



## Forest Town Primary School

Kind  
Adventurous  
Persevere  
Responsible  
Independent  
Together

At Forest Town, we are linguists! As a linguist, we want our children to be open to other cultures and develop a curiosity for the wider world. French is our focus language so children will have a better understanding of the French culture through experiences in school helping them to understand what it is to be a global citizen; this includes the importance of tolerance, respect and understanding. Our pupils will be able to communicate more effectively with others and understand and respond to speakers both in speech and writing for practical purposes. This will create enthusiasm for life-long learners in modern foreign languages.

At the end of KS2, a Forest Town child will have:

- Shown **kindness** and respect to different cultures and to each other as they orally rehearse a language that is new to them.
- Shown an **adventurous** nature with the language that they are developing – be adventurous and challenge themselves to add more detail.
- Shown the ability to **persevere** in acquiring new skills as each year the scheme challenges the children further and they will have to persevere with the new knowledge they learn as well as making links to previous learning.
- Taken **responsibility** for their learning in French and develop ways to remember/memorise new vocabulary and phrases and make links to previous learning.
- Shown **independence** in using the language, perhaps without being asked to greet you in the morning or to answer the register and also independently offer more detail than perhaps you have asked.
- Shown **'togetherness'** as it is vital the class works as a team at listening and speaking skills so they get the best out of the session and to build a sense of 'togetherness' which allows us to practice tricky pronunciations out loud without fear of being judged. Also, a feeling of togetherness as a whole school when we do the 'Cultural Enrichment Days' and develop our enthusiasm for MFL together. This can involve sharing with the school community.

# MFL

CURRICULUM LEADER

LYNSEY MALLENDER

REVIEWED – SEPTEMBER 2024



**Forest Town Primary School**  
**French Knowledge Progression Grid**  
Reviewed 2024

**Kind**  
**Adventurous**  
**Persevere**  
**Responsible**  
**Independent**  
**Together**

**This is how our children’s SUBJECT knowledge builds from EYFS to Year 6.**

*The intent is that pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating and increasing a pupil’s self-confidence and self-esteem. They will have a better understanding of the French culture through experiences in school helping them to understand what it is to be a global citizen; this includes the importance of tolerance, respect and understanding, which is crucial in today’s world. Cross curricular links during ‘MFL Celebration Days’ and themed weeks such as ‘The Olympics’ enhance the overall teaching and learning experiences of our pupils. All of this should lay the foundations for further learning in languages.*

**Curriculum Rationale: French**

*The UK is becoming an increasingly multicultural society, so we have a duty to provide our pupils with an understanding of another language and culture. Learning a language enriches the curriculum, provides excitement, enjoyment and helps to create enthusiastic learners. A variety of topics and themes covered in the French curriculum are aimed to inspire and excite our pupils, with the ultimate aim being that pupils will feel willing and able to continue studying languages beyond KS2 and will have developed a thirst for other cultures, languages and indeed travel.*

*Pupils from KS2 will have the benefit of having French lessons weekly for 30-40 minutes.*

**Core Principles for the Teaching of French at Forest Town Primary School:**

*The four key language learning skills: listening, speaking, reading and writing will be taught and all necessary grammar, phonics and vocabulary will be covered in an age-appropriate way across KS2. This will enable the pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.*

**National Curriculum Purpose of Study:**

The French curriculum is aligned to the 12 statements of language learning outlined in the DfE programme of study and focuses around the 3 pillars of language learning – vocabulary, grammar and phonics. The progressive scheme also incorporates cultural awareness and supports learning in a fun and creative way. It shows progression across the KS2 years.

Speaking and Listening	Reading	Writing	Culture
To listen to and recognise familiar words and phrases. To understand more of what we hear when some of the language covered is unfamiliar. Develop good pronunciation skills and add good expression when speaking. Remember and recall a range of vocabulary with increased knowledge and confidence. Engage in short conversations on familiar topics. Engage in short conversations.	Read familiar words and phrases accurately by applying phonics knowledge. Be able to tackle unknown language with increased accuracy by applying phonics knowledge. To read a piece of writing and understand the meaning	Produce accurate and interesting written work by using a variety of adjectives, conjunctions and prepositions and understanding some grammatical rules. Be able to substitute words for suitable alternatives.	To know where France is in the world and in relation to our country. To know significant details about France (weather/climate/landmarks) etc. To know French speaking countries. To understand the key dates within the French calendar, where festivals and celebrations occur and understand their significance.

**Long-Term Overview**

Years 3	Years 4	Year 5	Year 6
Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
I am learning... (Emerging)	Presenting Myself (Intermediate)	Do you have a pet? (Intermediate)	At School (Progressive)
Animals (Emerging)	In Class (Intermediate)	The Date (Intermediate)	The Weekend (Progressive)
Ice-Creams (Emerging)	At the Tea Room (Intermediate)	Clothes (Intermediate)	Me in the World (Progressive)
Cultural Lessons			
Le Carnaval De Nice – Lesson 1 (celebrates winter to spring)  Joyeux Noel – Lesson 1  MFL Day Focus: Henri Matisse – Artist – Lesson 1	La Fete des Rois – Lesson 2 (6 <sup>th</sup> January)  Joyeux Noel – Lesson 2  MFL Day Focus: Traditional French Music – Lesson 2	Le Poisson d’avril – Lesson 3 (April Fool’s Day)  Joyeux Noel – Lesson 3  MFL Day Focus: La Fete nationale – Bastille Day – 14 <sup>th</sup> July – History – Lesson 3	Le jarde l’Armistice – Lesson 5 (Remembrance Day 11 <sup>th</sup> November)  European Day of Languages (26 <sup>th</sup> September)  Joyeux Noel – Lesson 4  MFL Day Focus: Louis Pasteur – Scientist - Lesson 4 French Quiz – Geography – Lesson 5

## Progression of the Three Pillars of Languages

Three Pillars of Learning Languages	Year 3	Year 4	Year 5	Year 6
<p><b>Phonics</b></p>	<p>Phonics Lesson 1: ch, ou, on &amp; oi.</p> <p><b>To know, recognise and pronounce:</b></p> <ul style="list-style-type: none"> <li>- ch, ou (rouge), on (marron) &amp; oi (trois &amp; noir).</li> <li>- Silent letters – 's' (gris &amp; trois), 't' (vert &amp; violet), 'c' (blanc) &amp; 'x' (deux).</li> <li>- Guttural 'R' (made from the back of the mouth, not the front) – noir, orange, gris, marron, vert, rouge, trois &amp; quatre.</li> <li>- Elision – dropping the last letter of a word and replacing with an apostrophe (Je m'appelle – the 'e' in 'me').</li> </ul> <p>Animals...</p> <ul style="list-style-type: none"> <li>- Ch (cheval), ou (souris &amp; mouton), on (cochon &amp; mouton) &amp; oi (oiseau).</li> <li>- Silent letters and liaison. When liaison occurs the normally silent 's' is pronounced almost like a 'z' – 'd' is not pronounced in canard and the last 's' in souris is not pronounced.</li> <li>- Nasal sounds – four French nasal sounds – on, un, in &amp; an (made through the nose not the mouth) – cochon, singe &amp; mouton.</li> </ul> <p>Ice-Creams</p> <ul style="list-style-type: none"> <li>- Ch (pistache), ou, on (citron) &amp; oi.</li> <li>- Silent letters (final letter 's' in voudrais and 't' in chocolat). Guttural 'R' – fraise &amp; citron.</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>Phonics Lesson 1 will be built upon – ch, ou, on &amp; oi.</p> <p>Phonics Lesson 2: i, in, ique &amp; ille.</p> <p>Presenting Myself</p> <ul style="list-style-type: none"> <li>- i,(huit, dix, Patrick, habite &amp; Paris), in (cinq), ique, ille.</li> <li>- Silent letters – 's' is not pronounced (often happens when 's' is the final consonant in a word) – appelles, ans, Paris, Londres &amp; habites.</li> <li>- Liaison – when a word that ends in a normally silent consonant, is followed by a word starting with a vowel (je suis anglais/anglaise) pronunciation will change when an 'e' is added to the end of 'anglais'. The 's' in 'suis' transforms to a 'z' like sound.</li> <li>- Elision – dropping the last letter of a word and replacing with an apostrophe (Je m'appelle – the 'e' in 'me') and attaching it to the word that follows, which begins with a vowel or mute 'h' (to facilitate pronunciation).</li> </ul> <p>In Class</p> <ul style="list-style-type: none"> <li>- i (lisez, silence, calculatrice, livre &amp; ciseaux)</li> <li>- ille (taille)</li> <li>- Silent letters – hearing and seeing that 'x' and 'z' are silent letters and not pronounced (ciseaux, écoutez &amp; écrivez).</li> <li>- Elision – J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul> <p>At the Tea Room</p> <ul style="list-style-type: none"> <li>- i (sandwich, lemonade, grenadine &amp; brioche), in (cinquante), ique &amp; ille.</li> <li>- Silent letters – hearing and seeing the silent consonant on the end of words (voudrais, croissant, chocolat &amp; lait) but noting that 'cent' is an exception.</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>Phonics Lesson 1 &amp; 2 will be built upon – ch, ou, on &amp; oi. i, in, ique &amp; ille.</p> <p>Phonics Lesson 3: eau, eux, e, é &amp; è.</p> <p>Do you have a pet?</p> <ul style="list-style-type: none"> <li>- eau (oiseau), eux, e (je &amp; de), é (Cecilé) &amp; è.</li> <li>- Silent letters – 's' is not pronounced – mais &amp; souris. 't' is not pronounced – et &amp; chat.</li> <li>- Elision – dropping the last letter of a word and replacing with an apostrophe ('ne &amp; 'de' – Je n'ai pas d'oiseau) and attaching it to the word that follows, which begins with a vowel or mute 'h' (to facilitate pronunciation).</li> <li>- 'H' Aspire – the 'H' is not pronounced – it does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.</li> </ul> <p>The Date</p> <ul style="list-style-type: none"> <li>- eau, eux, e (septembre &amp; novembre), é (février &amp; décembre) &amp; è.</li> <li>- Silent letters – 's' is not pronounced – trois. 't' is not pronounced – est &amp; juillet.</li> <li>- Guttural 'R' – mardi &amp; mercredi (made from the back of the mouth, not the front).</li> </ul> <p>Clothes</p> <ul style="list-style-type: none"> <li>- Eau (manteau), eux, e (chemise &amp; chemisier), é (écharpe) &amp; è.</li> <li>- Silent letters – 's' is not pronounced – gants, sandales &amp; vacances.</li> <li>- Guttural 'R' – orange, rouge, robe &amp; écharpe (made from the back of the mouth, not the front).</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>Phonics Lesson 1, 2 &amp; 3 will be built upon – ch, ou, on &amp; oi. i, in, ique &amp; ille. eau, eux, e, é &amp; è.</p> <p>Phonics Lesson 4: qu, gne, ç, en &amp; an.</p> <p>At School</p> <ul style="list-style-type: none"> <li>- qu (informatique &amp; musique), gne, ç (français), en (sciences) &amp; an (anglaise, français, amusant &amp; intéressant).</li> <li>- Silent letters – 's' is not pronounced – aimes &amp; bains. 't' is not pronounced – sport or the 'x' in ennuyé.</li> <li>- Elision – dropping the last letter of a word and replacing with an apostrophe (the 'e' in 'je' for 'j'étudie) and attaching it to the word that follows, which begins with a vowel or mute 'h' (to facilitate pronunciation).</li> </ul> <p>The Weekend</p> <ul style="list-style-type: none"> <li>- qu (quelle, informatique &amp; musique), gne, c, en (prends &amp; finalement) &amp; an (bandes, amusant, intéressant &amp; fatigant).</li> <li>- Silent letters – 's' is not pronounced – heures. 't' is not pronounced – amusant, barbant &amp; fatigant.</li> <li>- Elision – dropping the last letter of a word and replacing with an apostrophe (the 'e' in 'je' for 'j'écoute) and attaching it to the word that follows, which begins with a vowel or mute 'h' (to facilitate pronunciation).</li> </ul> <p>Me in the World</p> <ul style="list-style-type: none"> <li>- qu (quel, qu'est-ce que, quelle &amp; plastique), gne (montagnes), c (ça &amp; français), en (commence, Valentin &amp; environnement) &amp; an (dans, Canada, musulman &amp; France).</li> <li>- Silent letters – 's' is not pronounced – Paris. 't' is not pronounced – amusant, barbant &amp; fatigant. -ent is not pronounced in -trouvent (as it is part of the verb conjugation and a silent letter string).</li> </ul>
<p><b>Grammar</b></p>	<p><b>To Know:</b></p> <ul style="list-style-type: none"> <li>- High frequency verbs 1<sup>st</sup> person.</li> </ul> <p>Animals...</p> <ul style="list-style-type: none"> <li>- Nouns.</li> <li>- Articles/determiners.</li> <li>- Verbs.</li> <li>- Gender – nouns can have different articles depending on gender of the noun.</li> <li>- Two indefinite articles – 'un' (masculine) &amp; 'une' (feminine).</li> <li>- 1<sup>st</sup> person singular conjugation of high frequency irregular verb 'être' (to be).</li> </ul> <p>Ice-Cream</p> <ul style="list-style-type: none"> <li>- Nouns.</li> <li>- Gender – masculine or feminine (un or une) – different words for 'a' and 'an' depending on gender (une glace, un cornet &amp; un petit pot).</li> <li>- High frequency verbs conjugation – 'je voudrais' is the verb conjugation for 'would like/want' from the verb 'vouloir'.</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>Presenting Myself</p> <ul style="list-style-type: none"> <li>- Adjectival agreement in the simplest French form – adding an 'e' to the adjective to show that the person talking or being described is female (this is an introduction to this).</li> </ul> <p>In Class</p> <ul style="list-style-type: none"> <li>- Nouns.</li> <li>- Gender.</li> <li>- Articles/determiners.</li> <li>- Use of the negative – moving on from j'ai (I have) to learning the negative option je n'ai pas de/d' (I do not have).</li> </ul> <p>At the Tea Room</p> <ul style="list-style-type: none"> <li>- Nouns.</li> <li>- Indefinite articles/determiners – remembering that nouns in French can be categorised by their determiner (in this case an indefinite article).</li> <li>- Plurality – how to make singular nouns plural.</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>Do you have a pet?</p> <ul style="list-style-type: none"> <li>- Indefinite articles/determiners – un &amp; une.</li> <li>- High frequency verbs – revisiting 1<sup>st</sup> person singular conjugations – je m'appelle, j'ai, je suis &amp; j'habite.</li> <li>- Negative structure – je n'ai pas de/d'.</li> <li>- Use the conjunctions 'et' and 'mais'.</li> </ul> <p>The Date</p> <ul style="list-style-type: none"> <li>- Ordinal and cardinal numbers – the ordinal number for saying the date in French is the 1<sup>st</sup> (premier) after that only cardinal numbers are used (2, 3, 4 etc).</li> <li>- The months of the year and days of the week do not have a capital letter in French (unless at the start of a sentence).</li> </ul> <p>Clothes</p> <ul style="list-style-type: none"> <li>- Possessive adjectives – for the word 'my' (Revisit).</li> <li>- Gender of nouns (Revisit).</li> <li>- Adjectival agreement (Revisit) and extended using colours).</li> <li>- Verbs conjugation of the regular 'er' verb 'porter' – introduced.</li> <li>- Indefinite &amp; definite.</li> <li>- Partitive Articles.</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>At School</p> <ul style="list-style-type: none"> <li>- Definite articles – le, la, l' &amp; les (Revisit).</li> <li>- High frequency irregular verb – aller (to go).</li> <li>- Nouns (Revisit).</li> <li>- Gender (Revisit).</li> <li>- How to use opinions and justifications.</li> </ul> <p>The Weekend</p> <ul style="list-style-type: none"> <li>- A variety of high frequency verbs such as je vais and je joue (Revisit).</li> <li>- Verbs – je me leve and je me couche (introduction to this).</li> <li>- New conjunctions to join two phrases together.</li> <li>- How to use opinions.</li> </ul> <p>Me in the World</p> <ul style="list-style-type: none"> <li>- The 1<sup>st</sup> person conjugation of the verb aller (to go) (Revisit).</li> <li>- Near future tense – je vais with the infinitive 'utiliser' (to use).</li> </ul>

<b>Vocabulary</b>	<p><b>To build on prior knowledge and know:</b></p> <ul style="list-style-type: none"> <li>- 10 key colours.</li> <li>- Numbers 1-10.</li> <li>- How to ask how someone is and give a reply.</li> </ul> <p>Animals...</p> <ul style="list-style-type: none"> <li>- 10 common animals plus their appropriate indefinite article.</li> <li>- First person conjugation of the verb 'être' (je suis = I am).</li> </ul> <p>Ice-Creams</p> <ul style="list-style-type: none"> <li>- 10 different flavours of ice-creams.</li> <li>- A range of language associated with ordering an ice-cream – 'please' and 'thank you'.</li> <li>- Cone or small pot in French.</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>Presenting Myself</p> <ul style="list-style-type: none"> <li>- Numbers 1-10 (revisited).</li> <li>- Numbers 11-20.</li> <li>- Language to express how you are feeling.</li> <li>- New language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).</li> </ul> <p>In Class</p> <ul style="list-style-type: none"> <li>- 11 nouns and articles for common classroom objects.</li> <li>- 10 simple classroom commands.</li> <li>- J'ai (I have) will be revisited and je n'ai pas de/d' (I do not have).</li> </ul> <p>At the Tea Room</p> <ul style="list-style-type: none"> <li>- A wide range of common foods, snacks and drinks.</li> <li>- Language needed to order and pay for food.</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>Do you have a pet?</p> <ul style="list-style-type: none"> <li>- 8 common pets.</li> <li>- J'ai (I have) (Revisit) and then introduce – Je n'ai pas de/d' (I don't have).</li> </ul> <p>The Date</p> <ul style="list-style-type: none"> <li>- Numbers 1-31 (Revisit).</li> <li>- The 12 nouns for the months.</li> <li>- Language structures involved in asking and saying the date.</li> <li>- How to ask and say when your birthday is.</li> </ul> <p>Clothes</p> <ul style="list-style-type: none"> <li>- Colours (Revisit).</li> <li>- 21 items of clothing.</li> <li>- 9 weather phrases.</li> <li>- Language structures involved in asking and saying a question about the date today.</li> <li>- Compass points – to help us understand the French weather map.</li> </ul>	<p><b>To build on prior knowledge and know:</b></p> <p>At School</p> <ul style="list-style-type: none"> <li>- 10 nouns and articles/determiners for school subjects.</li> <li>- Positive and negative opinions in reply to target questions (Est-ce que tu aimes...?)</li> <li>- A variety of justifications to expand the opinion given in the reply.</li> <li>- How to start to tell the time by learning how to say time by the hour.</li> </ul> <p>The Weekend</p> <ul style="list-style-type: none"> <li>- 10 phrases and activities to do with the weekend.</li> <li>- A range of conjunctions and opinions to be able to fully answer the question – 'Qu'est-ce que tu fais le week-end?'</li> <li>- How to tell the time using quarter past, half past and quarter to.</li> </ul> <p>Me in the World</p> <ul style="list-style-type: none"> <li>- Different French-speaking countries and their capital cities.</li> <li>- Key celebrations in French-speaking countries.</li> <li>- Differences in terms of geographical and historical sites between Paris and Port-au-Prince.</li> <li>- A variety of unknown, interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect the planet.</li> </ul>
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<p>Culture To know...</p>	<p>I am Learning...  - How to locate France, Paris and French cities on a map.</p> <p>Animals...  None.</p> <p>Ice-Creams  None.</p> <p>Cultural Lessons:  - About the famous French festival, Le Carnaval de Nice.  - Key vocabulary and important cultural traditions linked to Christmas.  - About the French artist Henri Matisse.  - About traditional French food – tasting.</p>	<p>Presenting Myself  None.</p> <p>In Class  What it would be like in a French school/classroom.</p> <p>At the Tea Room  - About common food, snacks and drinks available in a French Tea Room.  - About French currency.</p> <p>Cultural Lessons:  - About La Fete des Rois.  - Key vocabulary and important cultural traditions linked to Christmas.  - About traditional French Music.  - About traditional French food – tasting.</p>	<p>Do you have a pet?  None.</p> <p>The Date  None.</p> <p>Clothes  None.</p> <p>Cultural Lessons:  - About Le Poisson d’avril (April Fool’s Day).  - Key vocabulary and important cultural traditions linked to Christmas.  - About La Fete nationale (Bastille Day - 14<sup>th</sup> July).  - About traditional French food – tasting.</p>	<p>At School  To know what is studied in French schools.</p> <p>The Weekend  None.</p> <p>Me in the World  - About different French-speaking countries and their capital cities.  - Key celebrations in French-speaking countries.  - About the differences in terms of geographical and historical sites between Paris and Port-au-Prince.</p> <p>Cultural Lessons:  - About Le jarde l’Armistice - Remembrance Day (11<sup>th</sup> November).  - Key vocabulary and important cultural traditions linked to Christmas.  - About the European Day of Languages (26<sup>th</sup> September).  - About Louis Pasteur – French Scientist.  - About the capital city of France, the sea between England and France, the Eiffel Tower, countries with French as its official language, the French currency, the river running through Paris, French sporting achievements (World Cup), the French motto, the French artist Henri Matisse, bordering countries of France &amp; the population of France.</p>
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