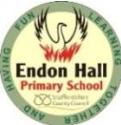
Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 3	Grammar Adjective Nouns Position Pronunciation Tone Feminine Masculine Pattern Pattern Similar Different Negative Form First Person Possessive Preposition Memorise Repeat Translate	Claude Monet	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none">- To repeat modelled words- To listen and show understanding of single words through physical response.- Repeat modelled short phrases. <p>Children present ideas and information orally to a range of audiences.</p> <ul style="list-style-type: none">- To name nouns and present a simple rehearsed statement to a partner. <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none">- Use strategies for memorization of vocabulary.- Make links with English or known language to work out the meaning of new words.- Use context to predict the meaning of new words. <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <ul style="list-style-type: none">- Identify individual sounds in words and pronounce with some precision when modelled. <p>Children explore the patterns and sounds of language through songs</p>	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none">- Listen and show understanding of short phrases through physical response. <p>Children present ideas and information orally to a range of audiences.</p> <ul style="list-style-type: none">- Present simple rehearsed statements about themselves, objects and people to a partner. <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <ul style="list-style-type: none">- Read and show understanding of familiar single words. <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none">- Use strategies for memorization of vocabulary.- Make links with English or known language to work out the meaning of new words.- Use context to predict the meaning of new words. <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <ul style="list-style-type: none">- Start to read and recognize the sound of some letter strings in	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none">- Say one or two short sentences that may contain an adjective to describe people, places, things and actions. <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none">- Use strategies for memorization of vocabulary.- Make links with English or known language to work out the meaning of new words.- Use context to predict the meaning of new words. <p>Children appreciate stories, songs, poems and rhymes in language.</p> <ul style="list-style-type: none">- Join in with words of a song or storytelling. <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <ul style="list-style-type: none">- Read and show understanding of simple phrases and sentences containing familiar words. <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none">- Use strategies for memorization of vocabulary.- Make links with English or known language to work out the meaning of new words.- Use context to predict the meaning of new words. <p>Children write phrases from memory and adapt these to create new sentences, to express ideas clearly.</p>				



			<p>and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none">-Listen and identify specific words in songs and rhymes and demonstrate understanding.-Listen and identify specific phrases in songs and rhymes and demonstrate understanding.Children appreciate stories, songs, poems and rhymes in language.-Join in with actions to accompany familiar songs, stories and rhymes.	<p>familiar words and pronounce when modelled.</p> <p>Children describe people, places, things and actions in writing.</p> <ul style="list-style-type: none">-Copy simple familiar words to describe people, places things and actions using a model.Children 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 example, to build sentences; and how these differ from or are similar to English.-Show awareness of word classes- nouns, adjectives, verbs and connectives and be aware of similarities in English.	<ul style="list-style-type: none">-Write single familiar words from memory with understandable accuracy.Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.- Adapt intonation to ask questions.Children describe people, places, things and actions in writing.-Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.Children appreciate stories, songs, poems and rhymes in language.-Join in with words of a song or storytelling.Children 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 example, to build sentences; and how these differ from or are similar to English.-Use a simple negative form (ne...pas)-Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.-Recognise and use the first person possessive adjectives (mon, ma, mes)-Use simple prepositions in their sentences
Year 4	Rehearsed Familiar Intonation Pronunciation Feminine Masculine Negative Form First Person Possessive Preposition Translate	Napoleon Bonaparte	<p>Children engage in conversation; ask and answer questions; express opinions and responds to those of others; seek clarification and help.</p> <ul style="list-style-type: none">-Recognise a familiar question and respond with a simple rehearsed response.-Ask and answer simple and familiar questions with a response.	<p>Children engage in conversation; ask and answer questions; express opinions and responds to those of others; seek clarification and help.</p> <ul style="list-style-type: none">-Express simple opinions such as likes, dislikes and preferences-Ask and answer familiar questions with a response. <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Children engage in conversation; ask and answer questions; express opinions and responds to those of others; seek clarification and help.</p> <ul style="list-style-type: none">-Ask and answer at least two familiar questions with a response.Children speak in sentences, using familiar vocabulary, phrases and basic language structures.-Speak about everyday activities and interests with increasing accuracy.-Refer to recent experiences or future plans.



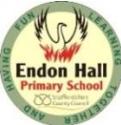
	<p>Bilingual Genders Definite Indefinite Plural form of nouns. Partitive articles First and second singular subject Pronouns High frequency verb Imperfect tense Simple tense</p>	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>-Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>-Identify individual sounds in words and pronounce accurately when modelled.</p> <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <p>-Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>- Use strategies for memorization of vocabulary.</p> <p>- Make links with English or known language to work out the meaning of new words.</p> <p>-Use context to predict the meaning of new words.</p> <p>-Use familiar vocabulary in short phrases written from</p>	<p>- Speak about everyday activities and interests</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>-Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>-Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>- Use strategies for memorization of vocabulary.</p> <p>- Make links with English or known language to work out the meaning of new words.</p> <p>-Use context to predict the meaning of new words.</p> <p>-Begin to use a bilingual dictionary to find the meaning of individual words in French and English</p> <p>Children write phrases from memory and adapt these to create new sentences, to express ideas clearly.</p> <p>-Replace familiar vocabulary in short phrases written from</p>	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>-Adapt intonation to ask questions or give instructions.</p> <p>-Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>-Present ideas and information in sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>- Use strategies for memorization of vocabulary.</p> <p>- Make links with English or known language to work out the meaning of new words.</p> <p>-Use context to predict the meaning of new words.</p> <p>-Begin to use a bilingual dictionary to find the meaning of individual words in French and English</p> <p>Children describe people, places, things and actions in writing.</p> <p>-Write two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p>
--	---	--	--	--



			<p>-Begin to use a bilingual dictionary to find the meaning of individual words in French and English</p> <p>Children write phrases from memory and adapt these to create new sentences, to express ideas clearly.</p> <p>-Write familiar short phrases from memory with understandable accuracy.</p> <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <p>-Show an awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English.</p> <p>-Name the gender of nouns;</p>	<p>memory to create new short phrases.</p> <p>Children describe people, places, things and actions in writing.</p> <p>-Write one simple sentence that may contain an adjective to describe people, places, things and actions.</p> <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <p>-Name the indefinite and definite articles for both genders and use correctly.</p> <p>-Say how to make the plural form of nouns.</p> <p>-Recognise and use partitive articles.</p> <p>- Name the first and second singular subject pronouns</p> <p>-Recognise a high frequency verb in the imperfect tense and in the simple</p>	<p>-Use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>-Use some the present tense of some high frequency verbs in the third person singular.</p> <p>-Name the third person singular subject pronouns</p>
Year 5	Intonation Pronunciation Feminine Masculine Negative Form First Person Possessive Preposition Translate Bilingual	Jeanne d'Arc (Joan of Arc)	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Listen and show understanding of simple sentences containing familiar words through physical response.</p> <p>Children develop accurate pronunciation an intonation so that others understand when they are using familiar words and phrases.</p>	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Listen and understand the main points from short, spoken material in French</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>-Engage in a short conversation and using a range of simple, familiar questions.</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>-Say a longer sentence using familiar language.</p>



	<p>Genders</p> <p>Definite</p> <p>Indefinite</p> <p>Plural form of nouns.</p> <p>Partitive articles</p> <p>First and second singular subject Pronouns</p> <p>High frequency verb</p> <p>Imperfect tense</p> <p>Simple tense</p> <p>Depict</p> <p>Interpret</p> <p>Accurate</p> <p>Familiar</p> <p>Connectives</p> <p>Patterns</p> <p>Accuracy</p> <p>Third person singular possessive</p>	<p>-Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</p> <p>-Use a bilingual dictionary to identify the word class</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-Write a simple sentence from memory using familiar language.</p> <p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>-Listen and identify rhyming words and specific sounds in songs and rhymes.</p> <p>-Follow the text of familiar songs and rhymes, identifying the meaning of words.</p> <p>-Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</p>	<p>-Engage in a short conversation and using a range of simple, familiar questions.</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>-Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</p> <p>-Use a bilingual dictionary to identify the word class</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-Write several sentences from memory with familiar language with understandable accuracy.</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>-Manipulate familiar language to present ideas and information in simple sentences.</p> <p>Children describe people, places, things and actions orally.</p> <p>-Say several simple sentences containing adjectives to describe</p>	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</p> <p>-Use a bilingual dictionary to identify the word class</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>-Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</p> <p>-Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-Write several sentences from memory with familiar language with understandable accuracy.</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>-Present a range of ideas and information, using prompts, to a partner or a small group of people.</p> <p>Children describe people, places, things and actions orally.</p> <p>-Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</p> <p>Children appreciate stories, songs, poems and rhymes in language.</p> <p>-Understand the gist of unfamiliar story or song using familiar language and sing or read aloud.</p>
--	--	--	--	---



			<p>people, places, things and actions using a language scaffold.</p> <p>Children appreciate stories, songs, poems and rhymes in language.</p> <ul style="list-style-type: none">-Follow the text of a familiar song or story-Follow the text of a familiar song or story and sing or read aloud <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none">-Identify word classes-Demonstrate understanding of gender and number of nouns and use appropriate determiners.-Recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses)	<p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none">-Demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement.-Recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses)-Recognise the third person plural of a few high frequency verbs in the present tense.	
Year 6	Language Cognates Etymology Context Bilingual Elision Immediate Future Tense First, Second and Third Person Singular Conjugate	David Guetta Claude Debussy	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none">-Listen and understand the main points and some detail in short, spoken material in French. <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <ul style="list-style-type: none">-Ask and answer more complex questions with a scaffold of responses.	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <ul style="list-style-type: none">-Express a wider range of opinions and begin to provide simple justification. <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none">-Refer to everyday activities and interests, recent experiences and future plans.	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <ul style="list-style-type: none">-Converse briefly without prompts. <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none">-Vary language and produce extended responses. <p>Children broaden their vocabulary and develop their ability to understand new words that are</p>



	Perfect Tense:	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>-Use familiar vocabulary to say several longer sentences using a language scaffold.</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>-Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</p> <p>-Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</p> <p>-Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</p> <p>-Use a bilingual dictionary to identify the word class</p> <p>-Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English</p>	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>-Adapt intonation, for example to mark questions and exclamations.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</p> <p>-Use a bilingual dictionary to identify the word class</p> <p>-Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English</p> <p>Children describe people, places, things and actions in writing.</p> <p>-Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>-Present a range of ideas and information, without prompts, to a partner or a group of people.</p> <p>Children describe people, places, things and actions orally.</p> <p>-Use a wider range of descriptive language in their descriptions of people. Places, things and actions.</p> <p>Children understand basic grammar appropriate to the language being studied.</p>	<p>introduced into familiar written material, including through using a dictionary.</p> <p>-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</p> <p>-Use a bilingual dictionary to identify the word class</p> <p>-Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English</p> <p>Children describe people, places, things and actions in writing.</p> <p>-Manipulate familiar language to describe people, places, things and actions, using a dictionary</p> <p>-Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Children describe people, places, things and actions orally.</p> <p>-Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <p>Explain and apply rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>-Name and use a range of conjunctions to create compound sentences</p> <p>-Use some adverbs</p> <p>-Explain and use elision; state the differences and similarities with English.</p>
--	-----------------------	---	--	---



		<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</p> <p>Children describe people, places, things and actions orally.</p> <p>-Use a wider range of descriptive language in their descriptions of people. Places, things and actions.</p>	<p>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 example, to build sentences; and how these differ from or are similar to English.</p> <p>-Explain and apply rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>-Name and use a range of conjunctions to create compound sentences</p> <p>-Use some adverbs</p> <p>-Explain and use elision; state the differences and similarities with English.</p> <p>-Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed.</p> <p>-Name all subject pronouns and use to conjugate a high frequency verb in the present tense.</p> <p>-Recognise and use a high frequency verb in the perfect tense; compare with English.</p> <p>-Follow a pattern to conjugate a regular verb in the present tense</p> <p>-Choose the correct tense of a verb (present/perfect/imperfect/future) according to the context.</p>
--	--	---	---