

MFL (French) Curriculum Map



LADBROOKE JMI SCHOOL

National Curriculum MFL Curriculum

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ 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
- ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ discover and develop an appreciation of a range of writing in the language studied.

Modern Foreign Languages at Ladbroke

At Ladbroke we have chosen French as our modern foreign language. This was chosen after consulting local secondary schools and discovering that this was the most common language taught across the local schools. French is also the language that most teachers felt confident in teaching.


Currently, French is taught by an outside specialist teacher. We follow the scheme of learning written by Rachel Hawkes and Dr Marie-Odile Guillo. All resources are licensed as CC BY-NC-SA 4.0. The plans have been discussed and developed through consultation with the school and the specialist teacher.

Each class from Y3 to Y6 has one hour of timetabled French teaching each week. A French club is also offered to KS1 children once a week.



Y3 FRENCH CURRICULUM MAP

3	Autumn		Spring			Summer	
Context	Describing me and Others	Saying what I and others have	Saying what I and others do in class in Haiti and in France	Saying what I and others like family & friends at home	Saying how many and describing things	Describing things and people Mother's day at the zoo Tintin, favourites	Expressing likes and saying what I and others do at school friendship
Grammar	<p>Talking about being Essential verb: to be, being – ÊTRE I am – je suis you are – tu es he is – il est she is – elle est it is, it's – c'est Adjective agreement for masculine/feminine Yes/no questions with raised intonation</p>	<p>Talking about having Essential verb: to have, having – AVOIR I have – j'ai you have – tu as he has – il a she has – elle a Indefinite, singular articles and gender Talking about identifying C'est un/une... Intonation questions with quoi ?</p>	<p>Talking about doing Infinitive – regular ER verbs (singular) Definite articles – le, la, l' Talking about possession Possessive adjectives – mon, ma, ton, ta 'de' for possession</p>	<p>Talking about liking, preferring Essential verb: to like – AIMER, to prefer – PRÉFÉRER Joining ideas together Conjunctions et, mais, aussi</p>	<p>Talking about more than one Essential verb: there is/are – il y a Plural indefinite article – des Regular plural marking on nouns [-s]</p>	<p>Talking about being (2) Postnominal adjective agreement Subject pronouns – il, elle – meaning 'it' Noun + préfér(e) Avoir meaning 'be' for age and states</p>	<p>Talking about liking doing 2-verb structures: AIMER, DÉTESTER + infinitive Plural definite article les</p>
Phonics	<p>Vowels [a] [e] [i] [o] [u] Silent final consonants [SFC] – t, s, d SSC [an/en] SSC closed [eu]</p>	<p>Liaison (t) SSC [ch] SSC [on] SSC [au/eau/o] SSC [ou] [u]</p>	<p>SSC [é] [er] SSC [ez] & et (and) SSC open [eu] SSC [è] [ê]</p>	<p>SSC [ai] SSC [oi]</p>	<p>Liaison (s), (x) SSC [(a)in]</p>	<p>Silent final 'e' [Sfe] SSC [ç], soft [c] SSC [ien] SSC [qu] SSC [j], soft [g]</p>	<p>SSC [-tion] SSC [r]</p>

Vocabulary	Simple greetings Verb être Range of adjectives Days of the week	Verb avoir Range of singular masculine and feminine nouns	Range of regular –ER verbs Family members Range of nouns, adjectives and adverbs	Range of regular –ER verbs Range of singular masculine and feminine nouns	Numbers 1-12 Parts of the body (Jaune only)	Range of nouns Range of adjectives Months of the year (J)	Range of regular –ER verbs Please, thank you, you're welcome
Skills	<p>PHONICS I have learnt the SSC and phonics key words and remember them. I can match the French SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes. I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.</p> <p>VOCABULARY I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p> <p>GRAMMAR I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand) To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking(-s), intonation questions, including question words quoi, où, combien, comment, quand)</p>				 <p>phillipmartin.com</p>		

Y4 FRENCH CURRICULUM MAP

4	Autumn		Spring			Summer	
Context	Describing me and Others	Saying what I and others have	Saying what I and others do	Saying what I and others like	Saying how many and describing things	Describing things and people	Expressing likes and saying what I and others do
Grammar	<p>Talking about being Essential verb: to be, being – ÊTRE I am – je suis you are – tu es he is – il est she is – elle est it is, it's – c'est Adjective agreement for masculine/feminine Yes/no questions with raised intonation</p>	<p>Talking about having Essential verb: to have, having – AVOIR I have – j'ai you have – tu as he has – il a she has – elle a Indefinite, singular articles and gender Talking about identifying C'est un/une... Intonation questions with quoi ?</p>	<p>Talking about doing Infinitive – regular ER verbs (singular) Definite articles – le, la, l' Talking about possession Possessive adjectives – mon, ma, ton, ta 'de' for possession</p>	<p>Talking about liking, preferring Essential verb: to like – AIMER, to prefer – PRÉFÉRER Joining ideas together Conjunctions et, mais, aussi</p>	<p>Talking about more than one Essential verb: there is/are – il y a Plural indefinite article – des Regular plural marking on nouns [-s]</p>	<p>Talking about being (2) Postnominal adjective agreement Subject pronouns – il, elle – meaning 'it' Noun + préféré(e) Avoir meaning 'be' for age and states</p>	<p>Talking about liking doing 2-verb structures: AIMER, DÉTESTER + infinitive Plural definite article les</p>
Phonics	<p>Vowels [a] [e] [i] [o] [u] Silent final consonants [SFC] – t, s, d SSC [an/en] SSC closed [eu]</p>	<p>Liaison (t) SSC [ch] SSC [on] SSC [au/eau/o] SSC [ou] [u]</p>	<p>SSC [é] [er] SSC [ez] & et (and) SSC open [eu] SSC [è] [ê]</p>	<p>SSC [ai] SSC [oi]</p>	<p>Liaison (s), (x) SSC [(a)in]</p>	<p>Silent final 'e' [Sfe] SSC [ç], soft [c] SSC [ien] SSC [qu] SSC [j], soft [g]</p>	<p>SSC [-tion] SSC [r]</p>
Vocabulary	<p>Simple greetings Verb être Range of adjectives Days of the week</p>	<p>Verb avoir Range of singular masculine and feminine nouns</p>	<p>Range of regular – ER verbs Family members Range of nouns, adjectives and adverbs</p>	<p>Range of regular –ER verbs Range of singular masculine and feminine nouns</p>	<p>Numbers 1-12 Parts of the body (Jaune only)</p>	<p>Range of nouns Range of adjectives Months of the year (J)</p>	<p>Range of regular – ER verbs Please, thank you, you're welcome</p>

Skills

PHONICS

I can link SSC to new words I hear.

I listen and transcribe SSC within single words with some success.

I use sound-spelling links to follow when I listen and read.

I enjoy listening to and joining in with simple songs and rhymes.

I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words.

My pronunciation is usually comprehensible.

I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.

I look words up in an alphabetical word list.

I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures

VOCABULARY

I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.

I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.

GRAMMAR

I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)

To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking(-s), intonation questions, including question words quoi, où, combien, comment, quand)




Y5 FRENCH CURRICULUM MAP

5	Autumn		Spring		Summer	
Context	Describing me and others (B) back to school in France teachers dates, birthdays	Saying what I and others have (B) in school comparing schools and homes physical description	Saying what I and others do Christmas activities New Year in France and Haïti 1 st January in Haïti La Fête des Rois	Saying where you're going and what there is there describing school in Canada	Saying what I and others do activities at home a surprise party weather sports and instruments	Expressing likes and actions what we do what we like / dislike doing food for a picnic
Grammar	Talking about being (we, you (all), they) Essential verb: to be, being – ÊTRE we are – nous sommes you (all) are – vous êtes they are (m) – ils sont they are (f) – elles sont Adjective agreement for m/f plural (as complement to verb) raised intonation + WH-word questions	Talking about having Essential verb: to have, having – AVOIR we have – nous avons you (all) have – vous avez they have (m) – ils ont they have (f) – elles ont Pre- and postnominal adjectives	Talking about doing (we, you (all), they) regular ER verbs (plural) des + plural nouns (-s) plural nouns (-eux/aux, -al → aux) Est-ce que questions negation: n'/ne...pas negation: il n'y a pas de	Talking about going Essential verb: to go, going – ALLER I go – je vais you go – tu vas he goes – il va she goes – elle va Simple and continuous present Où est-ce que questions Preposition à (at, in, to)	Talking about doing (I, you, s/he) Essential verb: to do, make – FAIRE I do, make – je fais you do, make – tu fais he does – Il fait she does – elle fait Il fait (weather) faire de (sports), jouer à (sports) jouer de (instruments) Est-ce que questions + WH-words	Talking about doing (we, you (all), they) Essential verb: to have, having – FAIRE we do, make – nous faisons you (all) do, make – vous faites they do, make (m) – ils font they do, make – elles font 2-verb structures: vouloir (veux, veut, voudrais, voudrait) Partitive du, de la, de l', des

Phonics	Silent final consonants [SFC] – t, s, d, x Liaison (t), (s) SSC [a] vs [an/en/am/em] SSC [i] vs [(a)in/im] SSC [u] vs [ou] SSC [on/om] SSC closed [eu] vs open [eu]	SFe SSC [(e)au/o] Liaison SSC [ch]	SSC [é] [er] SSC [ez] & et (and) SSC [è] [ê] SFe SSC [oi]	SSC [oi] & SSC [(a)in] SSC [ai] & SSC [(a)in] SSC [ai] & SSC [a]	Silent final consonants [SFC] – t, s, d, x or SFe SSC [ç] (and soft 'c') SSC [-tion] SSC [-ien] SSC [-s-] SSC [qu]	SSC [j] (and soft 'g') SSC [h] Revisit several SSC
Vocabulary	Simple greetings Verb être Range of adjectives Numbers 16-31 Time adverbs	Verb avoir Range of singular and plural m/f nouns places in town (V) items at home (B) place prepositions (V) adjectives for face and hair	Range of –ER verbs Range of high-frequency nouns related to festivals and celebrations Adverbs of frequency	Verb aller Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places	Verb faire (singular) activity nouns seasons sports adjectives Numbers 16-31 Time adverbs	Verb faire (plural) Verb vouloir (singular) food and drink
Skills	<p>PHONICS I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems. I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.</p> <p>VOCABULARY I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>					
	<p>GRAMMAR I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas) To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas))</p>					

Y6 FRENCH CURRICULUM MAP

6	Autumn		Spring		Summer	
Context	Describing me and others (B) Interactions (V) back to school (Haiti) online exchange dates, festivals and concerts	Saying what I and others have (B) Interactions (V) describing town/village comparing physical description (celebrities)	Saying what I and others do Activities in school Québec Carnival La Fête des Lumières La Chandeleur Mardi gras	Saying where you're going and what there is there describing town/village in Haiti	Saying what I and others do at the kite festival a weekend at home sports and instruments	Expressing likes and actions what I want / would like to do at a café
Grammar	Talking about being (we, you (all), they) Essential verb: to be, being – ÊTRE we are – nous sommes you (all) are – vous êtes they are (m) – ils sont they are (f) – elles sont Adjective agreement for m/f plural (as complement to verb) raised intonation + WH-word questions	Talking about having Essential verb: to have, having – AVOIR we have – nous avons you (all) have – vous avez they have (m) – ils ont they have (f) – elles ont Pre- and postnominal adjectives	Talking about doing (we, you (all), they) regular ER verbs (plural) des + plural nouns (-s) plural nouns (- eux/aux , -al → aux) Est-ce que questions negation: n'/ne...pas negation: il n'y a pas de	Talking about going Essential verb: to go, going – ALLER I go – je vais you go – tu vas he goes – il va she goes – elle va Simple and continuous present Où est-ce que questions Preposition à (at, in, to)	Talking about doing (I, you, s/he) Essential verb: to do, make – FAIRE I do, make – je fais you do, make – tu fais he does – Il fait she does – elle fait Il fait (weather) faire de (sports), jouer à (sports) jouer de (instruments) Est-ce que questions + WH-words	Talking about doing (we, you (all), they) Essential verb: to have, having – FAIRE we do, make – nous faisons you (all) do, make – vous faites they do, make (m) – ils font they do, make – elles font 2-verb structures: vouloir (veux, veut, voudrais, voudrait) Partitive du, de la, de l', des

Phonics	Silent final consonants [SFC] – t, s, d, x Liaison (t), (s) SSC [a] vs [an/en/am/em] SSC [i] vs [(a)in/im] SSC [u] vs [ou] SSC [on/om] SSC closed [eu] vs open [eu]	SFe SSC [(e)au/o] Liaison SSC [ch]	SSC [é] [er] SSC [ez] & et (and) SSC [è] [ê] SFe SSC [oi]	SSC [oi] & SSC [(a)in] SSC [ai] & SSC [(a)in] SSC [ai] & SSC [a]	Silent final consonants [SFC] – t, s, d, x or SFe SSC [ç] (and soft ‘c’) SSC [-tion] SSC [-ien] SSC [-s-] SSC [qu]	SSC [j] (and soft ‘g’) SSC [h] Revisit several SSC
Vocabulary	Simple greetings Verb être Range of adjectives Numbers 16-31 Time adverbs	Verb avoir Range of singular and plural m/f nouns places in town (V) items at home (B) place prepositions (V) adjectives for face and hair	Range of –ER verbs Range of high-frequency nouns related to festivals and celebrations Adverbs of frequency	Verb aller Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places	Verb faire (singular) activity nouns seasons sports adjectives Numbers 16-31 Time adverbs	Verb faire (plural) Verb vouloir (singular) food and drink
Skills	<p>PHONICS I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems. I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.</p> <p>VOCABULARY I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>					
<p>GRAMMAR I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas) To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas))</p>						