# MFL (French)
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| **Early Years & Key Stage 1** | All children are introduced to French (along with others) as a different language that people use to communicate in across the world. In order to explore the similarities and differences between the language, children will begin to listen to and speak in French (through lots of modelling and repetition) through greetings and numbers to 5, whilst responding to everyday classroom instructions. This provides a foundation for learning for all children as they experience discrete MFL teaching from Year 3 through to Year 6. | | |
| **Year 3** | **Autumn** | **Les salutations (Greetings)**<br><br>This unit introduces pupils to the foundations of communicative French through simple, purposeful language linked to greetings and personal introductions. Pupils engage in listening, speaking, reading and writing activities designed to build confidence and enjoyment in early language learning.<br><br>The emphasis is on securely learning, recalling and applying key vocabulary so that pupils can participate in a basic spoken conversation. Through repeated exposure and structured practice, pupils develop accurate pronunciation and begin to understand how familiar words and phrases are used in context.<br><br>This unit provides an essential starting point for future language learning by establishing core conversational skills, including greeting others, sharing personal information and responding appropriately. It supports pupils in developing early fluency, language awareness and the confidence to communicate in French. | Before beginning this unit, pupils are not expected to have formal knowledge of French vocabulary; however, they benefit from some early language-learning readiness and transferable skills from KS1 and general classroom experience.<br><br>Pupils should ideally be able to:<br><br>• Listen attentively and follow simple spoken instructions in a classroom setting.<br>• Repeat sounds, words and short phrases accurately after a model.<br>• Participate in simple turn-taking conversations in English (e.g. greetings, name sharing).<br>• Recognise that different languages exist and that words can have different sounds and meanings in French.<br>• Show confidence in speaking in front of others in short, supported tasks.<br>• Use basic memory strategies such as repetition and chant to learn new vocabulary.<br><br>**Link to prior learning**<br>Some pupils may already have informal exposure to greetings or numbers through songs, rhymes or multilingual experiences at home or in school, but this is not required for success in this unit.<br><br>This unit is designed as a **starting point for French learning**, ensuring all pupils can access the language from a shared baseline and build confidence from the beginning. |
| | **Spring** | **Les couleurs et les nombres (Colours & Numbers)** | |

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| | | This unit develops pupils' ability to recognise, recall, read and say up to ten colours in French, alongside counting confidently from 1 to 10. Pupils engage with vocabulary through a range of listening, speaking, reading and writing activities that support accurate pronunciation and secure retention of key language.<br><br>The focus on numbers 1–10 helps pupils build a strong foundation in number knowledge that can be applied in future contexts such as ages, birthdays and simple information exchange. Colours are introduced as a practical and visual vocabulary set that enables pupils to describe objects and respond to simple questions meaningfully.<br><br>Through regular repetition, games and structured practice, pupils develop increasing fluency and confidence in using French. This unit also supports the development of memory strategies and early sentence awareness, preparing pupils for more complex language use in later units. | Before starting this unit, pupils should be able to count confidently from 1–10 in English, recognise and name common colours, participate in repetition, songs and language games, and recognise and copy simple words. These skills provide a foundation for learning and recalling new French vocabulary.<br><br>Pupils should ideally be able to:<br><br>• Listen and respond to simple French words and phrases.<br>• Repeat new vocabulary with growing confidence.<br>• Follow simple classroom instructions.<br>• Match words to pictures or objects.<br>• Copy single words accurately.<br>• Take turns in speaking and listening activities.<br>• Recognise basic colours and count to 5 in English.<br><br>**Link to prior learning**<br><br>This unit builds on pupils' previous experience of listening, repeating and responding to simple French vocabulary. It develops their confidence in speaking and recalling new words while linking to existing knowledge of numbers and colours. Pupils use familiar concepts to begin communicating meaningfully in French. |
| | Summer | **Les super-héros (Superheroes)**<br><br>This unit introduces further basic French vocabulary to support pupils' developing conversational skills. By exploring colours through the theme of superheroes, pupils learn to describe and discuss familiar ideas in a meaningful context. The unit encourages curiosity about how colours are used and understood across different languages and cultures, supporting global awareness while building confidence in listening, speaking, reading and writing in French. | Before starting this unit, pupils should have experience listening and responding to simple French vocabulary, including greetings and familiar classroom language. They should be able to repeat and pronounce basic words with confidence, recognise links between French words and visual clues, and have some prior knowledge of colours and numbers. Pupils should also understand that languages and cultures may describe and use colours in different ways.<br><br>Pupils should ideally be able to: |

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| | | | • Recognise, recall and pronounce a range of colours in French.<br>• Use simple French phrases to describe colours.<br>• Listen and respond to basic questions about colours.<br>• Read and write familiar colour vocabulary accurately.<br>• Apply colour vocabulary in meaningful contexts, such as describing superheroes.<br>• Show curiosity about how colours are used across different languages and cultures.<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours and greetings in French. Pupils revisit familiar vocabulary and use it as a foundation to develop longer responses, describe objects and characters, and take part in simple conversations. The unit reinforces pronunciation, recall and confidence while extending pupils' ability to communicate using familiar language in new contexts. |
| **Year 4** | **Autumn** | **J'apprends le français (I Am Learning French)**<br><br>This unit introduces further language content to develop pupils' confidence and ability to communicate in French. It provides useful vocabulary and phrases that can be applied to real-life conversations, helping pupils build independence in using the language. Regular daily practice supports accurate pronunciation, recall and fluency, while reinforcing key language skills through repetition and meaningful use. | Before starting this unit, pupils should have some familiarity with basic French vocabulary, including greetings, numbers, colours and simple phrases. They should be able to listen and respond to familiar language, repeat words with developing confidence, and understand that pronunciation and accuracy are important when speaking French. Pupils should also have experience taking part in simple conversations and using memorised phrases to share basic information.<br><br>Pupils should ideally be able to:<br><br>• Use and understand a range of familiar French words and phrases. |

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| | | | • Respond confidently in simple French conversations.<br>• Pronounce new vocabulary with increasing accuracy.<br>• Recall and apply key language independently.<br>• Listen, speak, read and write simple French sentences.<br>• Use French language in everyday classroom and real-life contexts.<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours and greetings in French. Pupils revisit and extend familiar vocabulary while developing confidence in using phrases for simple conversations. It strengthens pronunciation, recall and fluency by encouraging pupils to apply previously learned language in new contexts. |
| | **Spring** | **Les glaces (Ice-Creams)**<br><br>This unit develops pupils' descriptive language skills by introducing further French vocabulary in a familiar and engaging context. It builds on previously learned language, encouraging pupils to use vocabulary with greater confidence, accuracy and fluency. Through expressing likes and dislikes, pupils develop their ability to communicate personal preferences and apply their French knowledge in meaningful, real-life conversations. | Before starting this unit, pupils should have experience using familiar French vocabulary, including numbers, colours and greetings. They should be able to recall and pronounce previously learned words and phrases, listen and respond to simple questions, and use basic sentence structures. Pupils should also have some experience expressing simple opinions and preferences, providing a foundation for developing language around likes and dislikes.<br><br>Pupils should ideally be able to:<br><br>• Recall and use familiar French vocabulary confidently.<br>• Describe items using simple French words and phrases.<br>• Express likes and dislikes using basic sentence structures.<br>• Ask and answer simple questions about preferences.<br>• Apply previously learned language with greater fluency and accuracy.<br>• Pronounce new vocabulary clearly and confidently. |

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| | | | Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours and greetings in French by encouraging them to apply familiar vocabulary in new contexts. Pupils revisit key language while developing confidence in describing items and expressing likes and dislikes. It supports improved pronunciation, recall and fluency through regular practice and meaningful communication. |
| | **Summer** | **Les fruits (Fruits)**<br><br>This unit continues to develop pupils' knowledge of everyday French vocabulary that is relevant and meaningful to their lives. Through learning the names of familiar fruits, pupils build confidence in conversational French while developing their ability to recognise, pronounce and spell simple French nouns. The unit supports vocabulary recall, accurate pronunciation and the application of language in familiar contexts. | Before starting this unit, pupils should have experience using familiar French vocabulary, including numbers, colours, greetings, and simple expressions of likes and dislikes. They should be able to listen and respond to basic questions, repeat and pronounce words with growing confidence, and use simple phrases to share preferences. Pupils should also have experience copying and spelling familiar French words, providing a foundation for learning and writing new fruit vocabulary.<br><br>Pupils should ideally be able to:<br><br>• Recognise, recall and pronounce a range of fruit vocabulary in French.<br>• Use simple phrases to describe and name familiar items.<br>• Express likes and dislikes using familiar sentence structures.<br>• Ask and answer simple questions about preferences.<br>• Spell and write simple French nouns accurately.<br>• Apply previously learned vocabulary with greater confidence and fluency.<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours, greetings and expressions of likes and dislikes in French. Pupils revisit familiar vocabulary and sentence structures while applying them in a new |

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| | | | context to describe fruits and communicate preferences. It develops confidence, pronunciation, spelling and fluency through meaningful conversations and repeated practice. |
| **Year 5** | **Autumn** | **Je me présente (Presenting Myself)**<br>This unit develops pupils' confidence in using basic communicative French by extending their knowledge of greetings and personal information. Pupils engage in listening, speaking, reading and writing activities to build their ability to take part in simple conversations. The focus on recalling and applying key vocabulary supports accurate pronunciation, fluency and independence when presenting themselves in French. | Before starting this unit, pupils should have experience using basic French greetings and classroom language, as well as recalling familiar vocabulary such as numbers, colours and simple phrases. They should be able to listen and respond to simple questions, repeat and pronounce French words with increasing confidence, and recognise the importance of accurate pronunciation. Pupils should also have experience reading and writing familiar French vocabulary to support the development of presenting themselves in French.<br><br>Pupils should ideally be able to:<br>• Use familiar French greetings and phrases confidently.<br>• Introduce themselves using simple French sentences.<br>• Share basic personal information in French.<br>• Listen and respond to simple questions.<br>• Recall and pronounce key vocabulary accurately.<br>• Read and write simple French phrases.<br>• Take part in a basic conversation with growing confidence<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours, greetings, likes and dislikes, and presenting themselves in French. Pupils revisit and extend familiar vocabulary and sentence structures to support more confident communication. It develops their ability to share personal information, respond to questions and take part in simple conversations with improved pronunciation, recall and fluency. |

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| | **Spring** | **Ma famille (My Family)**<br>This unit develops pupils' ability to talk about people who are familiar and important in their lives by introducing family vocabulary in French. Pupils extend their language skills by learning to describe family members and use larger numbers to give information such as ages. The unit builds confidence in listening, speaking, reading and writing while encouraging pupils to communicate about personal topics using meaningful language. | Before starting this unit, pupils should have experience using familiar French vocabulary, including greetings, numbers, colours, likes and dislikes, and presenting themselves. They should be able to recall and pronounce simple words and phrases, respond to basic questions, and use simple sentence structures to share information. Pupils should also have confidence with numbers to support describing ages and personal details about family members.<br><br>Pupils should ideally be able to:<br>• Recognise, recall and pronounce family vocabulary in French.<br>• Introduce and describe family members using simple phrases.<br>• Use larger numbers to describe ages in French.<br>• Ask and answer simple questions about family.<br>• Apply previously learned language to share personal information.<br>• Read and write simple sentences about family members.<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours, greetings, likes and dislikes, presenting themselves and talking about their family in French. Pupils revisit and extend familiar vocabulary and sentence structures to describe people, share personal information and communicate preferences. It develops confidence, pronunciation, recall and fluency while encouraging pupils to use French in increasingly meaningful conversations. |
| | **Summer** | **La date (The Date)** | Before starting this unit, pupils should have experience using familiar French vocabulary, including greetings, numbers, colours, likes and dislikes, and presenting themselves and their family. They should be |

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| | | This unit introduces further language knowledge linked to everyday communication by developing pupils' ability to talk about dates and day-to-day changes in French. It builds on prior learning of numbers, days and conversational phrases, while encouraging pupils to apply familiar vocabulary in new contexts. Through speaking, listening, reading and writing activities, pupils develop confidence in communicating information, expressing preferences and using French more independently. | able to recall and pronounce key vocabulary, use simple sentence structures, and respond to basic questions. Pupils should have prior knowledge of numbers and days to support learning how to communicate dates and everyday information in French.<br><br>Pupils should ideally be able to:<br><br>• Recognise, recall and pronounce days, numbers and date vocabulary in French.<br>• Say and write the date using simple French structures.<br>• Ask and answer simple questions about dates and everyday information.<br>• Apply previously learned vocabulary in new conversational contexts.<br>• Communicate personal preferences and information with increasing confidence.<br>• Read and write simple French sentences accurately.<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours, greetings, likes and dislikes, presenting themselves and describing their family in French. Pupils revisit and extend familiar vocabulary and sentence structures while applying them to new contexts such as communicating dates and everyday information. It develops confidence, pronunciation, recall and fluency through meaningful speaking, listening, reading and writing activities. |
| **Year 6** | **Autumn** | **Au salon de thé (At the Tea Room)**<br><br>This unit develops pupils' ability to communicate in practical, real-life contexts by describing what they like, want and have in French. It introduces opportunities to apply basic French | Before starting this unit, pupils should have experience using familiar French vocabulary, including numbers, colours, greetings, likes and dislikes, presenting themselves and talking about familiar topics. They should be able to recognise and pronounce simple vocabulary, use basic sentence structures to express preferences, and respond to |

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| | | grammar, including the use of correct structures and awareness of changes in spelling and pronunciation between singular and plural forms. Through speaking, listening, reading and writing activities, pupils build confidence in using vocabulary accurately while developing their understanding of how the French language works. | simple questions. Pupils should also have an understanding that French words can change depending on gender and number, providing a foundation for developing their understanding of grammar and singular and plural forms.<br><br>Pupils should ideally be able to:<br><br>• Recognise and use vocabulary for items found in a tea room in French.<br>• Express what they like, want and have using simple French sentences.<br>• Ask and answer basic questions in a café-style conversation.<br>• Apply familiar sentence structures with increasing confidence.<br>• Understand how words change between singular and plural forms.<br>• Develop accuracy in French pronunciation, spelling and basic grammar.<br>• Use listening, speaking, reading and writing skills to communicate meaningfully.<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours, greetings, likes and dislikes, presenting themselves and describing their family in French. Pupils revisit familiar vocabulary and sentence structures while applying them to a new context through ordering, describing and expressing preferences. It develops confidence in communication, pronunciation, grammar awareness and fluency while encouraging pupils to use French in practical, everyday situations. |
| | **Spring** | **Chez moi (My Home)** | |

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| | | This unit introduces pupils to vocabulary linked to homes, places and locations, including different types of homes and basic prepositions in French. It develops pupils' ability to describe familiar environments and make meaningful links to their own lives. Through exploring how homes may differ across cultures, the unit promotes curiosity, cultural awareness and confidence in using French to communicate about everyday experiences. | Before starting this unit, pupils should have experience using familiar French vocabulary, including numbers, colours, greetings, likes and dislikes, presenting themselves, family and everyday topics. They should be able to recall and pronounce key vocabulary, use simple sentence structures to describe familiar things, and respond to basic questions. Pupils should also have some understanding of describing people and objects, providing a foundation for learning vocabulary related to homes, places and basic prepositions.<br><br>Pupils should ideally be able to:<br><br>• Recognise and use French vocabulary for homes, rooms and places.<br>• Describe where things are using simple prepositions.<br>• Talk about their home using familiar sentence structures.<br>• Ask and answer simple questions about homes and locations.<br>• Apply previously learned vocabulary to new contexts.<br>• Develop confidence in listening, speaking, reading and writing in French.<br>• Show awareness of how homes and living environments may differ across cultures.<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours, greetings, likes and dislikes, presenting themselves and describing their family in French. Pupils apply familiar vocabulary and sentence structures to a new context by describing their home, rooms and locations. It develops confidence in communication, pronunciation, recall and fluency while encouraging pupils to use French to talk about familiar aspects of their everyday lives. |

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| | Summer | **As-tu un animal ? (Do You Have a Pet?)**<br>This unit develops pupils' ability to ask and answer simple questions in French through the familiar and engaging topic of pets. It introduces useful animal vocabulary and key verbs, supporting pupils in building conversational skills. The unit reinforces understanding of noun gender and singular/plural forms, while developing accuracy in pronunciation, grammar and the use of French in meaningful contexts.<br>. | Before starting this unit, pupils should have experience using familiar French vocabulary, including greetings, numbers, colours, likes and dislikes, presenting themselves, family and everyday topics. They should be able to ask and answer simple questions, use basic sentence structures, and recall key vocabulary with increasing confidence. Pupils should also have some understanding of gender and singular/plural forms of French nouns to support learning animal vocabulary and applying accurate grammar.<br><br>Pupils should ideally be able to:<br>• Recognise and use a range of animal vocabulary in French.<br>• Ask and answer simple questions about pets.<br>• Use basic verbs and sentence structures to describe animals.<br>• Express whether they have or do not have a pet.<br>• Apply understanding of masculine, feminine, singular and plural forms.<br>• Pronounce and spell familiar French vocabulary accurately.<br>• Communicate ideas confidently through speaking, listening, reading and writing.<br><br>Link to prior learning<br><br>This unit builds on pupils' prior learning of numbers, colours, greetings, likes and dislikes, presenting themselves and describing their family in French. Pupils revisit and extend familiar vocabulary and sentence structures while applying them to a new context through talking about pets and animals. It develops confidence in asking and answering questions, using verbs accurately, and improving pronunciation, grammar awareness and fluency. |