

Westgate Primary School –MFL Long Term Planning

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>			<b>French greetings with puppets.</b>			<b>French playground games – numbers and age</b>
<b>Substantive Knowledge</b>			<p><b>Phonics:</b> To become familiar with key phonemes represented by the following letters: <b>a</b> (ça va) , <b>c</b> (comme ci) , <b>e</b>, <b>j</b> (je)</p> <p>To identify sounds created by linking some of the key phonemes: <b>ou</b> (bonjour), <b>on</b> (bonjour/bonsoir), <b>oi</b> (bonsoir), <b>ui</b> (bonne nuit).</p> <p>To recognise that some letters carry accents and that these change the sound of those letters: <b>ç</b>, <b>è</b>.</p> <p>To know that a <b>ç</b> cedilla is the hook shape that sits under the letter c when <b>c</b> precedes the letters <b>a,o,u</b>.</p> <p>To know that consonants at the end of words in French are not usually pronounced.</p> <p><b>Grammar:</b> To know that the pronoun <b>ça</b> means 'it'.</p> <p>To know that <b>je/j'</b>, and <b>tu</b> are subject pronouns (I and you).</p> <p><b>Cultural awareness:</b> To know that in French there are formal and informal greetings and apply them to introduce yourself to a partner.</p>			<p><b>Phonics:</b> To become familiar with key phonemes represented by the following letters: <b>g</b> (âge), <b>i</b> (dix/six), <b>q</b> (quatre), <b>s</b> (six/sept), <b>t</b>, <b>u</b> (trois/tu).</p> <p>To identify sounds created by linking some of the key phonemes: <b>in</b> (cinq), <b>ge</b> (âge), <b>eu</b> (deux/neuf), <b>ui</b> (huit).</p> <p>To know that consonants at the end of words in French are not usually pronounced.</p> <p><b>Grammar:</b> To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des <b>ciseaux</b>.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le <b>train</b>, le <b>taxi</b>.</p> <p><b>Cultural awareness:</b> To know some playground games played in France.</p>

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<p><b>Disciplinary Knowledge (Skills)</b></p>			<p><b>Language comprehension:</b> Listening and responding to single words and short phrases.</p> <p>Beginning to notice common spelling patterns.</p> <p>Recognising some familiar French words in written form.</p> <p><b>Language production:</b> Asking and/or answering simple questions.</p> <p>Practising speaking with a partner.</p> <p>Using short phrases to give information.</p> <p>Recognise and repeat phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Experimenting with simple writing, copying with accuracy.</p>			<p><b>Language comprehension:</b> Listening and responding to single words and short phrases.</p> <p>Listening and noticing rhyming words when joining in with songs.</p> <p>Beginning to notice common spelling patterns.</p> <p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Recognising some familiar French words in written form.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p> <p><b>Language production:</b> Asking and/or answering simple questions.</p> <p>Using short phrases to give information.</p> <p>Recognise and repeat phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Experimenting with simple writing, copying with accuracy.</p>
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>		<b>French numbers, calendars and birthdays</b>		<b>Clothes and colours – getting dressed in French</b>		
<b>Substantive Knowledge</b>		<p><b>Phonics:</b> To identify sounds created by linking some of the key phonemes: <b>eu</b> (jeudi), <b>an</b> (janvier), <b>ui</b> (juin/juillet).</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p><b>Grammar:</b> To know the equivalents for the word 'the' in French : <b>le/la/l' /les</b> and 'a/an/some': <b>un, une, des.</b></p> <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.</p> <p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p><b>Cultural awareness:</b> Discovering French festivals and their traditions.</p>		<p><b>Phonics:</b> To identify sounds created by linking some of the key phonemes: <b>eau</b> (chapeau), <b>on</b> (pantalon), <b>ge</b> (rouge), <b>an</b> (orange).</p> <p>To know that consonants at the end of words in French are not usually pronounced.</p> <p><b>Grammar:</b> To know that the word order is sometimes different in French compared to English.</p> <p>To know that feminine nouns often (but not always) end in 'e' .</p> <p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse.</p> <p>To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.</p>		
<b>Disciplinary Knowledge (Skills)</b>		<p><b>Language comprehension:</b> Listening and noticing rhyming words when joining in with songs.</p> <p>Beginning to notice common spelling patterns.</p>		<p><b>Language comprehension:</b> Listening and responding to full sentences.</p> <p>Listening and noticing rhyming words when joining in with songs.</p>		

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		<p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p> <p><b>Language production:</b> Recognising and answering simple questions which involve giving personal information.</p> <p>Using a variety of conversational phrases.</p> <p>Using a model to form a spoken sentence.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Selecting and writing short words and phrases.</p>		<p>Beginning to notice common spelling patterns.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p> <p><b>Language production:</b> Using a model to form a spoken sentence.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p> <p>Using different adjectives, with correct positioning and agreement.</p> <p>Choosing appropriate adjectives from a wider range of adjectives.</p>	
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme		Meet my French family				French Monster Pets
Substantive Knowledge		<p><b>Phonics:</b> To apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è)and cedilla (ç).</p> <p>To identify sounds created by linking some of the key phonemes: <b>on</b> (mon oncle), <b>in</b> (cousin).</p> <p><b>Grammar:</b> To know that there are compound nouns in French, e.g. mon grand-père, mes grand-parents.</p> <p>To know that the same verb is not always used in English and French for a given phrase, e.g. when speaking about age and being hungry in French the verb <b>avoir</b> (to have) is used, not the verb <i>to be</i> as in English.</p> <p>To know that compound sentences join two simple sentences together using connectives such as <b>et</b> and <b>mais</b>.</p> <p>To know that <b>ne</b> is contracted to <b>n'</b> when followed by a vowel: <b>je n'ai pas faim</b>.</p>				<p><b>Phonics:</b> To apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è)and cedilla (ç).</p> <p>To identify sounds created by linking some of the key phonemes: <b>ez</b> (nez), <b>en</b> (dents).</p> <p><b>Grammar:</b> To know that adjectives must agree with the gender and number of the noun being described.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>

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<b>Disciplinary Knowledge (Skills)</b>		<p><b>Language comprehension:</b> Listening and selecting information from short spoken passages to give an appropriate response.</p> <p>Identifying key information in simple writing.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p><b>Language production:</b> Speaking in full sentences using known vocabulary.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Using adapted phrases to describe an object, person or place.</p> <p>Using adjectives with correct placement and agreement.</p>				<p><b>Language comprehension:</b> Beginning to predict spelling patterns.</p> <p>Reading and responding to a range of authentic texts.</p> <p>Identifying key information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p><b>Language production:</b> Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Using adapted phrases to describe an object, person or place.</p> <p>Using adjectives with correct placement and agreement.</p>	
	<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic Theme</b>		<b>Planning a French holiday</b>				<b>French sport and the Olympics</b>	

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<p><b>Substantive Knowledge</b></p>	<p><b>Phonics:</b> To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>To identify sounds created by linking some of the key phonemes: <b>oi</b> (pourquoi), <b>eau</b> (beaucoup).</p> <p><b>Grammar:</b> To conjugate the verb <b>aller</b>.</p> <p>To know that <b>parce que</b> (because) can be used to extend a sentence and give a justification.</p> <p>To know that using the present tense of aller + infinitive <b>je vais aller</b> makes the near future tense.</p> <p><b>Cultural awareness:</b> To know that the French have their own names for countries.</p>			<p><b>Phonics:</b> To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>To identify sounds created by linking some of the key phonemes:</p> <p><b>Grammar:</b> To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.</p> <p>To know that <b>je</b> contracts to <b>j'</b> when the verb begins with a vowel when expressing opinions using <b>j'adore</b>.</p> <p>To know that <b>c'est</b> means "it is" and can be used to offer an opinion.</p> <p>To know that we use the verb <b>jouer</b> (to play) with some sports and <b>faire</b> (to do) with other sports.</p> <p><b>Cultural awareness:</b> Playing the traditional French game of la pétanque</p> <p>Comparing sporting activities in France and the UK.</p> <p>To know the rules for playing French bowls.</p>	
<p><b>Disciplinary Knowledge</b></p>	<p><b>Language comprehension:</b> Reading short authentic texts for enjoyment or information.</p>			<p><b>Language comprehension:</b> Beginning to predict spelling patterns.</p>	

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<p><b>(Skills)</b></p>	<p>Identifying and extracting key information in a range of authentic texts.</p> <p>Using a bilingual dictionary to find suitable synonyms for known words.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p><b>Language production:</b> Using intonation and gesture to differentiate between statements and questions.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p> <p>Using a wide range of descriptive phrases.</p>			<p>Using a bilingual dictionary to select alternative adjectives for expressing opinions.</p> <p><b>Language production:</b> Developing extended sentences to justify a fact or opinion.</p> <p>Modifying, expressing and comparing opinions.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p>	
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