



At Valence Primary School, the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages.

We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking, and writing. We aim to build the children's 'cultural capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning.

## **P.R.A.I.S.E Pride Respect Achievement Independence Success Enjoyment**

### **National Curriculum aims:**

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 ideas, including through discussion and asking questions, and improving accuracy of pronunciation and intonation.

Write at varying length, for different purposes and audiences, using variety of grammatical structures learnt.

Discover and develop an appreciation of a range of writing in the target language.

### **Year 3**

### **Year 4**

### **Year 5**

### **Year 6**

<b>Rigolo Units</b>	<b>Units covered on Rigolo 1</b>	<b>Units covered on Rigolo 1</b>	<b>Units covered on Rigolo 2</b>	<b>Units covered on Rigolo 2</b>
	Unit 1: Bonjour! Unit 2: En classe Unit 3: Mon corps Unit 4: Les animaux Unit 5: La famille Unit 6: Bon Anniversaire!	Unit 7: Encore! Unit 8: Quelle heure est-il? Unit 9: Les fetes Unit 10: Ou vas-tu? Unit 11: On mange! Unit 12: Le cirque	Unit 13: Salut Gustavel Unit 14: A l'ecole Unit 15: La nourriture Unit 16: En ville Unit 17: En vacances Unit 18: Chez moi	Unit 19: Le-week-end Unit 20: Les vêtements Unit 21: Ma journée Unit 22: Les transports Unit 23: Le sport Unit 24: On va faire la fête!

**Year 3**

**Year 4**

**Year 5**

**Year 6**

<p><b>Speaking</b></p>	<p>Children will be able to: Answer questions using single words, short phrases and simple sentences. Memorise part of a short spoken text or conversation for collaborative presentation. Say and repeat single words and short simple phrases with reasonable accuracy- e.g.</p> <ul style="list-style-type: none"> <li>• Greet someone</li> <li>• Say oui, non, s’il vous plait, merci</li> <li>• Name classroom objects</li> <li>• Days of the week</li> <li>• Say when my birthday is Name parts of the body</li> </ul>	<p>Children will be able to:</p> <p>Begin to use correct intonation when asking and answering simple questions and giving basic information on different topics. Express simple likes and dislikes. Memorise and present a short presentation on a known subject. Use simple sentence starters to describe people and places using adjectives and simple verbs- e.g:</p> <ul style="list-style-type: none"> <li>• Say where I live</li> <li>• Say the date and time</li> <li>• Talk about festivals</li> <li>• Talk about different foods</li> </ul>	<p>Children will be able to:</p> <p>Ask and answer simple questions and talk about their interests. Prepare and practise short presentations and conversations on familiar topics, speaking clearly with good pronunciation. Use a wider range of sentence starters to begin to describe places and actions using a range of verbs and some simple adverbs. Understand and express simple opinions. Change elements in a sentence to create own. Integrate new words into familiar structures to build sentences of varying length- e.g.</p> <ul style="list-style-type: none"> <li>• use et to join ideas</li> <li>• take part in an interview</li> <li>• present a short presentation</li> </ul>	<p>Children will be able to:</p> <p>Take part in simple conversations and express opinions. Build on known structures to respond to what is said with some spontaneity. Recount simple events, stories and information. Speak with increasing confidence and fluency. Discuss and ask questions with increasing accuracy of pronunciation and intonation.</p>
<p><b>Listening</b></p>	<p>Children will be able to: Respond to simple everyday classroom instructions. Join in and understand simple words/phrases- e.g.</p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Colours</li> <li>• Numbers</li> <li>• Words and phrases in a song or rhyme</li> </ul>	<p>Children will be able to:</p> <p>Demonstrate an understanding of a range of familiar and spoken phrases. Follow a short written text, listening for specific words and phrases- e.g.</p> <ul style="list-style-type: none"> <li>• basic phrases concerning myself, my family, school, the weather, and food</li> </ul>	<p>Children will be able to:</p> <p>Understand the main points from a short spoken passage made up of familiar language in simple sentences- e.g:</p> <ul style="list-style-type: none"> <li>• a short rhyme/song</li> <li>• familiar short stories- eg. traditional tales</li> <li>• a telephone message</li> <li>• an announcement</li> <li>• weather forecast</li> </ul>	<p>Children will be able to:</p> <p>Understand and respond to spoken and written language from a variety of stories, songs, poems or passages. Listen for clues to meaning such as tone of voice and key words. Listen to and read different short texts for enjoyment.</p>
<p><b>Reading</b></p>	<p>Children will be able to: Recognize and read out a few familiar words and phrases. Use context to work out unfamiliar written words- e.g.</p>	<p>Children will be able to:</p> <p>Understand and read out familiar written phrases. Understand the main</p>	<p>Children will be able to:</p> <p>Read and pronounce correctly sentences with some unknown words containing familiar letter strings.</p>	<p>Children will be able to:</p> <p>Discover and develop an appreciation of a range of writing in French. Read</p>

**Year 3**

**Year 4**

**Year 5**

**Year 6**

	<ul style="list-style-type: none"> <li>• From stories or rhymes</li> <li>• Labels on familiar objects</li> <li>• The date</li> </ul>	<p>points of a paragraph that uses familiar language.</p> <p>Use context and previous knowledge to workout meanings of new words- e.g.</p> <ul style="list-style-type: none"> <li>• simple descriptions of objects, festivals, food.</li> </ul>	<p>Understand that words do not always have a direct equivalent in own language. Use context and previous knowledge to aid understanding.</p> <p>Understand the main points and some detail from short written text or passages- e.g.</p> <ul style="list-style-type: none"> <li>• postcards</li> <li>• emails</li> <li>• parts of a story</li> <li>• a description of someone</li> </ul>	<p>aloud short texts containing some unfamiliar words.</p> <p>Understand the main points and opinions in written texts from various contexts.</p>
<b>Writing</b>	<p>Children will be able to: Write or copy simple words or symbols correctly. Use a word list to note and remember new vocabulary. - e.g.</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Days of the week</li> <li>• Colours</li> <li>• Classroom objects</li> <li>• Family members</li> </ul>	<p>Children will be able to:</p> <p>Write two or three short sentences using a writing frame or model. Write words from memory with increasing accuracy- e.g.</p> <ul style="list-style-type: none"> <li>• Personal information</li> <li>• Where I live</li> <li>• holiday greetings</li> </ul>	<p>Children will be able to:</p> <p>Write a few short sentences with support using expressions which they have already learnt- e.g.</p> <ul style="list-style-type: none"> <li>• postcards</li> <li>• a simple note or message</li> <li>• a simple email</li> <li>• a short text on a familiar topic- e.g. 3-4 short sentences</li> </ul>	<p>Children will be able to:</p> <p>Write at varying length for different purposes and audiences using a variety of grammatical structures that they have learnt. Write sentences using a model, adapting and changing the vocabulary to express own meaning. Write simple sentences from memory.</p>
<b>Grammar</b>	<p>Children will be able to: Understand feminine and masculine forms e.g. le, l', la and un, une.</p> <p>Recognise basic differences with English.</p> <p>Know that months of the year and days of the week do not have capital letters in French, first notions of gender, comparing word</p>	<p>Children will be able to:</p> <p>Understand feminine and masculine forms e.g. le, l', la and un, une.</p> <p>Recognize different adjectival endings.</p> <p>Begin to recognize different verb forms between you plural and singular, and first and third person.</p> <p>Use il y a + indefinite article.</p> <p>Use c'est + adjectives.</p>	<p>Children will be able to:</p> <p>Understand feminine and masculine forms e.g. le, l', la and un, une.</p> <p>Use a negative Understands and uses the definite article correctly: le/la/l'/les.</p> <p>Understand and use au/à la/à l'</p> <p>Use je vais + infinitive to talk about future plans.</p>	<p>Children will be able to:</p> <p>Understand feminine and masculine forms e.g. le, l', la and un, une.</p> <p>Use a negative.</p> <p>Uses j'aime/je n'aime pas etc with an infinitive.</p> <p>Uses des with plural words.</p> <p>Apply grammatical knowledge to make longer sentences.</p>

**Year 3****Year 4****Year 5****Year 6**

order in French to English, spells words using French alphabet.

Begin to use negative.

Recognise some prepositions.

Apply grammatical knowledge to make longer sentences.

Use et to join ideas.

Use et and mais to link sentences together.

Use prepositions.