



Hillbourne Primary School

MFL Progression of Knowledge



Intent

We want children leaving Hillbourne school to be able to:

- understand and respond to spoken and written language
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- have the knowledge and cultural capital to succeed later in life and to appreciate and celebrate difference

At Hillbourne Primary and Nursery School, all children in key stage 2 are given the opportunity to study a French language curriculum that will inspire and excite our pupils. We aim for the foreign language knowledge of our pupils to progress each academic year in the four key language learning skills of speaking, listening, reading and writing. The curriculum is organised into teaching units, which each focus upon a particular topic, allowing children's language to be developed through a familiar topic.

Our curriculum focusses on developing 3 key pillars of language learning: phonics, vocabulary and grammar. Our pupils must learn the sounds, vocabulary and grammar of the language, and be able to understand and produce these when they are combined. There are similarities between learning to read and write in our first language and learning to do so in another language and our curriculum draws on our expertise in teaching English to teach French. A specific phonics unit is the first lesson taught in year 3, focussing on particular French sounds the children will need to know to support their pronunciation, reading and writing. These sounds are then revisited and revised throughout the year, and in following year groups to ensure children have a secure phonic knowledge. High frequency vocabulary is key, and these words develop the foundation of children's French knowledge as they are experienced across all French lessons. Our teaching units have been organised in a way to ensure that vocabulary is repeated across units, as it is easier for children to remember vocabulary when it appears across a variety of topics. Grammar is explicitly taught within each lesson and is revised systematically to ensure that the taught concepts and structures are embedded in pupils' memory. Planned practice and review of these three elements are at the centre of language teaching and support children to build upon their previous knowledge.

The children will be taught through a varied and engaging range of activities to develop a genuine interest and positive curiosity about foreign languages and other cultures and communities around the world as global citizens. Through acquiring a new language, it also enables pupils to become more confident communicators and learners. Through language lessons at Hillbourne School, we are striving to help all children develop: a love of learning new skills; courage to use these skills in a variety of contexts both in and out of school; deepening their sense of unity with the wider language rich world and inspiring others to become lifelong 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 KS2 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 and continues in Year 5. Progressive teaching units are then taught in Year 6 to prepare children for KS3. 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 Hillbourne, 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 Hillbourne. 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	Year 5	Year 6
Autumn 1	La Phonétique (Phonics)	Je Me Présente (Presenting Myself)	Chez Moi (My Home)	Je Me Présente (Presenting Myself) 2024-25 only À l'école (At School) from 2025-26
Autumn 2	J'Apprends Le Français (I'm Learning French)	Les Romains (The Romans)	Les habitats (Habitats)	Ma Famille (My Family) 2024-25 only Les Vikings (Vikings) from 2025-26
Spring 1	Les Animaux (Animals)	Ma Famille (My Family)	Les Vêtements (Clothes)	Les habitats (Habitats) 2024-25 only Le week-end (The Weekend) from 2025-26
Spring 2	Les Saisons (The Seasons)	Au salon de thé (At The Cafe)	Quel Temps Fait-Il? (The Weather)	Les Vêtements (Clothes) 2024-25 only La Second Guerre Mondiale (WWII) from 2025-26
Summer 1	Les Fruits (The Fruits)	En Classe (In The Classroom)	As-tu un animal? (Do you have a pet?)	Traditions et Célébrations (Traditions and Celebrations) 2024-25 only Manger et Bouger (Healthy Lifestyles) from 2025-26
Summer 2	Je Peux... (I Can...)	La Maison Tudor (Tudors)	Traditions et Célébrations (Traditions and Celebrations)	À l'école (At School) 2024-25 only Moi dans le monde (Me in the world) from 2025-26

Curriculum Coverage

Year 3

National Curriculum Objectives	La Phonétique	J'Apprends Le Français	Les Animaux	Les Saisons	Les Fruits	Je Peux...
<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	X	X	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
<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
<i>present ideas and information orally to a range of audiences</i>		X	X	X	X	X
<i>read carefully and show understanding of words, phrases and simple writing</i>		X	X	X	X	X
<i>appreciate stories, songs, poems and rhymes in the language</i>		X	X	X	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
<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
<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	

Main Focus Skill



Year 4

National Curriculum Objectives	Je Me Présente	Les Romains	En Famille	Au salon de thé	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	X	X	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	
<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	X	X	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

Year 5

National Curriculum Objectives	Chez Moi	Les habitats	Les Vêtements	Quel Temps Fait-Il?	As-tu un animal?	Traditions et Célébrations
<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	X	X	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	X	X	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	X
<i>describe people, places, things and actions orally and in writing</i>	X	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

Main Focus Skill

-  Listening
  Speaking
  Reading
  Writing
  Grammar

Year 6

National Curriculum Objectives	À l'école	Les Vikings	Le week-end	La Second Guerre Mondiale	Manger et Bouger	Moi dans le monde
<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	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	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		
<i>appreciate stories, songs, poems and rhymes in the language</i>	X	X	X	X	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	X
<i>describe people, places, things and actions orally and in writing</i>	X	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	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
Year 5	<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary • Present to another person or group of people using sentences 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, 	<ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set 	<ul style="list-style-type: none"> • Write simple sentences and short paragraphs 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) and which article (definite or indefinite) to use correctly with different nouns

	<p>and authentic pronunciation, gesture and intonation to convey accurate meaning</p> <ul style="list-style-type: none"> • Understand and express simple opinions using familiar topics and vocabulary 	<p>stories, fairy tales, songs and extended listening exercises)</p> <ul style="list-style-type: none"> • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions 	<p>questions, emails or letters from a partner school)</p>	<ul style="list-style-type: none"> • Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.) • Check spellings with a dictionary 	<ul style="list-style-type: none"> • Use the negative form, possessives and connectives • Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are
<p>Year 6</p>	<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage) • Use connectives to link together what they say so as to add fluency 	<ul style="list-style-type: none"> • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed • Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear 	<ul style="list-style-type: none"> • Read aloud with expression and accurate pronunciation • Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required). 	<ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank) • Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) • Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant) 	<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 • Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs • Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant)

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
Year 5	Year 6
<p><u>By the end of Year 5 pupils should:</u></p> <ul style="list-style-type: none"> • Understand and use the alphabet to assist in correct spelling and pronunciation • Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing) • Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar • Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions) • Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather) • Be able to read longer passages of text and answer questions (orally or in writing about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions) • Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country) • Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes 	<p><u>By the end of Year 6 pupils should:</u></p> <ul style="list-style-type: none"> • Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices) • Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour • Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don’t like, leisure activities they like, foods they don’t like etc.) • Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese) • Understand and use transactional language (e.g. in a café role play “I would like”, “how much” etc.) • Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing • Use connectives to make sentences more descriptive and fluent (e.g. “after”, “also”, “and”, “later on”, “finally” etc.) • Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are) • Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language.

Grammar Progression by Unit

Through our various Language Angels units, pupils will learn about the following grammar and linguistic concepts:

- Understand better the concept of gender
- Have better knowledge and recall of 1st person singular of high frequency verbs
- Understand better the use of the possessive
- Understand better the concept of adjectives
- Understand better the use of the negative form
- Conjunctions / Connectives
- Introduce the concept of whole regular verb conjugation
- Opinions
- Introduce the concept of whole irregular verb conjugation

	Year 3 Grammar	Year 4 Grammar	Year 5 Grammar	Year 6 Grammar
Revised Grammar		<ul style="list-style-type: none"> • Understand better the concept of gender • Have better knowledge and recall of 1st person singular of high frequency verbs 	<ul style="list-style-type: none"> • Understand better the concept of gender • Have better knowledge and recall of 1st person singular of high frequency verbs • Understand better the use of the possessive • Understand better the concept of adjectives • Understand better the use of the negative form 	<ul style="list-style-type: none"> • Understand better the concept of gender • Have better knowledge and recall of 1st person singular of high frequency verbs • Understand better the use of the possessive • Understand better the concept of adjectives • Understand better the use of the negative form • Conjunctions / Connectives • Introduce the concept of whole regular verb conjugation
New Grammar	<ul style="list-style-type: none"> • Understand better the concept of gender • Have better knowledge and recall of 1st person singular of high frequency verbs 	<ul style="list-style-type: none"> • Understand better the use of the possessive • Understand better the concept of adjectives • Understand better the use of the negative form 	<ul style="list-style-type: none"> • Conjunctions / Connectives. • Introduce the concept of whole regular verb conjugation 	<ul style="list-style-type: none"> • Opinions • Introduce the concept of whole irregular verb conjugation

Grammar Concepts Unit by Unit

Grammar Objectives (Year 3)	La Phonétique	J'Apprends Le Français	Les Animaux	Les Saisons	Les Fruits	Je Peux...
<i>Nouns and Articles/Determiners</i>			X	X	X	
<i>High Frequency Verbs 1st person</i>		X	X		X	X
<i>Possessive Adjectives</i>						
<i>Adjectives and Adjectival Agreement</i>						
<i>Use of the Negative Form</i>					X	
<i>Conjunctions and Connectives</i>				X		
<i>Regular Whole Verb Conjugation</i>						
<i>Irregular Whole Verb Conjugation</i>						
<i>Opinions and Justifications</i>						

Grammar Objectives (Year 4)	Je Me Présente	Les Romains	En Famille	Au salon de thé	En Classe	La Maison Tudor
<i>Nouns and Articles/Determiners</i>		X	X		X	X
<i>High Frequency Verbs 1st person</i>	X	X	X	X	X	X
<i>Possessive Adjectives</i>			X		X	
<i>Adjectives and Adjectival Agreement</i>	X					X
<i>Use of the Negative Form</i>		X	X		X	
<i>Conjunctions and Connectives</i>		X	X	X		
<i>Regular Whole Verb Conjugation</i>						
<i>Irregular Whole Verb Conjugation</i>						
<i>Opinions and Justifications</i>						

Grammar Objectives (Year 5)	Chez Moi	Les habitats	Les Vêtements	Quel Temps Fait-Il?	As-tu un animal?	Traditions et Célébrations
<i>Nouns and Articles/Determiners</i>	X	X	X	X	X	X
<i>High Frequency Verbs 1st person</i>	X	X	X	X	X	X
<i>Possessive Adjectives</i>			X			X
<i>Adjectives and Adjectival Agreement</i>			X			
<i>Use of the Negative Form</i>	X				X	
<i>Conjunctions and Connectives</i>	X	X	X		X	X
<i>Regular Whole Verb Conjugation</i>			X			
<i>Irregular Whole Verb Conjugation</i>						
<i>Opinions and Justifications</i>						

Grammar Objectives (Year 6)	À l'école	Les Vikings	Le week-end	La Second Guerre Mondiale	Manger et Bouger	Moi dans le monde
<i>Nouns and Articles/Determiners</i>	X	X	X	X	X	X
<i>High Frequency Verbs 1st person</i>	X	X	X	X	X	X
<i>Possessive Adjectives</i>		X				
<i>Adjectives and Adjectival Agreement</i>	X	X		X		
<i>Use of the Negative Form</i>	X	X			X	
<i>Conjunctions and Connectives</i>	X	X	X	X	X	X
<i>Regular Whole Verb Conjugation</i>	X					
<i>Irregular Whole Verb Conjugation</i>		X	X			
<i>Opinions and Justifications</i>	X	X	X			X

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, Hillbourne Primary School teaches French from Foundation Stage through until the end of KS2. The simple aspects of MFL taught 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 Hillbourne 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.

French Day (Summer Term)

French Day will be Key Stage 2 event every year. All KS2 children will develop their cultural capital and learn about key aspects of the French culture. They will also have the opportunity to consolidate and revisit their language learning from that year.

Celebrations across the world

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

- Le Carnival (January – February)
- La Fête des Rois (6th January)
- Le Poisson D'Avril (1st April)
- Bastille Day (14th July – Year 5 French day)

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

<u>Learning Objectives</u> Understanding the World (Past and Present ELG) <ul style="list-style-type: none">▪ Talk about the lives of the people around them and their roles in society Understanding the World (People, Culture and Communities ELG) <ul style="list-style-type: none">▪ 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	
<u>Key Knowledge/Skills</u> <ul style="list-style-type: none">• To know that different people communicate in different ways• To embrace any other languages that class members may speak	<u>Vocabulary</u> <ul style="list-style-type: none">• Bonjour• Au Revoir

Year 1

<u>Learning Objectives</u> <ul style="list-style-type: none">• Listen to spoken language and show understanding by joining in and responding	
<u>Key Knowledge/Skills</u> <ul style="list-style-type: none">• To know which word associates with which language (to know bonjour is French)• To embrace any other languages that class members may speak	<u>Vocabulary</u> <ul style="list-style-type: none">• Bonjour• Au Revoir• Oui/Non• Numbers to 10

Year 2

<u>Learning Objectives</u> <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding	
<u>Key Knowledge/Skills</u> <ul style="list-style-type: none">• 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	<u>Vocabulary</u> <ul style="list-style-type: none">• Bonjour• Au Revoir• Oui/Non• S'il te plaît/Merci• Numbers to 10• Colours