

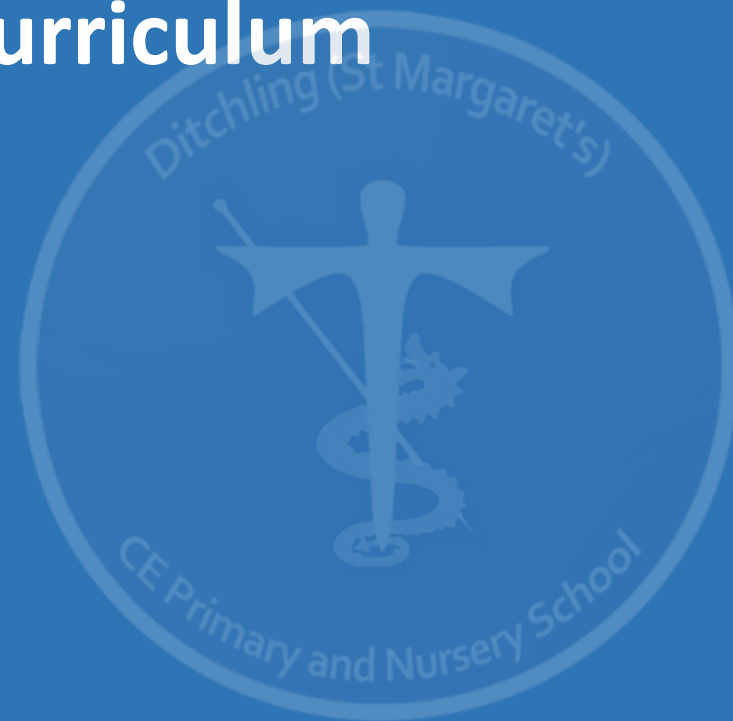


Ditchling St Margaret's Primary and Nursery School



'Living life in all its fullness' John 10:10

Modern Foreign Languages Curriculum





Kindness



Respect



Perseverance

'Living life in all its fullness' John 10:10

MFL Curriculum at Ditchling CE Primary and Nursery School

INTENT

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Ditchling, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

At Ditchling we are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The exposure to MFL in EYFS and KS1 and the teaching of MFL in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

IMPLEMENTATION

Children are introduced to French in Nursery through 30 minute weekly lessons. Throughout KS1, children receive exposure to languages through our Modern Foreign Language Day, collective worships, watching the French nativity and, in year 2, exploring French through short 30 minutes lessons each week in Term 6. In KS2, each class has a timetabled French lesson of up to 45 minutes (swapping to additional languages in Term 6).

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links have been developed with Downlands Secondary School.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content, as well as by fluent French speakers within the wider school community.
- We follow the primary MFL scheme of work from Language Angels.
- Whole school celebrations like European Languages Day and events such as our year 4 French Nativity enables the whole school to be immersed in the inclusion of the culture and use the language, meaningfully, in context.
- Links with the French Institute in London have been established to help deepen Year 6's understanding of French culture.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learned in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long-term memory. Key vocabulary for the new topic is also introduced as part of the sequence of learning. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work. A focus on phonics is key to each year's work and progression, and is revisited at least twice each academic year.

Knowledge and skills in French are progressive from one year to the next and are mapped across the school, in line with the Language Angels scheme of work. Cross-curricular links have been identified and the school's own context is considered as part of curriculum planning, including, for example, how the grounds of the school and local resources can be used to enhance and enrich French learning.



IMPACT

Assessed and Learned Curriculum

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world.

Varied learning experiences, including translated prayers in alternative languages and European Languages Day also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures and confidence in speaking in another language. Learning foreign languages teaches skills that are transferable to other areas of the curriculum – it helps to improve memory, attention and concentration, thus helping pupils problem solve and improve executive function.

Through MFL education, we cultivate global citizens who are better prepared to navigate an interconnected world, fostering empathy, tolerance, and collaboration.



JOHN 10:10 LIFE IN ALL ITS FULLNESS

EYFS

French lessons for
nursery & Stories
and Songs

Watch French
nativity + lessons
for nursery and
stories & songs.

French lessons for
nursery & Stories
and Songs

MFL day + French
lessons for nursery &
Stories and Songs

Stories and
Songs

Year 1

Stories and
Songs

Stories and
Songs

Watch French
nativity + stories
and songs

Stories and
Songs

MFL Day +
Stories and
Songs

Stories and
Songs

Stories and
Songs

MFL Day +
Stories and
Songs

Stories and
Songs

Watch French
nativity + stories
and songs

Stories and
Songs

Year 2

Stories and
Songs

Greetings

Year 3

Phonics + I'm
Learning French

Ancient Britain



Animals

Phonics + fruit

Ice Creams

Basic
introduction to
Spanish

Year 4

Phonics + What
is the Date?

The Weather

The Romans

Phonics +
Presenting
Myself

At the café/ tea
room/
restaurant

Basic
introduction to
Italian

Year 5

Phonics + Do
You Have a Pet?

The Planets

Year 6

Basic
introduction to
German

Clothes

Phonics + the
Olympics

My Home

Phonics +
Habitats

World War II

Me in the World

Phonics +
Healthy Lifestyle

At School

Basic introduction
to Chinese &
Japanese

Learning Skills Progression by Year Group

	<u>EYFS/KS1</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Listening</u>	Appreciate short stories and fairy talks, and start to understand some of the familiar words in what we hear. ELG – Communication & Language – listen attentively.	Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught. Recognise specific words from pictures when listening. Recognise numbers 1-20 and begin to recognise 20-31. Understand and respond to simple classroom instructions. <i>Arriving in year 4 able to:</i> • <i>Enjoy listening to songs, poems and stories</i> • <i>Listen carefully and identify familiar words in songs, poems and stories</i> • <i>Recognise numbers and know own birthday</i> • <i>Follow simple classroom instruction</i>	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 for specific phonemes, words and phrases. Pick these out in songs, stories and rhymes. Understand higher numbers. Listen to up to three simple sentences using familiar vocabulary and answer simple questions. Respond to a wider range of classroom instructions. <i>Arriving in year 5 able to:</i> • <i>Continue to enjoy listening</i> • <i>Identify specific phonemes, words and phrases</i> • <i>Recognise numbers 1-31 and multiple of 10 up to 100</i>	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. Identify key points in a new context. Understand higher numbers. Follow instruction and directions and recognise letters of the alphabet. <i>Arriving in Year 6 able to:</i> • <i>Have confidence to listen to longer texts</i> • <i>Identify specific sounds in familiar and unfamiliar words</i> • <i>Identify numbers confidently to 50 and up to 100</i> • <i>Enjoy the challenge of meeting unfamiliar language</i>	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. Understand longer and more complex phrases or sentences. Listen to texts read by people other than the teacher. Understand numbers in context e.g. year, clock <i>Arriving in year 7 able to:</i> • <i>Understand different pronunciations of sounds and letter combinations</i> • <i>Listen to spoken foreign language for details and gist</i> • <i>Follow a wide range of classroom instructions</i> • <i>Be confident and open to understanding very</i>

			Listen to short text using familiar vocabulary		<i>familiar language spoken by someone other than their teacher</i>
Speaking	Learn to articulate key words introduced in the lesson and their meaning. ELG – communication & Language – speaking – participate in small groups using recently introduced vocabulary.	Communicate with others using simple words and short phrases covered in the units. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. Use simple greetings; ask and answer simple questions about self; express simple likes and dislikes. <i>Arriving in year 4 able to:</i> - Take risks when practising language and different sounds in another language means different mouth movements - Pronounce very familiar language with good pronunciation and intonation	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 reply if and when required. Present short pieces of information. Explore the patterns and sounds of language to help develop accurate pronunciation. Use a wider range of familiar nouns and adjectives. Ask and answer questions from a wider range of topics. Express preference about what they like. <i>Arriving in year 5 able to:</i> - Join in speaking willingly and confidently - Recall simple vocabulary and begin to build sentences	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Take part in short conversations using familiar structure and vocabulary. Use simple conjunctions to build more complex sentences and present information to others. Explore patterns and sounds of language to help develop accurate pronunciation and intonation. Begin to understand and express future intentions. <i>Arriving in year 6 able to:</i> Use a limited range of phrases to seek clarification and help	Learn to recall previously learned language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in and initiate short conversations on familiar topics, responding with opinions and justifications where appropriate. Understand and begin to use the past tense to describe events. Perform to an audience. Understand and use transactional language; give descriptions; seek clarification of meaning; talk about the past in simple terms; express and justify opinions. <i>Arriving in Year 7 able to:</i> Take part in simple conversations – both initiating and sustaining conversations



		• Ask and answer questions on limited range of topics • Express likes and begin to express dislikes	• Begin to use simple conjunctions and use the negative • Begin to use pronouns and 1st, 2nd, 3rd person singular • Recite a few lines from a story or poem • Give a short presentation in a group or with a partner	• Pronounce and use the alphabet with increasing accuracy • Use simple conjunctions • Have vocabulary to give own opinions • Begin to understand the future tense • Perform a role play, or recite short poem • Give constructive feedback to classmates	• Retrieve numbers up to 100 with reasonable accuracy • Present simple information on a familiar topic to the class • Use peer and self assessment strategies • Recite a short piece of narrative from memory with increasing confidence • Use range of question and statements to seek clarification and help • Understand the term 'conjugation' and what it means looking at familiar verbs in the present tense.
<u>Reading</u>	Being able to identify the written version of a wider range of the words heard.	Read familiar words and short phrases accurately by applying knowledge from Phonics units. Understand the meaning in English of short words read in the foreign language. Show awareness of sound-spelling links.	Read aloud short pieces of text applying knowledge learned from Phonics units. Understand most of what we read in the foreign language when it is based on familiar language. Follow a text while reading and listening at the same time. Apply phonics knowledge to	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 Phonics knowledge and to use correct pronunciation and intonation with tone	Be able to tackle unknown language with increased accuracy by applying knowledge learned from Phonics units including awareness of accents, silent letters etc. decode unknown language using bilingual dictionaries. Read aloud and understand the main

		Read and understand familiar nouns and simple adjectives. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. <i>Arriving in Year 4 able to:</i> - Identify familiar words in a short text - Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board - Read aloud and understand a simple conversation with a partner using familiar vocabulary	support reading and read with increasingly accurate pronunciation. Use strategies to work out meaning of new words. <i>Arriving in Year 5 able to:</i> - Understand a short text using familiar language and extract information to give simple answers in French/ more complex in English - Follow a text displayed in classroom at same time as listening - Read familiar words/sentences aloud with good pronunciation and appreciate accents, cedillas etc. - Begin to use a bilingual dictionary	of voice and gesture to convey meaning when reading aloud. Read variety of short texts in different formats and contexts. <i>Arriving in year 6 able to:</i> - Work well with partners to decode short text and to enjoy the challenge of unfamiliar language - Read familiar phrases aloud confidently and with accurate pronunciation and good intonation - Apply phonic knowledge when meeting new words	points and some detail from a short written passage. Read in groups simple plays/ poems etc. <i>Arriving in Year 7 able to:</i> - Read aloud with increasing confidence, accuracy and expression and know accents exist, why they're used and what they do - Be willing to have a go at tackling pronunciation of new and familiar words - Understand key points and some detail in short written texts and answer questions - Understand key points in unfamiliar topic texts - Find new word meanings in bilingual dictionary
Writing	Start to reproduce nouns and articles from models.	Write familiar words and short phrases using a model or vocabulary list	Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the	Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show

		e.g. I play the piano; I like apples. Write one or two sentences using a model. Complete a simple gapped text such as a party invitation or passport. <i>Arriving in year 4 able to:</i> • Complete a simple gapped text • Write two or three sentences on a familiar topic using a writing frame and word bank • Begin to write a few familiar words from memory	negative form where appropriate. E.g. my name, where I live and my age. Apply phonic knowledge to support writing. Experiment with writing new words. <i>Arriving in Year 5 able to:</i> • Write a few sentences using word banks and writing frames • Begin to use pronouns • Write two to three simple sentences from memory • Show willingness to have a go at writing new words using phonic knowledge	response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives e.g. my name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Use a dictionary to check the spelling of words. <i>Arriving in year 6 able to:</i> • Write three or four sentences using word/phrase banks • Write more interesting sentences by adding one or two simple conjunctions • Personalise a text • Use a bilingual dictionary • Attempt two to three sentences from memory using familiar language	solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives, adverbs and possessive adjectives. E.g. a presentation or description of a typical school day including subjects, time, opinions. Write a few sentences from memory using knowledge of words, texts and structure. Make statements about what they read and have some understanding of the past tense. <i>Arriving in Year 7 able to:</i> • Write a short text on a familiar topic using a model and adapting language • Writing reflects understanding of gender of nouns, plural, word order, agreement of adjectives and may show some
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					<i>awareness of past and future tense.</i>
<u>Grammar</u>	Start to understand that foreign languages can have different structures to English. * ELG – Understanding the World – differences with life in other countries.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. E.g. I like, I play, I am called. Begin to understand word order of adjectives and how to form the negative. Match the correct definite/ indefinite article to a series of familiar nouns. <i>Arriving in year 4 able to:</i> • Notice (where relevant) that article changes according to gender of the noun • Notice differences in word order • Begin to understand how to form the negative.	Better understand the concept of gender and which articles to use for meaning e.g. the, a or some; introduce simple adjectival agreement, the negative form and possessive adjectives. Verbs – 1st, 2nd, 3rd persons in questions and answers. Match articles to nouns and select correct adjective order for colours. Begin to use pronouns. <i>Arriving in Year 5 able to:</i> • Understand article changes and single/plural changes • Place high frequency adjectives e.g colour and size in correct order and with correct endings according to gender	Revision of gender and nouns and learn to use and recognise the terminology of articles e.g. definite, indefinite and partitive. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation, and also be able to describe clothes in terms of colour. Begin to explore the future tense and see how possessive articles change according to gender. <i>Arriving in Year 6 able to:</i> • Explain word order confidently • Adapt endings to familiar adjectives • Start to apply correct endings to few possessive articles	Consolidate understanding of gender and nouns, use of the negative, adjectival agreement, possessive adjectives e.g. which subjects I like at school, which I do not like. Become familiar with a wider range of connectives/ conjunction and more confident with full verb conjugation – both regular and irregular e.g. to go, to do to have and to be. Being to use past tense and reinforce understanding of future tense. Adverbs. Begin to use past tense/ future tense in spoken word. Identify tenses from a selection of sentences written in the past, present and future tenses.



			• <i>Form the negative to give simple answers re likes and dislikes</i> • <i>Ask and answer questions in 1st, 2nd, 3rd person singular</i> • <i>Begin to use pronouns.</i>	• <i>Create simple sentences about the future</i> • <i>Have some understanding of conjugation and what it means</i> • <i>Explain with confidence how to form the negative</i>	<i>Arriving in Year 7 able to:</i> • <i>Understand importance of gender in singular and plural nouns and check gender in bilingual dictionary</i> • <i>Show some understanding of past and future tense in spoken and written work</i> • <i>Use high frequency adjectives with reasonable accuracy</i> • <i>Apply understanding of conjugation to two or three familiar verbs in the present tense.</i>
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National Curriculum Strands

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
- listen attentively to spoken language - listen to songs and rhymes - show understanding by responding - show understanding by joining in - appreciate stories, songs, poems and rhymes in the language - understand ideas, facts and feelings	- ask and answer questions - engage in conversations - express opinions - respond to the opinions of others - seek clarification and help - speak in sentences, using familiar vocabulary, phrases - present ideas and information to a range of audiences - describe people, places, things and actions - communicate for practical purposes - speak with increasing confidence, fluency and spontaneity - communicate ideas, facts and feelings	- read carefully and show understanding of words - read carefully and show understanding of phrases - read carefully and show understanding of simple writing - appreciate poems and rhymes in the language - broaden vocabulary through reading - develop the ability to understand new words that are introduced in familiar written material - find out the meaning of new words through using a dictionary - understand ideas, facts and feelings	- write words and phrases from memory - express ideas in writing through substituting words - adapt words and phrases to create new sentences - express ideas in writing through adapting phrases and sentences - describe people, places, things and actions - communicate for practical purposes - write at varying length for different purposes - write at varying length for different audiences - communicate ideas, facts and feelings
<u>Phonology</u> - explore the patterns and sounds of language and link the spelling, sound and meaning of words - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - understand and communicate using knowledge of phonology			



Grammar – Use basic language structures

- understand basic grammar appropriate to the language being studied
- understand key features and patterns of the language
- understand (where relevant): feminine, masculine, neuter forms and the conjugation of high-frequency words
- know how to apply the basic grammar they have learned, for instance, to build sentences
- know how these patterns and grammar differ from or are similar to English

Intercultural Understanding

- foster pupils' curiosity and deepen their understanding of the world
- learn new ways of thinking and read great literature in the original language
- understand and respond to spoken and written language from a variety of authentic sources
- discover and develop an appreciate of a range of writing in the language studied

National Curriculum Skills Mapping

	 Listening	 Speaking	 Reading	 Writing	 Grammar																													
	Listen attentively to spoken language and show understand 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 feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns; how to apply these to build sentences; how these differ to English.					
Attainment Target	1					2					3		4		5		6		7		8		9		10		11		12					
Year 3																																		
I'm Learning																																		
Ancient Britain																																		
Animals																																		
I am able/ I know how																																		
Ice creams																																		
Spanish																																		



Year 4												
Presenting Myself												
The Romans												
The Weather												
What is the Date?												
At the café/ tea room/ restaurant												
Italian												
Year 5												
Do you have a pet?												
The Planets												
My Home												
The Olympics												
Clothes												
German												
Year 6												
Habitats												



World War II												
Me in the World												
Healthy Lifestyle												
At School												
Chinese/ Japanese												

Key Vocabulary and Grammar Progression

Basic French Grammar and Useful Vocabulary

Year 3

The or a/an

Masculine - **le** or **un**

e.g. le chat/ un chat (the/a cat)

Feminine - **la** or **une**

e.g. la règle/ une règle (the/ a ruler)

If the noun starts with a vowel, it is **l'** e.g. l'oiseau (the bird)

All nouns (things!) in French, are either masculine or feminine and have le/la/l' or un/une in front of them. Nouns that begin with an 'h' are also considered to be vowels, and therefore have l' e.g. l'hotel (the hotel).

Pronunciation



In French, you do not usually pronounce the last consonant. For example, petit (small (masculine)) is pronounced "petee". If there is a vowel (usually an e) at the end of a word, then you would pronounce the last consonant. For example, petite (small (feminine)) is pronounced "peteet".

Key verbs



To be

ENGLISH VERB: "TO BE"	FRENCH VERB: "ÊTRE"
I AM	JE SUIS
YOU ARE	TU ES
HE IS	IL EST
SHE IS	ELLE EST
WE ARE	NOUS SOMMES
YOU ARE (PLURAL)	VOUS ÊTES
THEY ARE (BOYS)	ILS SONT
THEY ARE (GIRLS)	ELLES SONT

To have

FRENCH

- j'ai
- tu as
- il a
- elle a
- Nous avons
- Vous avez
- Ils ont
- Elles ont

ENGLISH

- I have
- You have
- he has
- she has
- we have
- you have (Pl.)
- They have (m. Plur.)
- They have (f. plur.)



Days of the week (all are masculine in French)

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

S m T W T F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

Days of the week do not start with a capital letter in French, unless they appear at the start of a sentence.

Months of the year (all months are masculine)

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

Months of the year do not start with a capital letter unless they are at the beginning of a sentence.



The colours in French change spelling depending upon whether the noun that it is describing is masculine or feminine. For example, a white rubber would be la gomme blanche. A white pencil would be le crayon blanc.

Basic Adjectives



In French, when we describe words, we usually put the descriptive word after the noun. When we use adjectives to describe size, such as big (grand/grande) or small (petit/petite), then those adjectives come before the noun.

La grande chambre - the big bedroom

La chambre grise - the grey bedroom

Remember - make sure that the adjective agrees with the noun - if your noun is feminine, then use the feminine form of the adjective.

Basic French Grammar and Useful Vocabulary: Year 4

The or a/an

Masculine - **le** or **un**

e.g. le chat/ un chat (the/a cat)

Feminine - **la** or **une**

e.g. la règle/ une règle (the/ a ruler)

If the noun starts with a vowel, it is **l'**

e.g. l'oiseau (the bird)

All nouns (things!) in French, are either masculine or feminine and have le/la/l' or un/une in front of them. Nouns that begin with an 'h' are also considered to be vowels, and therefore have l' e.g. l'hôtel (the hotel).



Pronunciation

In French, you do not usually pronounce the last consonant. For example, petit (small (masculine)) is pronounced "petee". If there is a vowel (usually an e) at the end of a word, then you would pronounce the last consonant. For example, petite (small (feminine)) is pronounced "peteet".



Key verbs

To be - être

To have - avoir

ENGLISH VERB: "TO BE"	FRENCH VERB: "ÊTRE"
I AM	JE SUIS
YOU ARE	TU ES
HE IS	IL EST
SHE IS	ELLE EST
WE ARE	NOUS SOMMES
YOU ARE (PLURAL)	VOUS ÊTES
THEY ARE (BOYS)	ILS SONT
THEY ARE (GIRLS)	ELLES SONT

FRENCH

- j'ai
- tu as
- il a
- elle a
- Nous avons
- Vous avez
- Ils ont
- Elles ont



ENGLISH

- I have
- You have
- he has
- she has
- we have
- you have (Pl.)
- They have (m. Plur.)
- They have (f. plur.)

To go - aller

Je vais	I go, I am going
Tu vas	You go
Il va	He / it goes, is going
Elle va	She / it goes, is going
Nous allons	We go
Vous allez	You go (plural)
Ils vont	They go, they are going (M)
Elles vont	They go, they are going (F)

To make/do - faire

Je fais	I do
Tu fais	You do
Il fait	He / it does, is doing
Elle fait	She / it does, is doing
Nous faisons	We do
Vous faites	You do (plural)
Ils font	They do, are doing (M)
Elles font	They do, are doing (F)

Adjectives



In French, when we describe words, we usually put the descriptive word after the noun. When we use adjectives to describe size, such as big (grand/grande) or small (petit/petite), then those adjectives come before the noun.

La grande chambre - the big bedroom

La chambre grise - the grey bedroom

However, there are some adjectives, known as 'short adjectives' which come before nouns. These are:

- | | |
|--------------------|-----------------------------|
| • beau/belle | nice/beautiful/good looking |
| • bon/bonne | good |
| • ce/cette/ces | that/this/those |
| • grand/grande | big |
| • gros/grosse | fat/ big |
| • joli/jolie | pretty |
| • mauvais/mauvaise | bad |
| • petit/petite | small |
| • quel/quelle | which |

- vieux/vieille old

Remember - make sure that the adjective matches the noun - if your noun is feminine, then use the feminine form of the adjective.

The weather



Most weather terms use the verb "faire", but some are verbs in their own right:

Il gèle - it's freezing

Il neige - it's snowing

Il pleut - it's raining

Basic French Grammar and Useful Vocabulary: Year 5

The or a/an

Masculine - **le** or **un** e.g. le chat/ un chat (the/a cat)

Feminine - **la** or **une** e.g. la règle/ une règle (the/ a ruler)

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All nouns (things!) in French, are either masculine or feminine and have le/la/l' or un/une in front of them. Nouns that begin with an 'h' are also considered to be vowels, and therefore have l' e.g. l'hotel (the hotel).



Pronunciation

In French, you do not usually pronounce the last consonant. For example, petit (small (masculine)) is pronounced "petee". If there is a vowel (usually an e) at the end of a word, then you would pronounce the last consonant. For example, petite (small (feminine)) is pronounced "peteeet".



Key verbs

To be -être

ENGLISH VERB: "TO BE"	FRENCH VERB "ÊTRE"
I AM	JE SUIS
YOU ARE	TU ES
HE IS	IL EST
SHE IS	ELLE EST
WE ARE	NOUS SOMMES
YOU ARE (PLURAL)	VOUS ÊTES
THEY ARE (BOYS)	ILS SONT
THEY ARE (GIRLS)	ELLES SONT

To have - avoir

FRENCH

- j'ai
- tu as
- il a
- elle a
- Nous avons
- Vous avez
- Ils ont
- Elles ont



ENGLISH

I have
You have
he has
she has
we have
you have (Pl.)
They have (m. Plur.)
They have (f. plur.)

To go - aller

Je vais	I go, I am going
Tu vas	You go
Il va	He / it goes, is going
Elle va	She / it goes, is going
Nous allons	We go
Vous allez	You go (plural)
Ils vont	They go, they are going (M)
Elles vont	They go, they are going (F)

To make/do - faire

Je fais	I do
Tu fais	You do
Il fait	He / it does, is doing
Elle fait	She / it does, is doing
Nous faisons	We do
Vous faites	You do (plural)
Ils font	They do, are doing (M)
Elles font	They do, are doing (F)

Adjectives



Remember - make sure that the adjective matches the noun - if your noun is feminine, then use the feminine form of the adjective.

Some adjectives have irregular feminine versions:

Masculine	feminine	translation
actif	active	active
beau	belle	good looking/ beautiful
blanc	blanche	white
bon	bonne	good
ce	cette	that/this
gros	grosse	fat/big
mignon	mignonne	cute
paresseux	paresseuse	lazy
quel	quelle	which
vieux	vieille	old



Regular verbs

These verbs end in -er and follow a set pattern.

Je - end in 'e'	Regarder ^{er} (to watch)	jouer ^{er} (to play)
Tu - end in 'es'	regarde	joue
Il/Elle/On - end in 'e'	regardes	joues
Nous - end in 'ons'	regarde	joue
Vous - end in 'ez'	regardons	jouons
Ils/Elles - end in 'ent'	regardez	jouez
	regardant	jouent

Pronunciation - only verbs ending 'ons' and 'ez' are pronounced. All other endings are silent, so the '-e', '-es' '-e' and '-ent' are not heard.

Verbs that end in '-ir-' also follow regular patterns:

	Finir ^{ir} (to finish)
Je - -is	finis
Tu - -is	finis
Il/Elle/On - it	finit
Nous - -issons	finissons
Vous - -issez	finissez
Ils/Elles - -issent	finissent

The endings -is, -is and -it are all pronounced without sounding the last consonant. They sound like the English letter E. The ending -ent is silent and the third person plural sounds like 'eece', like in fleece.

Verbs that end in '-re'.

	Vendre ^{re} (to sell)
Je - -s	vends
Tu - -s	vends
Il/Elle/On - -	vend
Nous - -ons	vendons
Vous - -ez	vendez
Ils/Elles - -ent	vendent

The only verb endings that can be heard with regular -re verbs are the -ons and -ez endings. The rest are silent.



Ways of expressing opinions



J'aime/ je n'aime pas/ j'adore/ je déteste/ je trouve ça/ c'est

I like/ I do not like/ I love/ I hate/ I find that/ It is

Basic French Grammar and Useful Vocabulary

Year 6

The or a/an

Masculine - **le** or **un**

e.g. le chat/ un chat (the/a cat)

Feminine - **la** or **une**

e.g. la règle/ une règle (the/ a ruler)

If the noun starts with a vowel, it is **l'** e.g. l'oiseau (the bird)

All nouns (things!) in French, are either masculine or feminine and have le/la/l' or un/une in front of them. Nouns that begin with an 'h' are also considered to be vowels, and therefore have l' e.g. l'hôtel (the hotel).

Pronunciation



In French, you do not usually pronounce the last consonant. For example, petit (small (masculine)) is pronounced "petee". If there is a vowel (usually an e) at the end of a word, then you would pronounce the last consonant. For example, petite (small (feminine)) is pronounced "peteet".

Key verbs



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Adjectives



Remember - make sure that the adjective matches the noun - if your noun is feminine, then use the feminine form of the adjective.

Possessive Adjectives

These are 'my', 'your', 'his/her' etc in English. In French, they too have to agree with the noun and not the person. E.g. Mon chat - my cat; ma tortue - my tortoise - cat being masculine and tortoise being feminine.

Masculine singular	Feminine singular	Plural	English
mon	ma	mes	my
ton	ta	tes	your
son	sa	ses	his/her, one's
notre	notre	nos	our
votre	votre	vos	your
leur	leur	leurs	their



Immediate Future

To write about things that are going to happen in the near future, or is definitely going to happen, such as "At Christmas, I am going to Canada", or "I am going to play football".

We need to use the verb 'aller', or 'to go', immediately followed by the infinitive verb:

Je vais regarder la television - I am going to watch television.

Nous allons aller en France - We're going to go to France.

Je vais jouer au football - I am going to play football.



Useful connectives

Mais - but

parce que - because

et - and

ou - or

aussi - also

pourtant - nevertheless



Negatives

To make a verb negative, the particles 'ne' and 'pas' are placed around the verb:

Je ne vais pas en ville - I am not going into town.

Remember, ne will be shortened to 'n' before a vowel, as je becomes j' before a vowel.



Plurals

Usually in French you would just add an 's' as we do in English:

La gomme (the rubber) becomes les gommes (the rubbers).

Some words have irregular plurals:

animal	animaux	animal/ animals
bureau	bureaux	office/ offices
cheval	chevaux	horse/ horses
gâteau	gâteaux	cake/ cakes
grand-mère	grandes-mères	grandma/ grandmas
grand-père	grands-pères	grandad/ grandads
Madame	Mesdames	Mrs/lady/ ladies
Monsieur	Messieurs	Mr/ gentlemen
Mademoiselle	Mesdemoiselles	Miss/ girls
rendezvous	rendezvous	meeting
salle de bains	salles de bains	bathroom/ bathrooms
terrain de football	terrains de football	football pitch/ pitches
veau	veaux	calf/ calves



Simple rules to remember:

- Nouns ending in -s, -x or -z in the singular do not change in the plural
- Nouns ending in -al in the singular change to -aux in the plural
- Nouns ending in -au, -eau or -eu in the singular take an 'x' in the plural

Contractions of the definite and indefinite articles

You cannot put à together with le or les - instead they contract to form 'au' (à+le) and 'aux' (à+les) to mean 'to the'.

You cannot put de with le or les - instead they contract to form 'du' (de + le) and 'des' (de + les) to mean 'of the'.

Un and Une become 'des' if the noun is plural. If the plural noun is preceded by an adjective then 'des' becomes 'de'.

Eg. Un jardin (a garden) becomes des jardins in the plural. If we want to say a beautiful garden, or some beautiful gardens, it becomes un beau jardin or de beaux jardins.

Quality First Teaching

At Ditchling Primary school, we are committed to delivering quality first teaching for Modern Foreign Languages (MFL), ensuring every student receives a rich and engaging language learning experience. Our approach integrates culturally relevant content, interactive activities, and diverse resources to foster a deep understanding and appreciation for languages and cultures. Through skilled instruction, tailored support, and continuous assessment, we empower students to develop proficiency and confidence in MFL, laying a strong foundation for their lifelong language learning journey.

The learning of language in itself recognises that diversity should be celebrated in our world of multiple cultures and languages, and through a wide range of audio, visual and kinaesthetic teaching styles throughout all levels of learning, children from all backgrounds and abilities are able to access our MFL curriculum including our Pupil Premium and SEND children. Our higher attaining children, or any children who are bi-lingual, are given the opportunity to stretch themselves with performances and presentations in their alternative language. Each task presented to children can be differentiated according to ability, and there is a large focus on dual coding. Learning foreign languages teaches skills that are transferable to other areas of the curriculum.

What does a quality first MFL lesson look like for SEND children?

- Resources prepared on buff paper
- Thoughtfully considered partners
- Dual coded vocabulary
- Dual coded with additional authentic spoken pronunciation
- Additionally supported models and word banks
- Scaffolded models
- Gapped tasks
- Evidence recorded using photos and drawings rather than written





What does a quality first MFL lesson look like for high attaining pupils?

- Challenge based resources e.g. fewer scaffolded gapped sentences; fewer words provided in word banks
- Taking the lead in composing and delivering solo and group presentations
- Demonstrating pre-existing knowledge when identify cognates and using unfamiliar vocabulary
- Focus on accurate pronunciation
- Focus on accurate, grammatically correct written passages
- Expectation of higher stamina of writing e.g. 5-6 sentences instead of 2-3
- More complex sentences using an increasing number of grammatical features e.g. gender/ adjective agreement
- Delivery of translated school prayer in different languages
- Using alternative language knowledge from additional home languages to supplement class knowledge

Transition to KS3

By exposing students to an alternate language in Term 6 of each year, we are increasing their knowledge of world languages and enabling their confidence to grow when faced with something unknown. This is in response to pupil led feedback which demonstrated a desire to be aware of languages other than just French.

In conversation with KS3 MFL teachers at Downlands Community College (the local senior school), it became apparent that the most useful and helpful tool in delivering MFL to primary aged children was to instil in them an open and willing attitude to languages, and a knowledge of phonetic differences between English and other languages. This helps with transition as not all pupils go on to study French at KS3 level.

Enrichment Activities for MFL

MFL Day



French Nativity



French Institute Trip



French Club



Multi-Lingual Prayers



German Club

