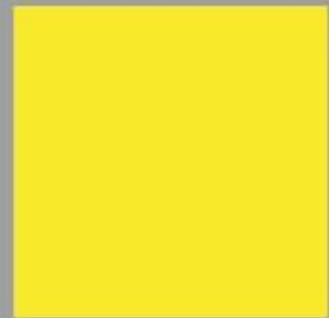


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MFL Overview Year 3 – Year 6 2021-2022



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French overview

Year 3	Content	Grammar	Speaking and Listening	Reading and Writing
		If pupils are keeping up, they will:	If pupils are 'keeping up' they will be able to do this:	If pupils are 'keeping up' they will be able to do this:
Autumn 1	<p>Know how to greet someone</p> <p>Know how to give name</p> <p>Know how to say numbers 0-10</p> <p>Understand and respond to classroom instructions</p>	<p>Be able to identify a noun</p> <p>Understand that nouns have a gender in French. (This is developed further in half term 4.)</p>	<p>Imitate pronunciation</p> <p>Respond with a single word or short phrase to a prompt.</p> <p>Know how to ask and answer the question: <i>Comment t'appelles-tu?</i></p> <p>Pronounce grapheme – <i>oi, eu</i> and identify these sounds within words.</p>	<p>Write short introductory sentence, stating name.</p>
Autumn 2	<p>Know how to state name and age</p> <p>Know there are different forms of address, formal and informal</p> <p>Learn key verb <i>avoir</i> and know how to use it in a sentence</p> <p>Re-visit numbers in understanding and stating age</p>	<p>Know the subject pronouns <i>je</i> and <i>tu</i> and their English equivalent.</p> <p>Know that the verb '<i>avoir</i>' (to have) is used to state age.</p> <p>Understand that verbs change to agree with the subject pronoun</p>	<p>Recite a short rhyme with accurate pronunciation</p> <p>Present a short dialogue with greeting, asking and answering name and age.</p>	<p>Record short dialogue in writing following a model.</p>



		<p>Know the form of the verb 'avoir' when using 1st and 2nd person singular (<i>je</i> and <i>tu</i>) <i>J'ai</i> – I have <i>Tu as</i> – You have</p>		
Spring 1	<p>Know how to say the names of colours in French Re-visit graphemes – <i>oi eu</i> through a rhyme and know how to pronounce them</p> <p>Explore the sound of language through a rhyme and link the sound, spelling and meaning of words</p>	<p>Use the key verb <i>être</i> (to be) for third person singular: <i>Elmer est</i> – Elmer is</p>	<p>Accurately pronounce words in the rhyme containing taught graphemes.</p> <p>Ask and answer a question to state favourite colour.</p>	<p>Record short sentences describing an animal, using the verb <i>être</i>.</p> <p>Use a range of adjectives to give the description, with correct spelling and punctuation.</p>
Spring 2	<p>Re-visit colours</p> <p>Know the third person singular and plural of the verb <i>être</i> (<i>est, sont</i>)</p> <p>Know the names of fruit and other food items</p> <p>Explore healthy eating choices when describing foods that are good/bad for health</p> <p>Re-visit numbers 1-10 though a French song; extend to 12</p> <p>Re-visit graphemes <i>oi</i> and <i>eu</i></p>	<p>Re-visit and embed the concept of gender linked to food items: <i>Le</i> – masculine <i>La</i> – feminine <i>Les</i> – plural</p> <p>Know that nouns have a gender and how the determiner denotes the gender</p> <p>Know how to form the plural of nouns</p> <p>Recognise the use of the determiner in French: <i>J'aime le chocolat</i>’.</p> <p><i>Le chocolat, c'est bon pour la santé?</i></p>	<p>Apply knowledge of the grapheme – <i>oi eu</i> when reading new vocabulary</p> <p>Know that the final consonant is rarely pronounced in French</p> <p>Demonstrate understanding of a song in French, recognising known vocabulary as it occurs in the song</p>	<p>Record short phrases, stating which foods are good or bad for health, using the correct determiner and correct form of the verb <i>être</i></p>



<p>Summer 1</p>	<p>Re-visit numbers 0-12 and recall rapidly Re-visit food items and recall easily Re-visit grapheme <i>oi</i> Re-visit pronunciation rule of not pronouncing final consonant</p> <p>Appreciate a story in the foreign language, joining in with repeated words and phrases</p>	<p>Re-visit use of the determiner and gender Know that the determiner is used in French when not used in English.</p>	<p>Use accurate pronunciation when reading a rap containing practised sounds and the grapheme <i>oi</i></p> <p>Know that the final consonant is rarely pronounced and read the last word of each line of the rhyme <i>Il était une fois</i> accurately</p>	<p>Join in reading repeated phrases from a story book</p> <p>Recognise the meaning of familiar words in the text</p>
<p>Summer 2</p>	<p>Know how to say the days of the week Know how to say the months of the year</p>		<p>Know how to pronounce the letter <i>i</i></p>	<p>Re-read, understand and be able to place in the correct order jumbled up sentences from the story book</p> <p>Recognise known vocabulary as it occurs in a story</p>



Year 4	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Autumn 1	<p>Re-visit colours Re-visit numbers 0-12</p> <p>Know the vocabulary for different parts of the body, in line with the core text</p> <p>Understand adjectives linking to the text ‘Grand Monstre Vert’</p> <p>Know how to ask for the French equivalent of a word in English</p>	<p>Recognise masculine and feminine nouns and know how to identify the gender of a noun through the determiner</p> <p>Recognise the use of the pronoun <i>il</i> to replace <i>le monstre</i></p> <p>Know that adjectives usually follow the noun. Know that there are common exceptions to the rule: petit, grand, long</p> <p>Re-visit and use high frequency verbs <i>avoir</i> and <i>être</i></p> <p>Begin to recognise agreement of adjectives</p>	<p>Listen for specific words and phrases, recognising previously learned vocabulary in a new context</p> <p>Adapt phrases from the text to be able to describe a monster orally in complete sentences, using third person of <i>avoir</i> and <i>être</i>: <i>Il a / il est</i></p>	<p>Write complete sentences on a theme following a model:</p> <p><i>Le monstre a cinq jambes et deux yeux bleus.</i></p> <p><i>Le monstre a un petit nez vert.</i></p> <p><i>Le monstre est très grand.</i></p> <p><i>Il est très grand.</i></p>
Autumn 2	<p>Know how to say the names of the zoo animals in the core text</p> <p>Understand adjectives in the core text.</p>	<p>Understand that adjectives change position, usually following the noun but occasionally preceding (petit, grand, long, joli)</p> <p>Understand that the gender of a noun affects the spelling of the adjective and know that adjectives agree with the noun they describe.</p>	<p>State a minimum of two sentences to describe zoo animals using high frequency verbs, quantifiers and adjectives.</p> <p>Know how to pronounce 6 vowel sounds through the introduction of vocabulary and through songs</p>	<p>Recognise masculine and feminine adjectives in sentences.</p> <p>Read short sentences with accurate pronunciation</p> <p>Write short sentences using adjectives correctly.</p>



		<p>Recognise the meaning of il / elle as third person pronouns.</p> <p>Re-visit verb <i>être</i></p> <p>Use quantifiers: <i>assez, très</i></p>		
Spring 1	<p>Know the names of family members – asking and answering questions about family members</p> <p>Know how to use third person to give information about family members, including the use of reflexive verb in singular form: Je m'appelle Il s'appelle Elle s'appelle</p> <p>Know how to state someone's age using third person and the correct form of <i>avoir</i>.</p>	<p>Understand gender and determiners</p> <p>Understand how gender affects other words in a sentence - introduce possessive pronoun: <i>mon, ma – mon frère, ma soeur</i></p> <p>Use first and third person of verb avoir and re-visit third person pronouns: <i>il, elle</i></p> <p>Introduction to negative sentences: <i>Je n'ai pas de</i></p>	<p>Pronounce <i>ou, in</i> and understand the key rule of not pronouncing final consonant</p> <p>Form questions to ask about family members.</p> <p>Participate in a role play, introducing family members and stating names and ages</p>	<p>Write the scene from an airport role play with correct possessive pronoun and correct verb.</p> <p><i>Voici mon frère – il s'appelle Luc et il a 10 ans.</i> Extension: some pupils may also use <i>être</i> to describe character – <i>il est très intelligent.</i></p>
Spring 2	<p>Follow and understand the text: '<i>Le radis géant</i>'</p> <p>Know how to say the names of common pets</p>	<p>Use first and second person of <i>avoir</i> to ask questions and to form positive and negative sentences: <i>Tu as un animal?</i> <i>J'ai un chien noir.</i> <i>Je n'ai pas d'animal.</i> <i>Je n'ai pas de lapin.</i></p>	<p>Confidently pronounce graphemes: <i>ou, in, oi, eau</i></p> <p>Recognise and order the lyrics of a traditional song</p> <p>Follow a traditional tale, joining in with repeated phrases</p>	<p>Write sentences using familiar verbs accurately to introduce members of a block of flats, stating name, age, family members, pets.</p> <p>Extension: some pupils will be able to include</p>



		<p>Use first person of <i>avoir</i> and <i>être</i> to form sentences as part of a written activity.</p> <p>Recognise plural nouns and introduction to irregular plurals – <i>oiseaux, souris</i></p>	<p>Ask and answer questions relating to family members and pets</p>	<p>additional details, such as 'je suis sportif / sportive'</p>
Summer 1	<p>Know how to say different leisure activities, using the infinitive form of the verb.</p> <p>Know how to state likes/dislikes in relation to hobbies</p> <p>Know how to use two conjunctions – <i>et, mais</i></p> <p>Know how to say numbers to 30</p>	<p>Use an opinion in front of an infinitive verb to form an accurate sentence.</p> <p>Recognise the formation of regular –er verbs in first, second and third person singular:</p> <p><i>J'aime</i> <i>Tu aimes</i> <i>Il aime</i></p> <p>Re-visit positive and negative verb form <i>j'ai / je n'ai pas</i> and relate to <i>J'aime / je n'aime pas</i></p>	<p>State simple sentences (positive and negative) joining clauses with a conjunction to provide information about hobbies</p>	<p>Write a series of connected sentences to describe hobbies as part of a classroom display, using positive and negative verb forms.</p>
Summer 2	<p>Re-visit and state leisure activities and opinions</p> <p>Know the names of different means of transport</p> <p>Know and recall from memory the months of the year and link to weather conditions</p> <p>Know the names of items of clothing and state item and colour</p>	<p>Use basic adverbial at start of sentence with correct punctuation: <i>Normalement, Re-visit and use</i> quantifiers: <i>un peu, très, assez</i></p> <p>Link colours correctly to nouns, with correct adjectival position and agreement:</p> <p><i>Un short bleu</i> <i>Une jupe noire</i></p>	<p>Participate in a survey about leisure activities, answering in a complete sentence, using known language in a new context.</p> <p>Pronounce graphemes <i>on</i> and <i>eau</i> accurately</p> <p>Present information about the climate in France, re-using previously learned vocabulary: <i>En juillet il fait très chaud.</i></p>	<p>Deduce meaning of unfamiliar vocabulary</p> <p>Write accurate sentences to describe the climate in France, linking clauses with conjunctions.</p>



Year 5	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Autumn 1	<p>Know how to use <i>Il y a</i> (there is) to state what can be found on the high street.</p> <p>Know how to use prepositions to state the location of shops and buildings: <i>C'est à gauche, à droite, au coin</i></p>	<p>Re-visit the position and agreement of adjectives; know that <i>petit</i> and <i>grand</i> are placed in front of the noun; know how to ensure accuracy in use of adjectives: <i>Au coin de la rue, il y a une petite boulangerie.</i></p> <p>Re-visit formation of negative sentences with <i>ne.....pas</i> on either side of verb; recognise how to form a basic negative sentence</p>	<p>Accurate pronunciation of grapheme <i>ch, an, é, in</i></p> <p>State a minimum of three sentences describing what can be found on the high street, using adjectives in the correct position with adjectival agreement</p> <p>Understand the use of stalling strategies / fillers in French during conversations and use them during a short conversation</p> <p>Use correct intonation when asking a question</p>	<p>Read and order a conversation asking for directions</p>
Autumn 2	<p>Recall and use days of the week in both oral and written work</p> <p>Know how to state the time of day: <i>lundi matin à dix heures</i></p> <p>Know how to use adjectives to describe the high street at different times</p>	<p>Re-visit and embed agreement of adjectives</p> <p>Re-visit and embed expressing an opinion in front of an infinitive verb: <i>Je déteste faire du shopping</i></p>	<p>Re-cap accurate pronunciation of graphemes <i>oi</i> and <i>in</i> -<i>particular focus on 'in' in pronouncing - principale, coin</i></p> <p>Form complete and accurate sentences orally and in writing to describe how the high street looks at different times of day.</p>	<p>Form complete and accurate sentences orally and in writing to describe how the high street looks at different times of day. <i>Le samedi à 11 heures, la rue principale est animée et bruyante.</i></p>

	<p>Include quantifiers: <i>assez, un peu, très</i> in sentences</p> <p>Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies</p>	<p>Re-visit and embed use of <i>determiner: J'adore le football</i></p>	<p><i>Le samedi à 11 heures, la rue principale est animée et bruyante.</i></p> <p><i>Le dimanche matin à 10 heures la rue principale est sale et calme.</i></p>	<p><i>Le dimanche matin à 10 heures la rue principale est sale et calme.</i></p> <p>Demonstrate understanding of a short story with familiar and unfamiliar vocab using context to deduce meaning; match extracts of a story to the correct image</p> <p>Write a short paragraph to describe a character from a story: name, age, family members, hobbies and opinions</p>
Spring 1	<p>Re-visit and know how to say and write the days of the week</p> <p>Re-visit and know how to describe leisure activities and extend with: <i>jouer au, faire du/de la</i></p> <p>Recognise and rapidly recall numbers 0-20</p> <p>Know how to say numbers 30 – 50, recognising the patterns</p> <p>Introduce comparatives with adjectives: <i>plus.... que</i></p>	<p>Know how to express an opinion in front of an infinitive verb: <i>J'aime jouer au tennis</i>; recognise that the first of the two verbs changes from the infinitive form to agree with the subject pronoun.</p> <p>Use immediate future tense in first and second person: <i>Qu'est-ce que tu vas faire? je vais + infinitive</i></p>	<p>Accurately pronounce grapheme: <i>on</i></p> <p>Say a sentence in the immediate future tense in response to a question; recognise the use of the verb <i>aller</i> as part of the formation of the immediate future tense: <i>Je vais, tu vas, il va, elle va</i></p>	<p>Write a 'keep fit' plan using immediate future tense and verbs in the infinitive: <i>Lundi – je vais nager: 30 minutes</i></p> <p>Write comparative sentences as part of a display on health and fitness following a model</p>



<p>Spring 2</p>	<p>Know an extended list of food vocabulary</p> <p>Appreciate cultural differences in eating habits</p> <p>Know how to express opinions about food items, using stalling strategies during a conversation and linking clauses with conjunctions: <i>et, mais, aussi</i></p>	<p>Choose the correct word order when writing sentences about likes and dislikes</p> <p>Re-visit and understand formation of negative sentences</p> <p>Use modal verb: <i>vouloir</i> in first and second person when offering and accepting food <i>Tu veux?</i> <i>Je voudrais</i></p>	<p>Pronounce grapheme <i>an</i></p> <p>Sustain a short conversation describing likes and dislikes in relation to food items with correct pronunciation and intonation, following a model</p> <p>Demonstrate understanding from a recording identifying likes/dislikes and food items</p> <p>Use appropriate form of <i>vouloir</i> when offering and accepting food</p>	<p>Complete the gaps in a transcript of a recording as part of a dictation exercise</p> <p>Write dictated sentences containing familiar vocabulary accurately: <i>J'aime le fromage et j'aime aussi le jambon</i></p> <p>Produce a powerpoint presentation writing in sentences to provide information about self /likes / dislikes</p>
<p>Summer 1</p>	<p>Introduction to French literature: Déjeuner du Matin, by poet Jacques Prévert</p> <p>Know the context of the poem, facts about the poet's life and the era in which the poem was written.</p> <p>Recognise poetic devices used in the poem</p> <p>Recognise the use of past tense verbs in the poem</p>	<p>Extend basic sentences with the use of adverbs using correct punctuation</p>	<p>Pronounce grapheme <i>eau</i></p> <p>Recognise dates on an audio recording at near normal speed</p> <p>Deliver a short weather report using a model to substitute date, city, weather condition, temperature</p>	<p>Understand familiar vocabulary within a new context when reading the poem</p> <p>Recognise verbs within an extract of the poem Déjeuner du Matin</p> <p>Apply knowledge of pronunciation rules and use place names and weather conditions to produce a short rhyming poem: <i>A Marseilles il y a du soleil</i></p>



	<p>Recognise, know and use prepositions: <i>dans, sur, sous, sans, avec</i></p> <p>Re-visit days of the week, months of the year, numbers 0-31</p> <p>Know how to state the date in French</p> <p>Know how to describe weather conditions and seasons</p> <p>Know and use adverbs: <i>normalement, en general, quelquefois</i></p>			Write sentences to describe the climate in England in different seasons
Summer 2	<p>Know how to say the points of the compass</p> <p>Know how to state where you live: <i>J'habite à..... en Angleterre</i></p> <p>Compare objects and products which represent our culture with those of another country</p> <p>Understand stereotyping</p> <p>Quiz to recap learning throughout the year</p>	<p>Know the grammatical rules to apply when stating where you live. <i>à + city</i> <i>en + country (feminine)</i> <i>au + country (masculine)</i> <i>J'habite à Wakefield en Angleterre.</i></p>	State where you live and where this is situated in the UK with accurate pronunciation.	<p>Read an extended weather report using skimming and scanning techniques to answer comprehension questions correctly</p> <p>Re-arrange sentences to form a coherent paragraph</p>



Year 6	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Autumn 1	<p>Re-visit classroom routines and commands</p> <p>Re-visit stating the date</p> <p>Re-visit weather conditions</p> <p>Classroom items</p> <p>Re-visit and extend clothes vocabulary</p> <p>Adjectives to describe clothes – <i>super, joli, moche, laid</i></p>	<p>Understand how to form negative sentences with high frequency verb <i>avoir: j'ai / je n'ai pas de</i> <i>As-tu....?</i></p> <p>Be able to adapt sentences to form positive and negative sentences, manipulating verb structures.</p> <p>Recognise and use the indefinite determiner: <i>un</i> and <i>une</i> and the plural <i>des</i> (some)</p> <p>Re-visit position and agreement of adjectives; use adjectives correctly and confidently</p> <p>Re-visit use of the determiner: <i>J'aime le bleu</i></p>	<p>Correct pronunciation of grapheme <i>eau, an, au, th</i></p> <p>Consistently use correct intonation when asking a question</p> <p>Perform a classroom role play as part of a group, speaking in complete sentences where appropriate</p>	<p>Read and deduce meaning from a non-fiction text relating to a healthy breakfast; use a bilingual dictionary as appropriate</p> <p>Write a short paragraph stating name, age, describing and giving opinion of school uniform, adapting a model</p>
Autumn 2	<p>Re-visit family members; recognise the names of family members as they occur in a text – Le Petit Chaperon Rouge</p>	<p>Confidently use third person pronoun and singular verb: <i>il / elle s'appelle</i></p> <p>Confidently use third person of high frequency verbs: <i>Avoir – il a, elle a</i> <i>Etre - il est, elle est</i></p>	<p>Listen to and follow a traditional, well-known tale, identifying key information from the audio recording</p> <p>Order the lyrics of a song as it is played</p>	<p>Read a letter in French and answer true/false statements in French, relating to the content. Use knowledge of English to deduce</p>



	<p>Re-visit and use adjectives to describe family members: <i>sympa, intelligent, amusant, sportif, beau</i></p> <p>Re-visit and use quantifiers: <i>très, assez</i></p> <p>Understand the importance of learning high frequency vocabulary, such as prepositions</p>	<p>Confidently apply rules - agreement of adjectives</p>	<p>Memorise a verse from a famous French poem</p>	<p>meaning of unfamiliar vocabulary</p> <p>Recognise adjectives within a poem and explain their position in relation to the noun</p> <p>Make efficient use of a bilingual dictionary to aid translation</p>
<p>Spring 1</p>	<p>Confidently use <i>il y a</i> as a key verb in forming sentences.</p> <p>Know the vocabulary associated with House and home: rooms of the house</p> <p>Use prepositions in speech and writing: <i>dans, en bas, en haut</i></p> <p>Re-visit stating where you live: <i>J'habite à Wakefield.</i></p> <p>Know how to say the letters of the French alphabet</p> <p>Use adjectives to describe ideal home</p>	<p>Confidently form sentences using prepositions and adjectives accurately.</p>	<p>Confidently pronounce words containing the graphemes: <i>on, an, é, è</i></p> <p>Order statements as a recording is played</p> <p>Follow a recording at near normal speed matching nouns to adjectives</p>	<p>Write a description of an ideal home: <i>Dans ma maison idéale il y a une grande cuisine, un joli jardin et une salle de bains de luxe. En haut il y a aussi.....</i></p> <p>Identify different text types from authentic French written extracts using the techniques of skimming and scanning: letter, recipe, weather report, joke etc.</p>



<p>Spring 2</p>	<p>Re-visit vocabulary relating to house and home</p> <p>Re-visit prepositions: <i>sur, sous</i></p> <p>Appreciation of French literature: <i>Liberté</i> by the poet Paul Eluard</p> <p>Re-visit and embed knowledge of the French alphabet</p>	<p>Re-visit gender and how the abbreviations indicate nouns and their gender in a bilingual dictionary</p> <p>Confidently refer to a bilingual dictionary</p>	<p>Prepare and record a short radio advert for a rented property, attempting good intonation and accurate pronunciation</p> <p>Sustain a conversation, re-visiting familiar themes: name, age, family, favourite colour, house using stalling strategies and correct intonation when asking questions</p>	<p>Identify key information from an advert for a house available to rent</p> <p>Use a bilingual dictionary judiciously to support understanding of a poem</p> <p>Identify features of a poem and the author's intent</p> <p>Write an additional verse to the poem, making use of a bilingual dictionary</p>
<p>Summer 1</p>	<p>Understand where French is spoken in the world</p> <p>Undertake an extended project: Plan a holiday to a French-speaking country</p> <p>Re-visit and embed days, months, dates</p>	<p>Re-visit and confidently use immediate future tense – <i>aller + infinitive – on va aller; on va partir; on va rester ; on va prendre</i></p>		<p>Draft holiday plans in written form: <i>On va aller au Maroc. On va partir le samedi 27 juillet pour une semaine.</i></p> <p><i>On va aller en avion; on va prendre l'avion de Manchester à 10h 55</i></p> <p>Write a short letter to book holiday</p>



	<p>Know how to book accommodation: <i>un hôtel, un appartement, un gîte, un camping</i></p> <p>Re-visit preposition: <i>dans</i></p> <p>Know how to describe means of transport: <i>en avion, en bateau, en train, en voiture</i></p>			accommodation, adapting a model
Summer 2	<p>Extended project continued: Plan a holiday to a French-speaking country</p> <p>Understand and use adverbials: <i>d'abord, plus tard</i></p> <p>Know how to state places of interest: <i>le musée, le château</i> etc</p> <p>Confidently use conjunctions to extend sentences: <i>et, aussi</i></p> <p>Present information about an aspect of culture of the country studied during the project</p> <p>Quiz to recap learning in Year 6 and revision activities to recall learning across the key stage</p>	<p>Confidently use immediate future tense – <i>aller</i> + infinitive - in third person in speech and writing: <i>On va visiter</i> <i>On va regarder</i></p> <p>Confidently apply the rules linked to gender of nouns</p>		Adapt a programme of activities as part of a holiday plan: <i>Lundi, on va visiter le château et plus tard on va visiter la plage.</i>

Reading books used within the scheme

(All books are in the school library or year group classrooms.)



Year 3 – La chenille qui fait des trous (Eric Carle)

Year 4 – Maman! (Mario Ramos)

Year 4 – Grand Monstre Vert! (Ed Emberley)

Poems / French literature within the scheme

Year 5 – Déjeuner du Matin (Jacques Prévert)

Year 6 – Chanson pour les enfants l’hiver (Jacques Prévert)

Year 6 – Liberté (Paul Eluard)

