



HERE
FOR
SCHOOLS

MFL Overview Year 3 – Year 6



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French overview

Year 3	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Half term 1	Greetings and stating name Numbers 0-10 Classroom instructions	Introduction to the concept of gender	Imitate pronunciation Respond with single word or short phrase Know how to pronounce grapheme – <i>oi, eu</i>	Write short introductory sentence
Half term 2	Stating name and age Recognising formal forms of address Learning key verb <i>avoir</i> Re-visit numbers in understanding and stating age	Introduction to key verb <i>avoir</i> used with age: <i>J'ai sept ans.</i> <i>J'ai</i> – I have <i>Tu as</i> – You have	Recite a short rhyme with accurate pronunciation Present a short dialogue with greeting, asking and answering name and age.	Record short dialogue in writing following a model.
Half term 3	Colours Re-visit grapheme – <i>oi eu</i> through a rhyme	Introduction to key verb <i>être</i> : <i>Elmer est</i> – Elmer is <i>Les éléphants sont</i> - Elephants are	Ask and answer a question	Record short sentences describing the animal, using the verb <i>être</i> Use a range of adjectives to give the description, with correct punctuation.



Half term 4	<p>Re-visit colours and the plural of the verb <i>être</i></p> <p>Names of fruit and other food items</p> <p>Explore healthy eating choices when describing foods that are good/bad for health</p> <p>Re-visit numbers 1-10 though a French song; extend to 12</p> <p>Re-visit graphemes <i>oi</i> and <i>eu</i></p>	<p>Re-visit the concept of gender linked to food items: <i>Le</i> – masculine <i>La</i> – feminine <i>Les</i> – plural</p> <p>Plural forms of nouns</p> <p>Use of the determiner in French: <i>J'aime le chocolat</i>. <i>Le chocolat, c'est bon pour la santé?</i></p>	<p>Know the pronunciation of grapheme – <i>oi eu</i></p> <p>Know that the final consonant is rarely pronounced in French</p>	<p>Record short phrases, stating which foods are good or bad for health, using the correct determiner and correct form of the verb <i>être</i></p>
Half term 5	<p>Re-visit numbers 0-12</p> <p>Re-visit food items</p> <p>Re-visit grapheme <i>oi</i></p> <p>Re-visit pronunciation rule of not pronouncing final consonant</p>	<p>Re-visit use of the determiner and gender</p>	<p>Use accurate pronunciation when reading a rap containing practised sounds and the grapheme <i>oi</i></p>	<p>Join in reading repeated phrases from a story book</p>
Half term 6	<p>Days of the week</p> <p>Months of the year</p>		<p>Know how to pronounce the letter <i>i</i></p>	<p>Re-read and be able to place in the correct order jumbled up sentences from the story book</p> <p>Copy and learn key vocabulary</p>

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Year 4	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Half term 1	<p>Re-visit colours Re-visit numbers 0-10 Parts of the body</p> <p>Adjectives to link to the text '<i>Grand Monstre Vert</i>'</p> <p>Asking for the French equivalent of a word in English</p>	<p>Re-visit the concept of gender, recognising masculine and feminine nouns</p> <p>Introduction to adjectives, position and agreement</p> <p>Re-visit high frequency verbs <i>avoir</i> and <i>être</i></p>	<p>Imitate pronunciation</p> <p>Respond with single word or short phrase whilst reading a core text</p> <p>Listen for specific words and phrases, recognising previously learned vocabulary in a new context</p>	<p>Write sentences to describe the monster, following a model:</p> <p><i>Le monstre a cinq jambes et deux yeux bleus.</i></p> <p><i>Le monstre a un petit nez vert.</i></p> <p><i>Le monstre est très grand.</i></p>
Half term 2	<p>Zoo animals</p> <p>Adjectives</p>	<p>Re-visit gender and agreement of adjectives when describing zoo animals</p> <p>Introduction to third person pronoun: <i>il, elle</i></p> <p>Re-visit verb <i>être</i></p> <p>Use quantifiers: <i>assez, très</i></p>	<p>Know how to pronounce 6 vowel sounds through the introduction of vocabulary and through songs</p> <p>Say simple sentences to describe an animal</p>	<p>Recognise masculine and feminine adjectives</p> <p>Read short sentences with accurate pronunciation when describing animals</p>



Half term 3	<p>Family members – asking and answering questions</p> <p>Using third person to give information about family members</p> <p>Re-visit numbers when stating age</p>	<p>Re-visit gender and determiners</p> <p>Introduce possessive pronoun: <i>mon, ma</i></p> <p>Use first and third person of verb <i>avoir</i> and re-visit third person pronouns: <i>il, elle</i></p> <p>Introduction to negative sentences: <i>Je n'ai pas de</i></p>	<p>Introduction of graphemes: <i>ou, in</i> and recap of key rule of not pronouncing final consonant</p> <p>Ask and answer questions about family members</p> <p>Participate in a role play, introducing family members and stating names and ages</p>	<p>Take notes to prepare a role play</p> <p>Write the scene from an airport role play with correct possessive pronoun and correct verb</p>
Half term 4	<p>Text: '<i>Le radis géant</i>'</p> <p>Pets</p>	<p>Re-visit verb <i>avoir</i></p> <p>Use first person of <i>avoir</i> to form positive and negative sentences</p> <p>Re-visit plural nouns and introduction to irregular plurals – <i>oiseaux, souris</i></p>	<p>Confidently pronounce graphemes: <i>ou, in, oi, eau</i></p> <p>Recognise and order the lyrics of a traditional song</p> <p>Follow a traditional tale, joining in with repeated phrases</p> <p>Ask and answer questions relating to family members and pets</p>	<p>Write sentences using familiar verbs to introduce members of a block of flats, stating name, age, family members, pets</p>

Half term 5	<p>Leisure activities</p> <p>Stating likes/dislikes in relation to hobbies</p> <p>Conjunctions – <i>et, mais</i></p> <p>Numbers to 30</p>	<p>Use an opinion in front of an infinitive verb</p> <p>Re-visit positive and negative verb form <i>j'ai / je n'ai pas</i> and relate to <i>J'aime / je n'aime pas</i></p>	<p>State simple sentences (positive and negative) joining clauses with a conjunction to provide information about hobbies</p>	<p>Write sentences to describe hobbies as part of a classroom display</p>
Half term 6	<p>Re-visit leisure activities and opinions</p> <p>Means of transport</p> <p>Points of the compass</p> <p>Re-visit months of the year</p> <p>Packing a suitcase for the holidays</p>	<p>Basic adverbial at start of sentence: <i>Normalement,</i></p> <p>Re-visit quantifiers: <i>un peu, très, assez</i></p> <p>Re-visit colours and position of adjectives: <i>un short rouge</i></p>	<p>Participate in a survey about leisure activities, answering in a complete sentence</p> <p>Pronounce graphemes <i>on</i> and <i>eau</i> accurately</p> <p>Present information about the climate in France, re-using previously learned vocabulary: <i>En juillet il fait très chaud</i></p>	<p>Deduce meaning of unfamiliar vocabulary</p> <p>Write sentences to describe the climate in France</p>

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Year 5	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Half term 1	<p><i>Il y a</i></p> <p>State what can be found on the high street and the location of shops and buildings: <i>c'est à gauche, à droite, au coin</i></p>	<p>Re-visit the position and agreement of adjectives, knowing that <i>petit</i> and <i>grand</i> are placed in front of the noun</p> <p>Re-visit formation of negative sentences with <i>ne.....pas</i> on either side of verb</p>	<p>Pronunciation of grapheme <i>ch, an, é, in</i></p> <p>Give two sentences describing what can be found on the high street, using adjectives in the correct position</p> <p>Understand the use of stalling strategies / fillers in French during conversations and use them during a short conversation</p> <p>Use correct intonation when asking a question</p>	<p>Read and order a conversation asking for directions</p>
Half term 2	<p>Re-visit days of the week</p> <p>Time of day: <i>lundi matin à dix heures</i></p>	<p>Re-visit agreement of adjectives</p> <p>Re-visit expressing an opinion in front of an</p>	<p>Pronunciation re-cap of graphemes <i>oi</i> and <i>in</i></p>	<p>Demonstrate understanding of a short story with familiar and unfamiliar vocab using</p>



	<p>Adjectives to describe the high street at different times</p> <p>Re-visit quantifiers: <i>assez, un peu, très</i></p> <p>Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies</p>	<p>infinitive verb: <i>Je déteste faire du shopping</i></p> <p>Re-visit use of determiner: <i>J'adore le football</i></p>		<p>context to deduce meaning</p> <p>Match extracts of a story to the correct image</p> <p>Write a short paragraph to describe a character from a story: name, age, family members, hobbies and opinions</p>
Half term 3	<p>Re-visit days of the week</p> <p>Re-visit leisure activities and extend with: <i>jouer au, faire du/de la</i></p> <p>Recap numbers 0-20</p> <p>Introduce numbers 30 – 50</p> <p>Introduce comparatives with adjectives: <i>plus.... que</i></p>	<p>Recap expressing an opinion in front of an infinitive verb: <i>J'aime jouer au tennis</i></p> <p>Introduction of immediate future tense in first and second person: <i>Qu'est-ce que tu vas faire?</i> <i>je vais + infinitive</i></p>	<p>Pronounce grapheme: <i>on</i></p> <p>Say a sentence in the immediate future tense in response to a question</p>	<p>Write a 'keep fit' plan using immediate future tense and verbs in the infinitive: <i>Lundi – je vais nager: 30 minutes</i></p> <p>Write comparative sentences as part of a display on health and fitness following a model</p>

<p>Half term 4</p>	<p>Revision and extension of food item vocabulary, appreciating cultural differences in eating habits</p> <p>Re-visit opinions vocabulary</p> <p>Re-visit stalling strategies</p> <p>Re-visit conjunctions: <i>et, mais, aussi</i></p>	<p>Choose the correct word order when writing sentences about likes and dislikes</p> <p>Re-visit formation of negative sentences</p> <p>Modal verb: <i>vouloir</i> when offering and accepting food</p> <p><i>Tu veux?</i> <i>Je voudrais</i></p>	<p>Pronounce grapheme <i>an</i></p> <p>Sustain a short conversation describing likes and dislikes in relation to food items with correct pronunciation and intonation, following a model</p> <p>Demonstrate understanding from a recording identifying likes/dislikes and food items</p> <p>Use appropriate form of <i>vouloir</i> when offering and accepting food</p>	<p>Complete the gaps in a transcript of a recording as part of a dictation exercise</p> <p>Write dictated sentences containing familiar vocabulary accurately: <i>J'aime le fromage et j'aime aussi le jambon</i></p> <p>Produce a powerpoint presentation writing in sentences to provide information about self /likes / dislikes</p>
<p>Half term 5</p>	<p>Introduction to French literature: Déjeuner du Matin, by poet Jacques Prévert</p> <p>Prepositions: <i>dans, sur, sous, sans, avec</i></p>	<p>Extend basic sentences with the use of adverbs using correct punctuation</p>	<p>Pronounce grapheme <i>eau</i></p> <p>Recognise dates on an audio recording at near normal speed</p>	<p>Recognise familiar vocabulary within a poem</p> <p>Recognise verbs within an extract of the poem Déjeuner du Matin</p>



	<p>Re-visit days of the week, months of the year, numbers 0-31</p> <p>Date</p> <p>Weather expressions</p> <p>Seasons</p> <p>Adverbs: <i>normalement, en general, quelquefois</i></p>		<p>Deliver a short weather report using a model to substitute date, city, weather condition, temperature</p>	<p>Apply knowledge of pronunciation rules and use place names and weather conditions to produce a short rhyming poem: <i>A Marseilles il y a du soleil</i></p> <p>Write sentences to describe the climate in England in different seasons</p>
Half term 6	<p>Re-visit points of the compass</p> <p>State where you live: <i>J'habite à..... en Angleterre</i></p> <p>Compare objects and products which represent our culture with those of another country Understand stereotyping</p> <p>Quiz to recap learning throughout the year</p>	<p>à + city en + country (feminine) au + country (masculine)</p>	<p>State where you live and where this is in the UK</p>	<p>Read an extended weather report using skimming and scanning techniques to answer comprehension questions</p> <p>Re-arrange sentences to form a coherent paragraph</p>



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Year 6	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Half term 1	<p>Re-visit classroom routines and commands</p> <p>Re-visit stating the date</p> <p>Re-visit weather conditions</p> <p>Classroom items</p> <p>Re-visit and extend clothes vocabulary</p> <p>Adjectives to describe clothes – <i>super, joli, moche, laid</i></p>	<p>Re-visit and extend explanation of negative sentences with high frequency verb <i>avoir: j'ai / je n'ai pas de</i></p> <p><i>As-tu....?</i></p> <p>Re-visit indefinite determiner: <i>un</i> and <i>une</i> and the plural <i>des</i> (some)</p> <p>Re-visit position and agreement of adjectives</p> <p>Re-visit use of the determiner: <i>J'aime le bleu</i></p>	<p>Pronunciation of grapheme <i>eau, an, au, th</i></p> <p>Use correct intonation when asking a question</p> <p>Perform a classroom role play as part of a group, speaking in complete sentences where appropriate</p>	<p>Read and deduce meaning from a non-fiction text relating to a healthy breakfast; use a bilingual dictionary as appropriate</p> <p>Write a short paragraph stating name, age, describing and giving opinion of school uniform, adapting a model</p>
Half term 2	<p>Re-visit family members</p> <p>Re-visit adjectives to describe family members: <i>sympa, intelligent, amusant, sportif, beau</i></p>	<p>Re-visit describing someone using third person verbs: <i>il / elle s'appelle</i></p>	<p>Listen to and follow a traditional, well-known tale, identifying key information from the audio recording</p>	<p>Read a letter in French and answer true/false statements in French, relating to the content</p>



	<p>Re-visit quantifiers: <i>très, assez</i></p> <p>Traditional tale: Le Petit Chaperon Rouge</p> <p>Occupations: <i>Il est vendeur</i></p>	<p>Re-visit third person of high frequency verbs: <i>Avoir – il a, elle a</i> <i>Etre - il est, elle est</i></p> <p>Re-visit agreement of adjectives</p> <p>Understand that the determiner is not used when describing occupations: <i>il est vendeur</i></p>	<p>Order the lyrics of a song as it is played</p> <p>Identify family members and occupations from an audio recording</p>	<p>Use knowledge of English to deduce meaning of unfamiliar vocabulary</p> <p>Use a bilingual dictionary to write statements about the members of an imaginary family and their occupations</p>
Half term 3	<p>Re-visit: <i>il y a</i></p> <p>House and home: rooms of the house</p> <p>Re-visit preposition: <i>dans</i></p> <p>Re-visit stating where you live: <i>J'habite à Wakefield.</i></p> <p>French alphabet</p> <p>Adjectives to describe ideal home</p> <p>Prepositions: <i>en bas, en haut</i></p>	<p>Re-visit position and agreement of adjectives</p>	<p>Pronounce grapheme: <i>on, an, é, è</i></p> <p>Order statements as a recording is played</p> <p>Follow a recording at near normal speed matching nouns to adjectives</p>	<p>Write a description of an ideal home: <i>Dans ma maison idéale il y a une grande cuisine, un joli jardin et une salle de bains de luxe. En haut il y a aussi.....</i></p> <p>Identify different text types from authentic French written extracts: letter, recipe, weather report, joke etc.</p>

<p>Half term 4</p>	<p>Re-visit vocabulary relating to house and home</p> <p>Re-visit prepositions: <i>sur, sous</i></p> <p>Appreciation of French literature: <i>Liberté</i> by the poet Paul Eluard</p> <p>Re-visit French alphabet</p>	<p>Re-visit gender and how the abbreviations indicate nouns and their gender in a bilingual dictionary</p>	<p>Prepare and record a short radio advert for a rented property, attempting good intonation and accurate pronunciation</p> <p>Sustain a conversation, re-visiting familiar themes: name, age, family, favourite colour, house using stalling strategies and correct intonation when asking questions</p>	<p>Identify key information from an advert for a house available to rent</p> <p>Use a bilingual dictionary judiciously to support understanding of a poem</p> <p>Identify features of a poem and the author's intent</p> <p>Write an additional verse to the poem, making use of a bilingual dictionary</p>
<p>Half term 5</p>	<p>Understand where French is spoken in the world</p> <p>Extended project: Plan a holiday to a French-speaking country</p> <p>Re-visit days, months, dates</p> <p>Accommodation: <i>un hôtel, un appartement, un gîte, un camping</i></p>	<p>Re-visit immediate future tense – <i>aller</i> + infinitive – <i>on va aller; on va partir; on va rester; on va prendre</i></p>		<p>Draft holiday plans in written form: <i>On va aller au Maroc. On va partir le samedi 27 juillet pour une semaine.</i></p> <p><i>On va aller en avion; on va prendre l'avion de Manchester à 10h 55</i></p> <p>Write a short letter to book holiday accommodation, adapting a model</p>



	<p>Re-visit preposition: <i>dans</i></p> <p>Means of transport: <i>en avion, en bateau, en train, en voiture</i></p>			
Half term 6	<p>Extended project continued: Plan a holiday to a French-speaking country</p> <p>Adverbials: <i>d'abord, plus tard</i></p> <p>Places of interest: <i>le musée, le château</i> etc</p> <p>Re-visit conjunctions: <i>et, aussi</i></p> <p>Present information about an aspect of culture of the country studied during the project</p> <p>Quiz to recap learning in Year 6 and revision activities to recall learning across the key stage</p>	<p>Re-visit immediate future tense – <i>aller</i> + infinitive - in third person: <i>On va visiter</i> <i>On va regarder</i></p> <p>Re-visit gender and its importance when learning nouns</p>		<p>Adapt a programme of activities as part of a holiday plan: <i>Lundi, on va visiter le château et plus tard on va visiter la plage.</i></p>

