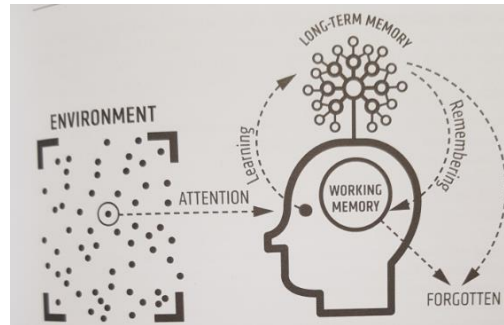


MFL Curriculum Delivery Document

Intent	<p>We take the National curriculum statements and provide an enhanced version of this. We map these into a coherent and sequential progression model that outlines the knowledge, skills and vocabulary needed at each stage that will build to clearly defined end points.</p> <p>Teachers take the progression grid and map this into a long term plan for their year group. Teachers then plan at a more detailed level the sequencing of content to be taught across each unit.</p> <p>Our chosen language is French, based on this being the language taught at KS3, on staff knowledge and on the availability of quality resources.</p>
Implementation	<p>We ensure that teachers of the subject have excellent subject knowledge, and leadership supports that acquisition of this for NQT and non-specialist teachers.</p> <p><u>Delivery method:</u></p> <p>Subject matter is presented clearly, teachers carefully check learning and identify misconceptions, providing direct feedback. Teaching is designed to ensure children know more and remember more.</p> <p>Teachers use a variety of techniques to encourage the children to have an active engagement with French, including games, role play and action songs. Teachers also use a range of strategies to present new vocabulary, as this serves to demonstrate French without the need for translation.</p> <p>Listening, responding and speaking skills are emphasised together with simple reading and writing skills. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory.</p> <p>Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of French, which will hopefully carry on into secondary education. Children's confidence is built through praise for any contribution they make, however tentative, e.g. Très bien! Super! Excellent! Bravo! Formidable!</p> <p><u>Resources:</u></p> <p>The MFL leader has created a box of French resources needed for each class, including laminated flashcards and worksheets for each lesson. She has placed them in zipped folders, labelled with the relevant lesson number, readily accessible for each lesson. Each teacher has the relevant <i>La Jolie Ronde</i> Scheme of Work, books, music CDs, and other resources needed to follow the planning.</p> <p>ICT is used regularly in the teaching of MFL, including use of the IWB resources from the scheme of work, online websites and games, and online research.</p> <p>As well as each class's individual box of resources, the MFL leader has also created two folders (one for Years 3/4 and one for Years 5/6) full of additional/extension activities and two boxes stored centrally in the PPA Room which contain a range of resources to support the teaching of MFL across the school.</p> <p>A full list of MFL resources is provided in the Appendix. (Please see <i>French Resources</i>)</p>
Impact	<p>Learners develop detailed knowledge and skills. We check this through regular pupil voice and collecting evidence of outcomes, which we measure against our age based progression grids. Pupils are well prepared at each stage to be ready for the next stage of learning.</p>

How do we ensure that knowledge gained is transferred from working memory into long term memory?

Staff in school have based their strategies on **Rosenshine's principles** in action (bridging research and classroom practice):



Strategies identified	What do we expect to see in our French lessons?
Regular review	Academic or subject vocabulary that has been taught will be modelled throughout regular teaching and contact. In addition to the discrete subject time allocation, much language learning can be done more informally and incidentally using it for real purposes, eg taking the register, classroom instructions, the date, the weather chart. (Please see <i>French in Small Chunks</i>)
Present new materials using small steps	French planning is provided that breaks all material down into achievable, repeatable steps to build children's confidence, competence and retention.
Ask questions	Questions help students practise new information and connect new material to their prior learning. The teacher would question children around the specific knowledge and vocabulary they have been using in this and other modules.
Provide models	Expert teachers / peer models identified in the learning would exemplify the specific skills / knowledge required for the task.
Guide student practice	Successful teachers spend more time guiding students' practice of new material. It will be forgotten unless time is given for rehearsal. We revisit tasks over and over again, allowing children lots of chance to practise. This is always guided and supported by expert teaching.
Check for student understanding	Checking understanding at each point can help students learn the material with few errors. We would expect to see tasks / skills broken down into very small chunks, with regular assessment checking from teachers throughout.
Obtain a high success rate	In French, we would expect to see that a skill is successfully taught before moving on. We take our time to achieve consistent success.
Provide scaffolds for difficult tasks	The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. Careful scaffolding from adults is in place, and skills are mastered before moving on.
Independent practice	Students should have the opportunity to practise regularly and independently to transfer the knowledge into their long term memory. In French lessons, there is lots of opportunity for this.
Weekly and Monthly Review	Students need to be involved in extensive practice in order to develop well connected and automatic knowledge. Weekly reviews can take place in French lessons, where teachers return to knowledge learned in a previous unit, and following a period of forgetfulness the children use that knowledge again. Monthly reviews are planned in by the class teacher, where children undertake a task using knowledge from a previous unit after a month.

MFL Overview

MFL Overview in KS1

At Ash Grove we believe that children should be introduced to learning a language as early as possible, which is why we teach French in KS1, in short weekly lessons.

French lessons in KS1 mainly consist of simple action songs, short stories, finger rhymes, games and practical activities, so that the children can be introduced to the language in a fun and memorable way.

The French vocabulary, language knowledge and cultural knowledge that the children learn in KS1 is revisited and built upon in KS2.

A Year 1/2 International Speaker

Spoken language

- I can join in with songs and rhymes.
- I can respond to a simple command.
- I can answer with a single word.
- I can answer with a short phrase.
- I can ask a question.
- I can name people.
- I can name places.
- I can name objects.
- I can use set phrases.
- I can choose the right word to complete a phrase.
- I can choose the right word to complete a short sentence.

Reading

- I can read and understand single words.
- I can read and understand short phrases.

Writing

- I can write single words correctly.
- I can label a picture.
- I can copy a simple word or phrase.

MFL Overview in KS2

We check that we cover all aspects of the **National Curriculum KS2 Languages Programme of Study** (see below).

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.

We revisit the same topic areas each year across a key stage; lessons are progressively planned increasing independence and depth. Detailed lesson plans can be found in the 'La Jolie Ronde' French Scheme of Work folders (by Rachel Redfearn).

There are 3 folders: **Little Languages -Year 1 & Year 2**
French Years 3 & 4 A Comprehensive Scheme of Work
French Years 5 & 6 A Comprehensive Scheme of Work

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Hawks	<u>Year 1 Scheme</u> Celebrating Birthdays Enjoy a short story React to food items Learn everyday language through a song		<u>Year 1 Scheme</u> New Year Enjoy a short story Perform a finger rhyme Numbers -notice patterns Explore the sound of some words in a foreign language Action song Chinese New Year		<u>Year 1 Scheme</u> Revisit emotions Participate in a playground game Play with a vowel sound Action song and warm up game Imitate accents Enjoy a fable Recognise and apply patterns	
1/2 Kestrels						
2 Harriers	Numbers 1-6 Emotions Christmas					
3 Ravens	<u>Year 3 Scheme</u> Numbers 1-12 Greetings Ask and say how you are		<u>Year 3 Scheme</u> Classroom instructions Ask for and give name Ask for and state age Colours Finger Rhyme Make Pancakes		<u>Year 3 Scheme</u> <u>Food</u> Names of fruit Food items Nursery Rhyme Story: The Very Hungry Caterpillar	
3/4 Falcons						
4 Buzzards	<u>Christmas:</u> Nativity Play Letter to Santa Yule log		<u>Easter:</u> Finger rhyme / Easter card		Days Months	
5 Red Kites	<u>Year 5 Scheme</u> <u>The High Street:</u> Buildings on the High Street Adjectives and conjunctions Ask for and give directions Times of the day Opinions about the high street Story: Le Petit Thomas		<u>Year 5 Scheme</u> <u>Keeping Fit and Healthy:</u> Future tense: Je vais Design a keep fit plan Hobbies: Future tense -Je vais Comparisons Revise days, sports and hobbies, likes & dislikes		<u>Year 5 Scheme</u> <u>Weather:</u> Date Types of weather Present a weather report Describe the weather in each season Time phrases	
5/6 Ospreys						
6 Eagles	<u>Christmas:</u> Similarities and differences between Christmas in the UK and in France. Make a French sweet Read a Christmas story		<u>Numbers 30-50</u> <u>Food:</u> Types of food Express likes and dislikes Compare English/French eating habits Design a balanced meal A French breakfast French café role play Prepare a French dessert		<u>Geography:</u> Say where you live North, South, East, West Similarities and differences in daily life between the UK and France Compare French and English supermarkets	

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Hawks	<u>Year 2 Scheme</u> Action song <u>5 Zoo Animals</u>		<u>Year 2 Scheme</u> <u>In the Fruit Shop</u> Greetings in a fruit shop Present a mini role play		<u>Year 2 Scheme</u> <u>The Seaside</u> Explore physical and human human features Compare the coastline at home and abroad How a foreign resort has changed over the last century Buying food at the seaside Present a mini role play Holiday song	
1/2 Kestrels	Enjoy a short story Recognise repeated language within a story <u>Colours and Shapes</u> Colours and patterns Names of shapes Create a sports kit Playground games around the world Christmas		<u>Dance</u> Learn about traditional dances Learn and perform a simple dance			
2 Harriers						
3 Ravens	<u>Year 4 Scheme</u> <u>Body:</u> Body parts Le Monstre story Descriptions of body using adjectives <u>Zoo Animals</u> Nursery rhymes Zoo Animals Verb être -Il est / Elle est		<u>Year 4 Scheme</u> Recite a short poem <u>Family:</u> Family members Role play <u>Pet Animals</u> Pets Verb avoir - J'ai / Je n'ai pas de Story: Le Radis Géant Conversations about myself		<u>Year 4 Scheme</u> Dictionary skills <u>Hobbies:</u> Verbs Opinions about hobbies Leisure activities <u>Numbers 12-31</u> <u>Clothes</u> Weather Clothes Weather and clothes travelling abroad	
3/4 Falcons						
4 Buzzards	<u>Christmas:</u> Snowman theme Winter Clothes		<u>Easter:</u> Easter Poem. Easter traditions- egg rolling			
5 Red Kites	<u>Year 6 Scheme</u> <u>School:</u> Classroom Equipment Clothes Opinions about colours Adjective agreements (Masculine/Feminine) Register, date, weather Perform classroom sketch <u>Occupations</u> Types of jobs Change of spelling due to gender		<u>Year 6 Scheme</u> <u>Family:</u> Describe family members (name, age, where they live, what job they do, personality) <u>Alphabet</u> <u>Houses and homes:</u> Rooms Furniture Write a description of your ideal house using adjectives and prepositions.		<u>Year 6 Scheme</u> <u>Holidays:</u> French-speaking countries Transport Accommodation Places to visit Things to see Use the internet to research travel options, accommodation, places and activities of interest. Write a letter to book a holiday. Write plans for a holiday abroad using the future tense. Write and perform a presentation about your holiday destination.	
5/6 Ospreys						
6 Eagles	<u>Christmas:</u> Playing games, adjectives, singing songs		Sustain an unrehearsed conversation of at least 4 exchanges.			

Vocabulary Progression in MFL

Year 1 French Vocabulary

Birthdays

Bon anniversaire -Happy Birthday

Food

Miam miam! -Yum yum!
 Délicieux! -Delicious!
 Beurk! -Yuk!
 Super! -Great!
 Bon appétit! -Enjoy your meal!

du chocolat -some chocolate
 une pomme verte -a green apple
 une banane -a banana
 des raisins -some raisins

Greetings

Bonjour -Hello
 S'il vous plaît -Please
 Merci -Thank you
 De rien -You're welcome
 Très bien -Very good
 Excuse-moi -Excuse me
 Au revoir -Goodbye

Oui -Yes
 Non -No

Numbers

0 zéro
 1 un
 2 deux
 3 trois
 4 quatre
 5 cinq
 6 six

Emotions

content -happy
 triste -sad
 fatigué -tired
 fâché -angry
 excite -excited
 anxieux -worried

Ça va? -How are you?
 Je suis... -I am...

New Year

Bonne Année! -Happy New Year!
 maman -mummy
 papa -daddy
 Bisous de... -Love from

Action Verbs

Courez sur place -Run on the spot
 Touchez le ciel -Touch the sky
 Touchez le sol -Touch the ground
 Tournez, tournez -Turn around
 Sautez, sautez -Jump, jump
 Frappez deux fois -Clap twice
 Marchez sur place -Walk on the spot

Sports

le golf -golf
 le badminton -badminton
 le tennis -tennis
 le football -football
 le rugby -rugby
 le judo -judo
 le ping pong -table tennis

Colours

rouge -red
 bleu -blue

Year 2 French Vocabulary

Animals

une girafe	-a giraffe
un éléphant	-an elephant
un tigre	-a tiger
un crocodile	-a crocodile
un rhinoceros	-a rhinoceros

Emotions

Je suis...	-I am...
content	-happy
triste	-sad
fatigué	-tired
fâché	-angry
excite	-excited
anxieux	-worried
Ça va?	-How are you?

Praise Words

Bravo!	-Well done!
Oh, dommage!	-Oh, never mind!

Colours and Shapes

rouge	-red
bleu	-blue
jaune	-yellow
vert	-green
noir	-black
blanc	-white
et	-and
un circle bleu	-a blue circle
un triangle rouge	-a red triangle
un rectangle vert	-a green rectangle
un cercle jaune	-a yellow circle

Numbers

0	zéro
1	un
2	deux
3	trois
4	quatre
5	cinq
6	six

Food and Drink

une pomme	-an apple
une poire	-a pear
un orange	-an orange
une banane	-a banana
un kiwi	-a kiwi
une glace	-an ice cream
un coca	-a coca cola
une lemonade	-a lemonade
un jus d'orange	-an orange juice
Super!	-Great!
Miam miam!	-Yum yum!
Excellent!	-Excellent!

Fruit Shop/ Seaside Café

Bonjour	-Hello
Excusez-moi	-Excuse me
C'est combien?	-How much is it?
Un euro	-One Euro
S'il vous plaît	-Please
Voilà	-Here you are
Merci	-Thank you
Au revoir	-Goodbye
Oui	-Yes
Non	-No

Seaside

le sable	-sand
le rocher	-rock
la mer	-sea
l'hôtel	-hotel
le café	-café
le parking	-car park
le carrousel	-merry go round

Year 3 French Vocabulary

Numbers

0 zéro	7 sept
1 un	8 huit
2 deux	9 neuf
3 trois	10 dix
4 quatre	11 onze
5 cinq	12 douze
6 six	Sounds oi / eu / in

Greetings

Bonjour	-Hello
Salut!	-Hi!
Au revoir	-Goodbye
Ça va? / Comment ça va?	-How are you?
Ça va	-I am fine
Ça va bien	-I am well
Ça va très bien	-I am very well
Ça va super	-I am great
Ça va mal	-I am not ok
Comme ci, comme ça	-So so / I'm Ok
Merci	-Thank you
Oui	-Yes
Non	-No

Praise Words

Excellent	-Excellent
Super	-Great
Très bien	-Very good

Classroom Instructions

Écoutez	-Listen
Regardez	-Look
Asseyez-vous	-Sit down
Levez-vous	-Stand up
Répétez	-Repeat
Silence!	-Quiet!
Venez ici	-Come here

Colours

est	-is (la banane est jaune)
rouge	-red
bleu	-blue
blanc	-white
vert	-green
noir	-black
jaune	-yellow
orange	-orange
rose	-pink
marron	-brown
gris	-grey
violet	-purple

Name / Age

Comment t'appelles-tu?	-What's your name?
Je m'appelle _____	-I'm called _____
Monsieur	-Mr
Madame	-Mrs
Mademoiselle	-Miss
Quel âge as-tu?	-How old are you?
J'ai _____ ans	-I'm _____ years old

Fruits / Food

les oranges	-oranges
les poires	-pears
les prunes	-plums
les fraises	-strawberries
les pommes	-apples
les tomates	-tomatoes
les bananes	-bananas
C'est bon	-It's good
C'est mauvais	-It's bad
les chips	-crisps
le coca cola	-coca cola
les sucettes	-lollipops
le chocolat	-chocolate
les bonbons	-sweets

Days

lundi	-Monday
mardi	-Tuesday
mercredi	-Wednesday
jeudi	-Thursday
vendredi	-Friday
samedi	-Saturday
dimanche	-Sunday

Months

janvier	-January
février	-February
mars	-March
avril	-April
mai	-May
juin	-June
juillet	-July
août	-August
septembre	-September
octobre	-October
novembre	-November
décembre	-December

Year 4 French Vocabulary

Body

une tête	-a head
un nez	-a nose
des dents	-some teeth
des cheveux	-some hair
des yeux	-some eyes
une bouche	-a mouth
des oreilles	-some ears
la jambe	-the leg
le pied	-the foot
le ventre	-the stomach
l'épaule	-the shoulder
le genou	-the knee
le bras	-the arm
la main	-the hand
le corps	-the body

le, la, les	-the
un, une,	-a
des	-some

Comment dit-on...en français? -How do we say...in French?

Adjectives

grand/grande	-big
petit/petite	-small
long/longue	-long
gros/grosse	-fat
pointu/pointue	-pointed
énorme	-enormous
féroce	-ferocious
gentil	-nice
rigolo	-funny
Il est _____	-He is _____
Elle est _____	-She is _____
assez	-quite
très	-very

Christmas

Qu'est-ce que c'est?	-What is it?
un bonhomme de neige	-a snowman
à toi	-your turn
à moi	-my turn
le dé	-a dice
Oh là là!	-My word!
J'aime ça!	-I like that!

Song

le moulin	-the mill
le meunier	-the miller
vite	-quickly
fort	-strong

Animals

le tigre	-the tiger
l'éléphant	-the elephant
l'ours	-the bear
la souris	-the mouse
le lion	-the lion
la giraffe	-the giraffe
le singe	-the monkey
le crocodile	-the crocodile
le pingouin	-the penguin
le lapin	-the rabbit
le poussin	-the chick
le châton	-the kitten

un chat	-a cat
un chien	-a dog
un hamster	-a hamster
un poisson	-a fish
un cochon d'Inde	-a guinea pig
un oiseau	-a bird

As-tu _____ ?	-Have you got _____ ?
As-tu un animal?	-Have you got a pet?
J'ai _____	-I have _____
Je n'ai pas de _____	-I haven't got a _____

tirer	-to pull
tomber	-to fall

Family

le père	-the father
papa	-dad
la mère	-the mother
maman	-mum
le frère	-the brother
la soeur	-the sister
le grand-père	-the grandfather
la grand-mère	-the grandmother
le petit fils	-the grandson
la petite fille	-the granddaughter

Je te présente ma famille	-Let me introduce my family
Voici	-Here is
mon	-my (masculine singular)
ma	-my (feminine singular)
Il s'appelle _____	-He is called _____
Elle s'appelle _____	-She is called _____
Est-ce que c'est.....?	-Is it.....?


Have you any brothers or sisters?
As-tu des frères ou des soeurs?

Oui, j'ai...	-Yes, I have...
... deux frères	...two brothers
... trois soeurs	...three sisters

Je n'ai pas de frères	-I have no brothers
Je n'ai pas de soeurs	-I have no sisters
Je n'ai ni frères ni soeurs	-I have no brothers or sisters

Connectives

et	-and
aussi	-also
ou	-or

par ici	-this way
par là	-that way

Hobbies

danser	-to dance
nager	-to swim
jouer au football	-to play football
manger au restaurant	-to eat at a restaurant
lire	-to read
regarder la télé	-to watch TV
aller au parc	-to go to the park

Qu'est-ce que tu aimes faire?	-What do you like to do?
Aimes-tu _____ ?	-Do you like _____ ?

J'adore	-I love
J'aime	-I like
Je n'aime pas	-I don't like

Transport

Où?	-Where?
en bateau	-by boat
en voiture	-by car
en car	-by coach
en train	-by train
en avion	-by plane

Weather

Il fait chaud	-It's hot
Il fait froid	-It's cold
Il neige	-It's snowing
très	-very
assez	-quite
un peu	-a bit

Clothes

un chapeau	-a hat
une écharpe	-a scarf
des gants	-some gloves
un manteau	-a coat
un pantalon	-some trousers
un short	-some shorts
une jupe	-a skirt
un pull	-a jumper
un tee-shirt	-a T shirt
une chemise	-a shirt
un maillot de bain	-a swimsuit
des lunettes de soleil	-some sunglasses

Numbers 13-30

13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt
21	vingt et un
22	vingt-deux
23	vingt-trois
24	vingt-quatre
25	vingt-cinq
26	vingt-six
27	vingt-sept
28	vingt-huit
29	vingt-neuf
30	trente

Sounds:

in / ou / on / an / eau

Year 5 French Vocabulary

The High Street

Dans la rue principale	-In the High Street
il y a	- there is
un marché	-a market
un magasin	-a shop
un supermarché	-a supermarket
une poste	-a post office
une banque	-a bank
un café	-a café
une mairie	-a town hall
un magasin de vêtements	-a clothes shop
une boulangerie	-a bakers
Excusez-moi	-Excuse me
il y a _____?	- is there _____?
ici	-here
C'est	- It is
à gauche	-on the left
à droite	-on the right
au coin	-on the corner

Connectives

et	- and
aussi	- also
mais	- but

Pause Words for Dialogue

et alors	-well
eh bien	-well
mmm	-mmm
voyons	-let's see
oui	-yes

Times of the Day

matin	-morning
après-midi	-afternoon
soir	-evening
à 10 heures	-at 10 o'clock
à 4 heures et demie	-at half past four

Quantifiers

très	-very
assez	-quite

Adjectives

petit(e)	-small
grand(e)	-big
pollué(e)	-polluted
animé(e)	-lively
joli(e)	-pretty
calme	-calm
propre	-clean
sale	-dirty

Christmas

la forêt	-the forest
il neige	-it's snowing
un sapin	-a fir tree
je brille	-I'm sparkling
une bougie	-a candle
Je suis	- I am
Je ne suis pas	- I am not
moi aussi	-me too

Hobbies (Future Tense)

Qu'est-ce que tu vas faire? -What are you going to do?

Je vais...	-I am going...
...jouer au (+ sport)	...to play (+ sport)
...jouer au rugby	...to play rugby
...jouer au tennis	...to play tennis
...jouer au football	...to play football
...jouer au badminton	...to play badminton
...jouer au basket	...to play basketball
...nager	...to swim
...faire du jogging	...to go jogging

encore

-again

Numbers 30-50

30	trente
31	trente et un
32	trente-deux
33	trente-trois
34	trente-quatre
35	trente-cinq
36	trente-six
37	trente-sept
38	trente-huit
39	trente-neuf
40	quarante
41	quarante et un
42	quarante-deux
43	quarante-trois
44	quarante-quatre
45	quarante-cinq
46	quarante-six
47	quarante-sept
48	quarante-huit
49	quarante-neuf
50	cinquante


Comparisons

plus... que...	-more... than...
Jouer au football est une activité plus énergique que lire	
- <i>Playing football is a more energetic activity than reading</i>	
avant	-before
après	-after

Food

le pain	-bread
la baguette	-French stick
un sandwich au fromage	-a cheese sandwich
le riz	-rice
les pâtes	-pasta
les pommes de terre	-potatoes
le jambon	-ham
le poisson	-fish
le fromage	-cheese
l'eau	-water
le yaourt	-yoghurt
le chocolat	-chocolate
la glace	-ice-cream
le gâteau	-cake
les biscuits	-biscuits
les chips	-crisps
les frites	-chips
la salade	-lettuce/salad
les carottes	-carrots
les petits pois	-peas

Breakfast Food

un croissant	-a croissant
un pain au chocolat	-a pastry with chocolate in the centre
un pain aux raisins	-a pastry with currants and raisins
une tartine	-a slice of bread and butter
un chocolat chaud	-a hot chocolate
un jus d'orange	-an orange juice

Tu veux _____?	-Would you like _____?
Tu aimes _____?	-Do you like _____?
J'aime _____	-I like _____
Je n'aime pas _____	-I don't like _____

Café

Vous désirez?	-What would you like?
Je voudrais _____	-I would like _____
s'il te plaît/s'il vous plaît	-please
pas de problème	-no problem
Voilà	-There you are
Merci	-Thank you
Non, merci	-No thank you
L'addition, s'il vous plaît	-The bill, please
Ça fait ___euros	-That comes to ___euros

French Dessert

le beurre	-butter
le sucre	-sugar
des oeufs	-eggs
le sel	-salt

Weather

Quelle est la date?	-What is the date?
Aujourd'hui, c'est lundi le 10 octobre	
-Today, it's Monday the 10 th October	
la météo	-weather forecast
Voici la météo	-Here is the weather forecast
Quel temps fait-il?	-What's the weather like?
aujourd'hui	-today

Il fait froid	-It's cold
Il fait chaud	-It's hot
Il fait beau	-It's lovely weather
Il fait mauvais	-It's poor weather
Il y a du soleil	-It's sunny
Il y a du vent	-It's windy
Il y a du brouillard	-It's foggy
Il pleut	-It's raining
Il neige	-It's snowing

Seasons

au printemps	-in spring
en été	-in summer
en automne	-in autumn
en hiver	-in winter

Time Phrases

normalement	-normally
en général	-generally
quelquefois	-sometimes

Where you live

Où habites-tu?	-Where do you live?
J'habite à _____	-I live in _____
dans le nord	-in the north
dans le sud	-in the south
dans l'ouest	-in the west
dans l'est	-in the east
de l'Angleterre	-of England
J'habite à South Elmsall dans le nord de l'Angleterre.	
-I live in South Elmsall in the north of England.	

Sounds:

ch / é / è / eau / on



Year 6 French Vocabulary

Classroom

Je suis présent(e)	-I'm present
Il est absent	-He is absent
Elle est absente	-She is absent
Aujourd'hui c'est mardi le 8 octobre	
-Today it is Tuesday 8th October	
un stylo	-a pen
un crayon	-a pencil
une gomme	-a rubber
un taille-crayon	-a pencil sharpener
des ciseaux	-some scissors
un cahier	-an exercise book
un sac	-a school bag
As-tu _____ ?	-Have you got _____?
J'ai _____	-I have _____
Je n'ai pas de _____	-I don't have a _____
Tu es prêt(e)?	-Are you ready?

Clothes

On porte _____	-We wear _____
un pantalon	-some trousers
un pull	-a jumper
une chemise	-a shirt
une jupe	-a skirt
des chaussures	-some shoes
des chaussettes	-some socks
un sweat	-a sweatshirt
une cravate	-a tie

Opinions

J'aime	-I like
Je n'aime pas	-I don't like
Je n'aime pas le rouge	-I don't like red
J'adore	-I love
Je déteste	-I hate
C'est laid	-It's ugly
C'est moche	-It's awful
C'est super	-It's great
C'est joli	-It's pretty

Colours (Masculine/Feminine Adjective Agreements)

<u>Masculine (un)</u>	<u>Feminine (une)</u>	
marron	marron	-brown
rouge	rouge	-red
jaune	jaune	-yellow
bleu	bleue	-blue
vert	verte	-green
gris	grise	-grey
noir	noire	-black
blanc	blanche	-white

Descriptions

Il/Elle s'appelle _____	-He/She is called _____
Il/Elle a ___ ans	-He/She is ___ years old
Il/Elle habite à _____	-He/She lives in _____
Il est / Elle est	
assez	-quite
très	-very
sympa	-nice
intelligent (e)	-intelligent
amusant (e)	-funny
sportif/sportive	-sporty
beau/belle	-beautiful

Occupations

Il est _____ (+ occupation)	-He is a _____
Elle est _____	-She is a _____
médecin	-doctor
professeur	-teacher
pompier	-firefighter
agent de police	-police officer
vendeur/vendeuse	-shopkeeper
serveur/serveuse	-waiter/waitress
cantinier/cantinière	-cook

Christmas

Donne-moi	-Give me
à toi	-your turn
à moi	-my turn
s'il te plaît	-please
merci	-thank you

Rooms

Où habites-tu?	-Where do you live?
J'habite dans ...une maison	-I live in ...a house
...un appartement	...a flat
Voici	-Here is
Il y a	-There is / There are
Dans ma maison idéale il y a	-In my ideal house there is
un salon	-a sitting room
une salle à manger	-a dining room
une cuisine	-a kitchen
une salle de bains	-a bathroom
une chambre	-a bedroom
un garage	-a garage
un balcon	-a balcony
un jardin	-a garden
une piscine	-a swimming pool
une fenêtre	-a window


Adjectives

petit	-small
grand	-big
joli	-pretty
superbe	-superb
magnifique	-magnificent
immense	-immense/huge
de luxe	-luxurious

Prepositions

en haut	-upstairs
en bas	-downstairs
sur	-on
sous	-under
dans	-in
au coin	-in the corner
au centre	-in the middle
à gauche	-on the left
à droite	-on the right

Furniture

une chaise	-a chair
un divan	-a sofa
une table	-a table
un frigo	-a fridge
une chaîne hi-fi	-a hi fi
une douche	-a shower
un micro-ondes	-a microwave
un tapis	-a carpet
une lampe	-a lamp

Useful phrases

 Répète, s'il te plaît/ -Repeat please

Répétez, s'il vous plaît

Qu'est-ce que c'est__en français? -What is__in French?

Qu'est-ce qu'il y a dans la cuisine? -What is there in the kitchen?

FRENCH ALPHABET (Alphabet March)

A	B	C	D	E	F	G
ah	beh	ceh	deh	euh	ef	jay

H	I	J	K	L	M	N
ash	ee	jee	ka	el	em	en

O	P	Q	R	S	T	U
oh	peh	koo	er	ess	teh	oo

V	W	X	Y	Z
veh	doobl-veh	eeks	eegrek	zed

Holidays (Future Tense)

On va...	-We are going...
...aller	...to go
...partir	...to leave
...prendre	...to take
...visiter	...to visit
...regarder	...to watch
...rester	...to stay
dans	-in

Accommodation

un hôtel	-a hotel
un appartement	-a flat/apartment
un gîte	-a gîte/cottage
un camping	-a campsite

Transport

en bateau	-by boat
en avion	-by plane
en voiture	-by car
en train	-by train

Places to Visit

d'abord	-first of all
plus tard	-later on
après ça	-after that
le musée	-the museum
le château	-the castle
la plage	-the beach
le zoo	-the zoo
le jardin publique	-the public gardens
la piscine	-the swimming pool
le centre commercial	-the shopping centre
le parc d'attractions	-the fairground
un match de _____	-a match of _____

Sounds:

ou eu in oi i è

an en on

o eau au

ch ui un qu

é ez et __er

__tion __cial __re

Silent letters: h__ __s __t __d

Assessment and work recording strategies

Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

Collection of work: Subject leaders review the work for each class, checking against the appropriate knowledge progression and planning documentation. In hand with pupil voice, this enables us to see how pupils are knowing more, remembering more and that knowledge is revisited on a regular basis.

Frequently asked questions about MFL

- 1) How does prior content prepare pupils for current learning?
 - a. *Topics are revisited every year, with lessons that build on previously taught skills, knowledge and vocabulary.*
 - b. *Teachers work from a progressive plan of subject specific vocabulary to ensure children acquire the vocabulary they need to succeed.*
 - c. *Vocabulary included in each year group shows the INTRODUCTION of that word only. Each year group is expected to revisit many of the other areas of vocabulary first introduced within other year groups.*
- 2) What should pupils already know, and does this build on it?
 - a. *See the subject vocabulary and the progression of knowledge grids.*
- 3) Are content choices and activities appropriate for the subject?
 - a. *Lesson structure and delivery is planned around Rosenshine's research (10 step model see above)*
 - b. *Content is planned to relate to knowledge progression and the national curriculum.*
- 4) Does assessment check that the necessary components are learned, and how do you respond to what assessment is telling you?
 - a. *Assessment is in built into the lesson - this allows teachers to easily implement next steps and challenge for differing outcomes*
 - b. *Assessment without levels - measuring every child's progress.*
- 5) How do you ensure your subject staff have the expertise to deliver your curriculum, and what support is there for non-specialists?
 - a. *We deliberately target NQT and inexperienced staff with additional CPD and coaching sessions when designing our curriculum - this is planned around a regular audit. The MFL leader audits staff needs annually, and works with the CPD providers to ensure it meets staff needs and any needs identified in monitoring.*