



West Dean C of E Primary School

The small school with a big heart

French (MFL) Curriculum Progression

What will our learners be able to do when they leave us?

At West Dean C of E Primary School we believe that learning another language is a valuable, life-enhancing skill. It opens doors for work and travel as well as developing better understanding and appreciation of other cultures. Experiencing the thrill of successful communication, developing linguistic curiosity and having the knowledge of how to learn a language gives our children the motivation and skills needed to succeed in their future studies whilst also deepening their grammatical understanding of our own language. We aim to foster a love of language and lay the foundation for further foreign language acquisition in Key Stage 3 along with the confidence to interact with others during our residential visit to France in Year 6.

At West Dean C of E Primary School, we want to make learning French fun! We do this by incorporating a variety of real world scenarios, songs, poems, games and rhymes to allow children to explore the language and make links in their learning. In order to give our children the greatest chance to succeed in their learning of French, we begin teaching in KS1 using songs and rhymes. In KS2, we begin each year of French learning by focusing on a number of phonemes that will be utilised throughout the year and as the children continue their French development across KS2. We incorporate the three pillars of language learning (phonics, grammar and vocabulary) into every unit of French that we teach, ensuring that children have the opportunity to practice their new learning regularly with the aim of them retaining a greater understanding of the language as a whole. When introducing new vocabulary, we focus on speaking and listening skills before reading and writing in order to avoid phonetical misconceptions and support the childrens' ability and confidence in spoken French. Children progressively learn a core set of vocabulary and grammatical structures so they can confidently use them to communicate in speaking and writing. At the same time, they develop a bank of language learning strategies that will support their ongoing learning journey beyond KS2.

Curriculum Coverage (NC) 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.

EYFS	KS1	KS2
		Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and

communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
- 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.

French progression of skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Appreciate traditional short stories and fairy tales.	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Begin to repeat and reproduce the language I hear.	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on

					reply if and when required.		familiar topics, responding with opinions and justifications where appropriate.
Reading	Begin to identify written versions of the words I hear.	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Attempt to copy words in a foreign language from a model.	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Understand that foreign languages use different words (and sometimes the same words) than in English.	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of

					possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	conjugation (EG: 'I wear...!', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat').	connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
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Autumn 1 A	Greetings	Superheroes	Phonics 1 &2 and Musical instruments	Phonics 3 &4 and What is the date?
Autumn 2 A			Seasons	Weather
Spring 1 A	Transport	Teddy Bear	Vegetables	Pets
Spring 2 A			Ice creams	My home
Summer 1 A	Under the Sea	Minibeasts	Presenting myself	The Olympics
Summer 2 A		Shapes	In class	At school
Autumn 1 B	Nursery rhymes	N/A In my town I am Able/ I know how	Phonics 1 & 2 and I am learning French	Phonics 3 & 4 and Traditions and celebrations
Autumn 2 B			Animals	Family
Spring 1 B	In the jungle		I can	Cafe
Spring 2 B			Fruits	Clothes
Summer 1 B	Colours and numbers		Goldilocks	Weekend
Summer 2 B			Habitats	Healthy Living
Autumn 1 C	Greetings	Superheroes	Phonics 1 &2 & musical instruments	Phonics 3 &4 and what is the date?
Autumn 2 C			Seasons	My home
Spring 1 C	Transport	Teddy Bear	Vegetables	Pets
Spring 2 C			Ancient Britain	Planets
Summer 1 C	Under the Sea	Minibeasts	Presenting myself	At school
Summer 2 C		Shapes	In class	Vikings