



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: MFL- French



GOLDEN THREADS			
LISTENING	SPEAKING	READING	WRITING

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS building blocks	In the Early Years Foundation Stage, 'Communication and Language' (Listening and attention, Understanding and Speaking) and 'Understanding the World' provide opportunities to build skills that build a foundation for learning a foreign language. This includes learning phonics, joining in with rhymes, stories and games using sounds and words, talking about characters from stories and learning about different cultures. Children benefit from a sound-rich environment and building a positive association with language (both in English and in other languages spoken at home). Children participate in 'International Day' and 'International Language Day' which are other opportunities to celebrate and learn about a different culture and society.					
KS1 building blocks	<p>In KS1, children continue to learn to read through the teaching of systematic phonics. The pupils speaking and listening skills are continually developed and there are opportunities to celebrate and learn about different cultures and languages through stories and school events such as 'International Day' and 'International Language Day'.</p> <p>Opportunities may include:</p> <ul style="list-style-type: none"> Reading a range of books that promote representation and diversity Sharing everyday/classroom vocabulary in different languages Sharing their native language with their classmates Familiar songs/stories in different languages Songs, rhymes or stories with actions Repetitive vocabulary e.g. bonjour for register 					
Year 3 Unit / Knowledge	Core: Phonetics Lesson 1&2 Teach Y3 essential vocabulary	Teach Y3 essential vocabulary	Early: Comptines et Chansons (6 lessons) <i>Nursery Rhymes</i>	Early: Les Formes (6 lessons) <i>Link les couleurs, nombres</i>	Early: Les Animaux (6 lessons) <i>Link les couleurs, nombres</i>	Early: Les Fruits (6 lessons) (Hungry Caterpillar links les jours de la semaine) <i>Link les couleurs et nombres</i>
Year 3 Weave Skills	Listening and Responding <ul style="list-style-type: none"> Do they understand a few familiar spoken words and phrases? Speaking	Listening and Responding <ul style="list-style-type: none"> Do they understand a few familiar spoken words and phrases? Speaking	Listening and Responding <ul style="list-style-type: none"> Do they understand a few familiar spoken words and phrases? Speaking	Listening and Responding <ul style="list-style-type: none"> Do they understand a few familiar spoken words and phrases? Speaking	Listening and Responding <ul style="list-style-type: none"> Do they understand a few familiar spoken words and phrases? Speaking <ul style="list-style-type: none"> Can they say and repeat single words in short and simple phrases? 	Listening and Responding <ul style="list-style-type: none"> Do they understand a few familiar spoken words and phrases? Speaking <ul style="list-style-type: none"> Can they say and repeat single words in short and simple phrases?



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	<ul style="list-style-type: none"> • Can they say and repeat single words in short and simple phrases? • <p>Reading and Responding</p> <ul style="list-style-type: none"> • Can they recognise and read out a few familiar words and phrases? <p>Writing</p> <p>Can they write or copy simple words or symbols correctly?</p>	<ul style="list-style-type: none"> • Can they say and repeat single words in short and simple phrases? • <p>Reading and Responding</p> <ul style="list-style-type: none"> • Can they recognise and read out a few familiar words and phrases? <p>Writing</p> <p>Can they write or copy simple words or symbols correctly?</p>	<ul style="list-style-type: none"> • Can they say and repeat single words in short and simple phrases? • <p>Reading and Responding</p> <ul style="list-style-type: none"> • Can they recognise and read out a few familiar words and phrases? <p>Writing</p> <p>Can they write or copy simple words or symbols correctly?</p>	<ul style="list-style-type: none"> • Can they say and repeat single words in short and simple phrases? • <p>Reading and Responding</p> <ul style="list-style-type: none"> • Can they recognise and read out a few familiar words and phrases? <p>Writing</p> <p>Can they write or copy simple words or symbols correctly?</p>	<ul style="list-style-type: none"> • <p>Reading and Responding</p> <ul style="list-style-type: none"> • Can they recognise and read out a few familiar words and phrases? <p>Writing</p> <p>Can they write or copy simple words or symbols correctly?</p>
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<p>Year 3 Essential Vocabulary</p> <p>To be taught in Autumn 1, visible in classrooms, repeated throughout the year and used regularly</p> <p>Previous year group essential vocabulary should also be continued.</p>	<p><i>Hello/Goodbye</i> Bonjour Au revoir</p> <p><i>1-10</i> Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p><i>Days of the week</i> Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche</p> <p><i>My name is.../I am – years old</i> Je m'appelle... J'ai (--) ans</p> <p><i>Colours</i> Bleu, jaune, rouge, vert, orange, violet, marron, blanc, noir, gris</p> <p><i>Please/Thank you</i> S'il vous plait Merci</p>
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<p>Year 4 Unit / Knowledge</p>	<p>Core: Phonetics 1&2</p>	<p>Petit Chaperon Rouge (6 lessons)</p>	<p>Early: Les Legumes (6 lessons) <i>Vegetables</i></p>	<p>Early: Je Peux (6 lessons) <i>I can</i></p>	<p>Intermediate: La Famille (6 lessons)</p>	<p>Intermediate: Je Me Presente (6 lessons)</p>
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	Revise Y3 essential vocab Teach Y4 essential vocab <i>Repeat/Link</i>	<i>Little Red Riding Hood</i>	<i>Link couleurs, nombres, (fruits)</i>			<i>Link Je peux, La famille, Les fruits, Les animaux</i>
Year 4 Weave Skills	<p>Listening</p> <ul style="list-style-type: none"> Do they understand a range of familiar spoken phrases? <p>Speaking</p> <ul style="list-style-type: none"> Can they answer simple questions and give basic information? <p>Reading</p> <ul style="list-style-type: none"> Can they understand and read out familiar written phrases? <p>Writing</p> <ul style="list-style-type: none"> Can they write one or two short sentences to a model? Can they fill in the words on a simple form? 	<p>Listening</p> <ul style="list-style-type: none"> Do they understand a range of familiar spoken phrases? <p>Speaking</p> <ul style="list-style-type: none"> Can they answer simple questions and give basic information? <p>Reading</p> <ul style="list-style-type: none"> Can they understand and read out familiar written phrases? <p>Writing</p> <ul style="list-style-type: none"> Can they write one or two short sentences to a model? Can they fill in the words on a simple form? 	<p>Listening</p> <ul style="list-style-type: none"> Do they understand a range of familiar spoken phrases? <p>Speaking</p> <ul style="list-style-type: none"> Can they answer simple questions and give basic information? <p>Reading</p> <ul style="list-style-type: none"> Can they understand and read out familiar written phrases? <p>Writing</p> <ul style="list-style-type: none"> Can they write one or two short sentences to a model? Can they fill in the words on a simple form? 	<p>Listening</p> <ul style="list-style-type: none"> Do they understand a range of familiar spoken phrases? <p>Speaking</p> <ul style="list-style-type: none"> Can they answer simple questions and give basic information? <p>Reading</p> <ul style="list-style-type: none"> Can they understand and read out familiar written phrases? <p>Writing</p> <ul style="list-style-type: none"> Can they write one or two short sentences to a model? Can they fill in the words on a simple form? 	<p>Listening</p> <ul style="list-style-type: none"> Do they understand a range of familiar spoken phrases? <p>Speaking</p> <ul style="list-style-type: none"> Can they answer simple questions and give basic information? <p>Reading</p> <ul style="list-style-type: none"> Can they understand and read out familiar written phrases? <p>Writing</p> <ul style="list-style-type: none"> Can they write one or two short sentences to a model? Can they fill in the words on a simple form? 	<p>Listening</p> <ul style="list-style-type: none"> Do they understand a range of familiar spoken phrases? <p>Speaking</p> <ul style="list-style-type: none"> Can they answer simple questions and give basic information? <p>Reading</p> <ul style="list-style-type: none"> Can they understand and read out familiar written phrases? <p>Writing</p> <ul style="list-style-type: none"> Can they write one or two short sentences to a model? Can they fill in the words on a simple form?
Year 4 Essential Vocabulary	<p><i>Multiples of ten</i> Dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent</p> <p><i>Family members- dad, mum, brother, sister</i> La pere, la mere, le frere, la soeur</p> <p><i>Days of the week</i> Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche</p> <p><i>My name is.../I am – years old</i> Je m’appelle...</p>					



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should also be continued.	<p>J'ai (--) ans</p> <p><i>Colours</i> Bleu, jaune, rouge, vert, orange, violet, marron, blanc, noir, gris</p>					
Year 5 Unit / Knowledge Weather The Date	Core: Phonetics 1,2 &3 Revise Y3&4 essential vocab Teach Y5 essential vocabulary <i>Repeat/Link</i>	Intermediate: Boucle d'Or Et Les Trois Ours (6 lessons) <i>Goldilocks and the three bears</i>	Early: Les Saisons (6 lessons) <i>Repeat/Link Quel Temps Fait, mois</i>	Early: Dans le Jungle <i>Repeat/Link animaux, couleurs, nombres, quel temps fait</i>	Early: Je Peux / can <i>Intermediate: La Famille</i> <i>Repeat/ link together (talk about what different people can do)</i>	Intermediate: Les Vetements (6 lessons) <i>Clothes</i> <i>Link Quel Temps Fait il, saisons, couleurs, nombres</i>
Year 5 Weave Skills	Listening <ul style="list-style-type: none"> Do they understand the main points from a short spoken passage made up of familiar language? Speaking <ul style="list-style-type: none"> Can they ask and answer simple questions and talk about their interests? Reading <ul style="list-style-type: none"> Can they understand the main points from a short written text in clear printed script? Writing <ul style="list-style-type: none"> Can they write a few short sentences with 	Listening <ul style="list-style-type: none"> Do they understand the main points from a short spoken passage made up of familiar language? Speaking <ul style="list-style-type: none"> Can they ask and answer simple questions and talk about their interests? Reading <ul style="list-style-type: none"> Can they understand the main points from a short written text in clear printed script? Writing <ul style="list-style-type: none"> Can they write a few short sentences with 	Listening <ul style="list-style-type: none"> Do they understand the main points from a short spoken passage made up of familiar language? Speaking <ul style="list-style-type: none"> Can they ask and answer simple questions and talk about their interests? Reading <ul style="list-style-type: none"> Can they understand the main points from a short written text in clear printed script? Writing <ul style="list-style-type: none"> Can they write a few short sentences with 	Listening <ul style="list-style-type: none"> Do they understand the main points from a short spoken passage made up of familiar language? Speaking <ul style="list-style-type: none"> Can they ask and answer simple questions and talk about their interests? Reading <ul style="list-style-type: none"> Can they understand the main points from a short written text in clear printed script? Writing <ul style="list-style-type: none"> Can they write a few short sentences with support, using 	Listening <ul style="list-style-type: none"> Do they understand the main points from a short spoken passage made up of familiar language? Speaking <ul style="list-style-type: none"> Can they ask and answer simple questions and talk about their interests? Reading <ul style="list-style-type: none"> Can they understand the main points from a short written text in clear printed script? Writing <ul style="list-style-type: none"> Can they write a few short sentences with support, using 	Listening <ul style="list-style-type: none"> Do they understand the main points from a short spoken passage made up of familiar language? Speaking <ul style="list-style-type: none"> Can they ask and answer simple questions and talk about their interests? Reading <ul style="list-style-type: none"> Can they understand the main points from a short written text in clear printed script? Writing <ul style="list-style-type: none"> Can they write a few short sentences with support, using expressions which have already been learnt?



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	support, using expressions which have already been learnt?	support, using expressions which have already been learnt?	support, using expressions which have already been learnt?	expressions which have already been learnt?	expressions which have already been learnt?	
<p>Year 5 Essential Vocabulary</p> <p>To be taught in Autumn 1, visible in classrooms, repeated throughout the year and used regularly</p> <p>Previous year group essential vocabulary should also be continued.</p>	<p><i>11-31</i> Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p>	<p><i>11-31</i> Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p>	<p><i>Months</i> Janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre</p> <p><i>Weather</i> il fait chaud il fait froid il y a du soleil il y a des nuages il pleut</p> <p><i>I like/ I don't like</i> J'aime Je n'aime pas</p>	<p><i>expressions which have already been learnt?</i></p>	<p><i>expressions which have already been learnt?</i></p>	<p><i>Pronouns</i> il → he elle → she ils / eux → they nous → we vous → you</p> <p><i>Ask simple questions</i> Comment tu t'appelles? Quel age as-tu? Ou habites-tu? C'est quand ton anniversaire? Ca va?</p>
<p>Year 6 Unit / Knowledge</p> <p>WW2 (cross curricular) or Olympics</p>	<p><i>Core: Phonetics 1,2, 3 & 4</i></p> <p>Revise Y3,4&5 essential vocab Teach Y6 essential vocabulary <i>Repeat/Link</i></p>	<p>Progressive: La Seconde Guerre Mondiale</p> <p><i>World War 2</i></p>	<p>Intermediate: As-Tu Un Animal?</p> <p><i>Do You Have a Pet? Repeat/Link animaux, dans le jungle, couleurs, nombres</i></p>	<p>Intermediate: Au Cafe (6 lessons) <i>Link les nombres, fruits et legumes</i></p>	<p>Intermediate: Je Me Presente Intermediate: La Famille</p> <p><i>Repeat/Link other learning</i> <i>Add descriptions</i></p>	<p>Progressive: Le Week-End</p>



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Year 6 Weave Skills	Listening <ul style="list-style-type: none"> Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences? Speaking <ul style="list-style-type: none"> Can they take part in a simple conversation and express their own opinions? Reading <ul style="list-style-type: none"> Can they understand the main points and some detail from short written texts in familiar contexts? Writing <ul style="list-style-type: none"> Can they write a short text on a familiar topic, adapting language which they have already learned? 	Listening <ul style="list-style-type: none"> Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences? Speaking <ul style="list-style-type: none"> Can they take part in a simple conversation and express their own opinions? Reading <ul style="list-style-type: none"> Can they understand the main points and some detail from short written texts in familiar contexts? Writing <ul style="list-style-type: none"> Can they write a short text on a familiar topic, adapting language which they have already learned? 	Listening <ul style="list-style-type: none"> Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences? Speaking <ul style="list-style-type: none"> Can they take part in a simple conversation and express their own opinions? Reading <ul style="list-style-type: none"> Can they understand the main points and some detail from short written texts in familiar contexts? Writing <ul style="list-style-type: none"> Can they write a short text on a familiar topic, adapting language which they have already learned? 	Listening <ul style="list-style-type: none"> Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences? Speaking <ul style="list-style-type: none"> Can they take part in a simple conversation and express their own opinions? Reading <ul style="list-style-type: none"> Can they understand the main points and some detail from short written texts in familiar contexts? Writing <ul style="list-style-type: none"> Can they write a short text on a familiar topic, adapting language which they have already learned? 	Listening <ul style="list-style-type: none"> Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences? Speaking <ul style="list-style-type: none"> Can they take part in a simple conversation and express their own opinions? Reading <ul style="list-style-type: none"> Can they understand the main points and some detail from short written texts in familiar contexts? Writing <ul style="list-style-type: none"> Can they write a short text on a familiar topic, adapting language which they have already learned?
Year 6 Essential Vocabulary To be taught in Autumn 1 , visible in classrooms, repeated throughout the year and used regularly Previous year group essential vocabulary should also be continued.	1-100 31-70 follows the same pattern but 70 is 60+teen number Soixante-dix Soixante et onze Soixante douze Soixante treize Soixante-quatorze Soixante-quinze Soixante-seize Soixante-dix-sept Soixante-dix-huit Soixante-dix-neuf	80 is said as 4x20 Quatre-vingt Quatre-vingt-un Quatre-vingt-deux Quatre-vingt-trois Quatre-vingt-quatre Quatre-vingt-cinq Quatre-vingt-six Quatre-vingt-sept Quatre-vingt-huit Quatre-vingt-neuf	90 is said as 4x20+10 Quatre-vingt-dix Quatre-vingt-onze Quatre-vingt-douze Quatre-vingt-treize Quatre-vingt-quatorze Quatre-vingt-quinze Quatre-vingt-seize Quatre-vingt-dix-sept Quatre-vingt-dix-huit Quatre-vingt-dix-neuf Cent		



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	<p><i>Tell the time</i></p> <p>il est - heures il est - heures et quart il est - heures et demie</p> <p>il est - heures moins le quart</p> <p><i>Connectives</i></p> <p>et mais ou parce qu(e)</p>
<p>Next Stage</p> <p>Weave Skills</p>	<p>Listening</p> <ul style="list-style-type: none"> • Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts? <p>Speaking</p> <ul style="list-style-type: none"> • Can they give a short prepared talk, on a topic of their choice, including expressing their opinions? <p>Reading</p> <ul style="list-style-type: none"> • Can they understand the main points and opinions in written texts from various contexts? <p>Writing</p> <ul style="list-style-type: none"> • Can they write a short text on a range of familiar topic, using simple sentences?

<p>The New Curriculum 2014</p> <p>Modern foreign languages: Key stage 2</p> <p>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.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding



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- 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
- The starred (*) content above will not be applicable to ancient languages.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

- 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