



MFL

MFL Curriculum

At Benson School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language (French, in our case) and English. Learning another language raises awareness of our multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and that of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Scheme Used

We use Language Angels as a scheme for French.

Teaching of French

At Benson School French is taught throughout the academic year and is taught from Year 2-6. We use a variety of techniques to encourage our children to be actively engaged in French. These include: games, role-play and action songs. We emphasise listening, responding and speaking skills with the addition of simple reading and writing skills. We use a multi-sensory and kinaesthetic approach to teaching e.g. we try to introduce a physical element into some of the games, rhymes and songs. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of French. We build our children's confidence through the praise for any contribution they make within lessons.

Through our teaching we enable our children to:

- listen attentively to spoken language and show understanding by joining in and responding
- 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
- begin to speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

- begin to present ideas and information orally to a range of audiences
- begin to read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- begin to 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.

Support and Adaptations for Children with SEND

The teaching of French at Benson School offers a multisensory approach to learning. We use a wide range of audio, visual and kinaesthetic teaching styles throughout all levels of learning that support working memory and create a 'like' and a 'want' to learning French. Native voice files, colourful, engaging and interactive lessons, fun karaoke songs, and appropriate desk-based activities. Lessons are taught and adapted to ensure they are suitable for pupils of all abilities and no pupil should be removed from the interactive teaching part of the lesson. There are also extra interactive games, karaoke videos available to further consolidate learning. Repetition and practice is at the core of our teaching with a focus on the visualisation of the information presented along with rhythmic regulatory exercises used as much as possible. Within each lesson there are a range of desk-based tasks that cover all 4 key language learning skills – speaking, listening, reading and writing. These differentiated desk-based activities are all carefully adjusted to 3 levels of attainment (Easy/Medium/Hard) and, where appropriate, within the scheme Language Angels has developed a fourth SEND-friendly version which will help ensure each individual child can achieve ambitious yet realistic outcomes.

Recording of Work and Assessment

- Class displays.
- Children's work recorded in a class learning book or folder.
- Impact of learning monitored each session through questioning and marking of work.
- End of term assessments from Language Angels

Structure of the FRENCH Curriculum

Due to our class structures, topics in French are being taught on a two-year cycle for 2024-2025 and 2025-2026. This will be reviewed during 2026 to ensure the most appropriate curriculum is in place once the school is at full capacity with 45 children in every year group. The creation of the two-year cycle for 2024-2025 and 2025-2026 has been created after reviewing and reflecting the knowledge and skills children in each year group have learnt previously.

Knowledge & Skills Progression 2024-2025 Cycle 1:



Mixed Age (Limited Exposure)



	Year 2/3 CYCLE 1	Year 4/5 CYCLE 1	Year 2/3 CYCLE 2	Year 4/5 CYCLE 2	Year 6
Autumn Term					
Half Term 1	Phonics 1 & 2 I'm Learning French/ Spanish Italian (E)	Phonics 1 & 2 Shapes (E)	Phonics 1 & 2 Greetings	Phonics 3 & 4 Presenting myself (I)	Phonetics 1-4 Presenting myself (I)
Half Term 2	Animals (E)	Vegetables (E)	Musical Instruments (E)	Date (I)	Date (I)
Spring Term					
Half Term 1	I Can (E)	Weather (I)	Fruits (E)	Do you have a pet? (I)	Do You Have A Pet? (I)
Half Term 2	Seasons (E)	Family (I)	Ancient Britain (E)	My Home (I)	My Home (I)
Summer Term					
Half Term 1	Ice creams (E)	In Class (I)	Presenting myself (I)	Clothes (I)	Clothes (I)
Half Term 2					

Y2&3	Term 1	Term 2	Term 3
Units	Phonics 1&2 I'm learning French	Animals	I can
Skills	Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first (such as 'bleu' for 'blue') and associating words and phrases to images	Improving memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).	We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French.
Knowledge	.find France on a map and be able to recall at least 1 Francophone country. use key greetings. ask and answer the question 'How are you?' in French. ask and answer the question 'What is your name?' in French. count to 10 in French. read, write, say and recognise 10 colours in French.	Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).	Recognise, remember and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).
	Term 4	Term 5	Term 6
Units	Seasons	Ice Creams	
Skills	Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.	Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in	

		French and useful phrases such as 'I would like, 'please' and 'thank you' .'	
Knowledge	Name, recognise and remember all four seasons in French. Say which is our favourite season in French. Say why it is our favourite season in French. Start to recognise and use the conjunction 'et' (and) in our spoken and written responses.	Name, recognise and remember up to 10 ice-cream flavours in French. Attempt to spell some of these flavours. Use the structure 'je voudrais...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in French.	

Y4&5 All	Term 1	Term 2	Term 3
Units	Phonics 1&2 Shapes	Vegetables	Weather
Skills	Working on being able to pronounce and remember new words in French using clear colourful images of the shapes to help us. Learning our first words in French and learning to remember the article/determiner alongside the noun. Using what we know in English to help us. Working on remembering the shapes in French over a longer period of time.	Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as carottes and tomates). Having enough language from memory to perform a short role-play.	To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.
Knowledge	Name, recognise and remember up to 10 shapes in French. Attempt to spell some of these shapes in French. Attempt to remember which shapes are un or une. Revise and/or learn numbers 1-5 in French.	Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.	Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols.
	Term 4	Term 5	Term 6
Units	Family	In class	
Skills	We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will recall that nouns have gender and that this impacts the choice of articles/determiners and possessive adjectives. We will improve our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.	To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.	
Knowledge	Remember the nouns for different family members in French from memory with their articles/determiners. Describe our own or a fictitious family in French by name, age and relationship. Learn numbers up to 70 and the multiples of ten (10-100) in French. Understand possessive adjectives better in French ('my' form only).	Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	

Y6	Term 1	Term 2	Term 3
Units	Phonetics 1-4 Presenting myself	Dates	Do you have a pet?
Skills	To work towards holding a simple conversation with a partner, asking a question as well as being able to answer one. Being able to present ourselves in French. Saying what our name is, how old we are, where we live and our nationality.	To learn how to formulate the date in French and to say when our birthday is using days of the week, months of the year and numbers 1-31.	To work on creating longer, accurate yet authentic pieces of spoken and written French using the conjunctions 'et' and 'mais'. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.
Knowledge	Use basic greetings in French, ask somebody how they are feeling and reply when asked. Ask somebody their name in French and reply when asked. Recall numbers 1-20 in French. Ask somebody how old they are in French and reply when asked. Ask somebody where they live in French and reply when asked. Express my nationality in French and understand basic gender agreement rules.	Recognise and recall the 7 days of the week in French. Recognise and recall the 12 months of the year in French. Recognise and recall numbers 1-31 in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when our own birthday is in French.	Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.
	Term 4	Term 5	Term 6
Units	My home	Clothes	
Skills	To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.	To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.	
Knowledge	Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the conjunction 'et' (and) to link two sentences together.	Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.	

Knowledge & Skills Progression 2025-2026:

To be reviewed in the summer term with Language Angels. New unit planner to be created.