



Year 6
MFL (French)
Autumn 1
Phonics (1 - one lesson only)

Previous learning

(From September 2024) Children completed the Y3 units of work during Year 5.

In this unit pupils will learn/revisit:

- The first set of phonics sounds / phonemes in French: CH OU ON OI
(One lesson initially BUT might be more if required)

Substantive knowledge

Recommended phonics focus: CH OU ON OI

- **CH** - pronounced like the 'sh' sound in the English word 'shop'.
- **OU** - pronounced like the 'oo' sound in the English word 'tooth'.
- **ON** - pronounced as a French nasal sound and is very similar to the long 'onn' sound in the English word 'honk'.
- **OI** - pronounced like the English 'wah' sound found in the words 'wave' and 'waffle'

We will learn/revisit:

- The French alphabet
- The French vowel sounds

Disciplinary knowledge

Listening: Recognise familiar words and short phrases. Identify phonemes within given words.

Speaking: Communicate with others using simple words and short phrases

Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'

Understand the meaning in English of short words which are read in the foreign language.

Writing: N/A

Grammar: N/A.

Lesson 1

Phonics (1)

- To learn the first 4 (out of 18) French sound patterns / phonemes
- To improve their French pronunciation
- To be able to read with improved accuracy in French.

Vocabulary

Alphabet (and associated letters)

Vowel

Phoneme / grapheme

Year 6
MFL (French)

**Spring 1
Phonics (2 - one lesson only)**

Previous learning

(From September 2024)

In this unit pupils will learn/revisit:

- Introduce the second set of phonics sounds / phonemes in French: **I IN IQUE ILLE**

(One lesson initially BUT might be more if required)

Substantive knowledge

Disciplinary knowledge

Recommended phonics focus: I IN IQUE ILLE

- **I** - pronounced very closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 'see' or 'keep'. This sound positions the tongue flat and low down in the mouth and with the mouth drawn back.
- **IN** - pronounced similarly to our English word 'an' but it sounds slightly different as it is another French nasal sound. It is pronounced like the 'an' sound in our English word 'clang'.
- **IQUE** - made up of two sounds: the 'i' vowel sound followed by a hard 'k' sound as in our English word 'kick'. The French phoneme 'ique' is pronounced very much like the 'eek' sound in our English word 'week'.
- **ILLE** - made up of two sounds: the vowel 'i' sound followed by a 'yuh' sound. The 'yuh' sound can be found when we pronounce the 'ye' sound in our English words 'yellow' and 'yes'.

Listening: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Speaking: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 1.

Writing: N/A

Grammar: N/A.

We will learn/revisit:

- The French alphabet
- The French vowel sounds

Lesson 1

Phonics (2)

- To explore the next 4 out of a total of 18 essential French sound patterns / phonemes
- To improve their French pronunciation
- To be able to read with improved accuracy in French.

Vocabulary

Alphabet (and associated letters)
Vowel
Phoneme / grapheme

Year 6

MFL (French)
Spring 1 (Start, complete in Spring 2)
Do you have a pet?

Previous learning

(From September 2024) **'Phonics 1', 'WW2' and 'Christmas' completed during Autumn 1 and 2.**

In this unit pupils will learn how to:

- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
- Tell somebody in French if they have or do not have a pet.
- Ask somebody else in French if they have a pet.
- Tell somebody in French the name of their pet.
- Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").

Substantive knowledge

Recommended phonics focus: : É E È EAU EUX

- É sound in Cécile
- E sound in je e de
- EAU sound in oiseau
- Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et and chat. 's' e 't' are often silent at the end of French words.
- 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons - the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'
- Elision 'Je n'ai pas d'oiseau'. Dropping the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.

Vocabulary which will be learned/revisited:

8 common pets. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have). This is all listed on the Vocabulary Sheet

Disciplinary knowledge

Listening:

Speaking:

Reading:

Writing:

Grammar:

- Indefinite articles, high frequency verbs e negative.
- Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite.
- Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d...

Lesson 1

Vocabulary: Name common pets

- To revise 8 common pets in French with their determiners.

Lesson 2

Vocabulary/Speaking: 'I have a pet.'

- To say 'I have a pet' in French.

Lesson 3

Speaking: Pets (1)

- To say what my pet is called in French.

Lesson 4	Speaking: Pets (2)
	<ul style="list-style-type: none"> To say what pet I do not have in French.
Lesson 5	Grammar/Speaking: Using 'And' and 'But' accurately.
	<ul style="list-style-type: none"> integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.
Lesson 6	Consolidation and end of unit assessment
	<ul style="list-style-type: none"> To revise all language covered End of unit assessment

Vocabulary

un chien = a dog
 un chat = a cat
 un lapin = a rabbit
 un hamster = a hamster
 un poisson rouge = a goldfish
 un oiseau = a bird
 une souris = a mouse
 une tortue = a tortoise

J'ai... = I have...
 Je n'ai pas de / d'... = I do not have...
 J'ai un... = I have a... (masculine)
 J'ai une... = I have a... (feminine)
 qui s'appelle... = that is called...
 et = and
 mais = but

Year 6
MFL (French)
Spring 2
Phonics (3 - one lesson only, before the completion of 'Do you have a pet?')

Previous learning

(From September 2024) **Phonics 1**, 'WW2', 'Christmas' completed in Autumn 1 and 2.
 'Phonics 2' completed in Spring 1. 'Do you have a pet?' started in Spring 1. To be completed after this session is taught.

In this unit pupils will learn:

- Introduce the third set of phonics sounds / phonemes in French.: É E È EAU EUX

(One lesson initially BUT might be more if required)

Substantive knowledge

Disciplinary knowledge

<p>Recommended phonics focus: 'EAU' 'EUX' 'É' 'È' 'E'</p> <ul style="list-style-type: none"> • EAU - pronounced like an elongated version of the 'a' sound in the English words 'cat' or 'pat'. • EUX - pronounced almost identically to the letter 'e' in French but pronounced in a more drawn out, longer fashion. It is pronounced like the 'e' sound in our English sound pattern 'euh' much like the 'e' sound in the English word 'the' or like the 'i' sound in the English word 'bird'. • É - pronounced very closely to how we pronounce the word 'eh' in English. It is pronounced as we say the 'e' sound in our English word 'set'. • È - pronounced very similarly to the 'ai' sound in the English word 'air' or the 'e' in 'bet'. • E - pronounced as 'euh' much like we pronounce the 'e' sound in the English word 'the'. 	<p>Listening: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.</p> <p>Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 2.'</p> <p>Writing: N/A</p> <p>Grammar: N/A.</p>
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Lesson 1	Phonics (3)
<ul style="list-style-type: none"> • To introduce the third set of phonics sounds / phonemes in French.: É E È EAU EUX 	

Vocabulary	
Alphabet (and associated letters) Vowel Phoneme / grapheme	

Year 6 MFL (French) Spring 2 'Easter'	
Previous learning	
<p>(From September 2024) Phonics 1, 'WW2', 'Christmas' completed in Autumn 1 and 2. 'Phonics 2' completed in Spring 1. 'Do you have a pet?' started in Spring 1 and completed after 'Phonics 3'.</p> <p>'Phonics 3' completed in Spring 2'. Pupils learned the following:</p> <ul style="list-style-type: none"> • Introduce the third set of phonics sounds / phonemes in French.: É E È EAU EUX <p>In this unit pupils will:</p> <ul style="list-style-type: none"> • Listen to, read and say the key vocabulary associated with Easter. • Learn an Easter song in French 	
Substantive knowledge	Disciplinary knowledge

<p>Recommended phonics focus: N/A</p> <p>Vocabulary which will be learned:</p> <ul style="list-style-type: none"> • Key vocabulary associated with Easter • Easter song lyrics 	<p>Listening: Listen to and enjoy short stories, nursery rhymes and <u>songs</u>.</p> <p>Speaking: Communicate with others using simple words and short phrases</p> <p>Reading: Read familiar words and short phrases accurately Understand the meaning in English of short words which are read in the foreign language.</p> <p>Writing: N/S</p> <p>Grammar: N/A</p>
Lesson 1	<p>Joyeuses Pâques</p> <ul style="list-style-type: none"> • To learn the key Easter vocabulary • To learn an Easter song
Vocabulary	
<p>Joyeuses Pâques = Happy Easter le chocolat = the chocolate les cloches = the bells le printemps fleurs = the spring flowers le lapin = the bunny / rabbit le poussin = the chick</p>	

<p>Year 6 MFL (French) Summer 1 Clothes</p>	
<p>Previous learning</p>	
<p>(From September 2024) Phonics 1, 'WW2', 'Christmas' completed in Autumn 1 and 2. 'Phonics 2' completed in Spring 1. 'Do you have a pet?' started in Spring 1 and completed after 'Phonics 3'. 'Phonics 3' completed in Spring 2'. Pupils learned the following:</p> <ul style="list-style-type: none"> • Listen to, read and say the key vocabulary associated with Easter. • Learn an Easter song in French <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for these clothes. • Use the verb porter in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. 	
Substantive knowledge	Disciplinary knowledge

Recommended phonics focus (Revisit of 'Phonics'):
É E È EAU EUX

- É sound in écharpe
- E sound in chemise & chemisier
- EAU sound in manteau
- Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.

Vocabulary which will be learned/revisited:

- The 9 weather phrases and structures involved for asking and saying a question about the date today.
- Compass points to also help understand and read a French weather map.

Listening: Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

Speaking: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading: Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 3' including awareness of accents, silent letters etc.

Writing: Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.

Grammar:

- Verbs, possessive adjectives, gender, definite, indefinite, partitive articles and adjectival agreement.
- The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb porter is introduced.
- Adjectival agreement is also revisited and extended using colours.

Lesson 1	Vocabulary: items of clothing (1)
	<ul style="list-style-type: none"> • To learn 10 nouns for items of clothing and their determiners.
Lesson 2	Vocabulary: items of clothing (2)
	<ul style="list-style-type: none"> • To learn 11 more nouns for items of clothing and their determiners.
Lesson 3	Speaking/vocabulary: Clothing I am wearing
	<ul style="list-style-type: none"> • To learn how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.
Lesson 4	Grammar/vocabulary/speaking: Describe clothing (1)
	<ul style="list-style-type: none"> • To learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.
Lesson 5	Speaking/writing: Describing clothing (2)
	<ul style="list-style-type: none"> • To use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.

Lesson 6	Consolidation and end of unit assessment
<ul style="list-style-type: none"> • To revise all language covered • End of unit assessment 	
Vocabulary	
<p>les vêtements = the clothes un pantalon = a pair of trousers un maillot de bain = a swimming costume des sandales = sandals des lunettes = glasses un chemisier = a blouse des chaussures = a pair of shoes des chaussettes = a pair of socks je porte = I wear dimanche = (on) Sunday À l'école je porte... = For school I wear... Quand il fait beau je porte... = When it is nice weather I wear... Quand il neige je porte... = When it snows I wear... Quand je suis en vacances je porte... = When I am on holiday I wear..</p> <p>des gants = a pair of gloves des bottes = boots des collants tights lundi = (on) Monday mardi = (on) Tuesday mercredi = (on) Wednesday jeudi = (on) Thursday vendredi = (on) Friday samedi = (on) Saturday une écharpe = a scarf une jupe = a skirt une veste = a jacket une chemise = a shirt une casquette = a cap</p> <p>ils portent = they wear (masculine or mixed group) elles portent = they wear (feminine group) un pull = a jumper un tee shirt = a tee shirt un manteau = a coat un short = a pair of shorts une robe = a dress une cravate = a tie tu portes = you wear il porte = he wears elle porte = she wears nous portons = we wear vous portez = you all wear mon = my (masculine singular) ma = my (feminine singular) mes = my (plural)</p>	

Year 6
MFL (French)
Summer 2
Phonics (4 - one lesson only, before the completion of 'Do you have a pet?')

Previous learning

(From September 2024) **Phonics 1**, '**WW2**', '**Christmas**' completed in Autumn 1 and 2.
'Phonics 2' completed in Spring 1. '**Do you have a pet?**' started in Spring 1 and completed after '**Phonics 3**'.
'Phonics 3' and '**Easter**' completed in Spring 2'.

- '**Clothes**' unit completed during Summer 1. Pupils learned how to:
- Repeat and recognise the vocabulary for a variety of clothes in French.
 - Use the appropriate genders and articles for these clothes.
 - Use the verb porter in French with increasing confidence.
 - Say what they wear in different weather/situations.
 - Describe clothes in terms of their colour and apply adjectival agreement.
 - Use the possessives with increased accuracy.

- In this unit** pupils will learn:
- Introduce the following phonics sounds / phonemes in French: **QU GNE Ç EN AN**

(One lesson initially BUT might be more if required)

Substantive knowledge	Disciplinary knowledge
<p>Recommended phonics focus: QU 'GNE' 'Ç' 'EN' 'AN'</p> <ul style="list-style-type: none"> • QU - pronounced as a hard 'k' or a hard 'c' sound. It is pronounced very much like the 'c' sound in our English word 'cook'. • GNE - pronounced as a hard 'g' sound but to soften and lengthen the sound of the letter 'n' that follows it. The French phoneme 'gne' is pronounced as 'n-yuh' and sounds similar to the 'ni' sound in the English word 'onion' or the 'ny' sound in the English word 'canyon'. • Ç - pronunciation of the letter 'ç' from a hard 'k' sound to a soft 's' sound. Adding the cedilla accent under the letter 'ç' makes the 'ç' look like a letter 's' and this is the way the letter is pronounced. It is pronounced the same way as the letter 's' in our English words 'say', 'see' or 'snake'. • EN - pronounced similarly to the way we say the 'on' sound in the English word 'song'. 	<p>Listening: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.</p> <p>Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 2.</p> <p>Writing: N/A</p> <p>Grammar: N/A.</p>

Lesson 1	Phonics (4)
	<ul style="list-style-type: none"> • To introduce the fourth set of phonics sounds / phonemes in French.: QU GNE Ç EN AN

Vocabulary

Alphabet (and associated letters)
Vowel
Phoneme / grapheme

Year 6
MFL (French)
Summer 2
The Olympics ([Link to Ancient Greece and 2024 Olympics](#))

Previous learning

(From September 2024) **Phonics 1**, **'WW2'**, **'Christmas'** completed in Autumn 1 and 2.
'Phonics 2' completed in Spring 1. **'Do you have a pet?'** started in Spring 1 and completed after 'Phonics 3'.
'Phonics 3' completed in Spring 2'.

'Clothes' unit completed during Summer 1. Pupils learned how to:

- Repeat and recognise the vocabulary for a variety of clothes in French.
- Use the appropriate genders and articles for these clothes.
- Use the verb porter in French with increasing confidence.
- Say what they wear in different weather/situations.
- Describe clothes in terms of their colour and apply adjectival agreement.
- Use the possessives with increased accuracy.

In this unit pupils will learn how to:

- Tell somebody in French the key facts of the history of the Olympics.
- Tell somebody in French the key facts of the modern Olympic games.
- Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.
- Say the nouns in French for key sports in the current Olympic games.
- Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.
- Understand the concept of de la, de l' and du when you say you play a sport in French.

Substantive knowledge

Recommended phonics focus: **QU Ç GNE EN AN**

- QU sound in olympiques & antique
- Ç sound in français
- EN sound in commence, pendant and argent
- AN sound in antique, pendant & grands
- Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant, barbant or fatigant.
- -ENT is not pronounced at the end of a word as in avaient as it is part of the verb conjugation and a silent letter string.

Vocabulary which will be learned/revisited:

- The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form.

Disciplinary knowledge

Listening: Listen more attentively and for longer.

Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

Speaking: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading: Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 3' including awareness of accents, silent letters etc.

Writing: Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.

Grammar:

- Adjectival agreement and irregular verb faire.

	<ul style="list-style-type: none"> To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article). To explore the whole present tense verb conjugation of the verb faire.
Lesson 1	Listening/Reading: Decoding (1)
	<ul style="list-style-type: none"> to listen attentively to longer passages in French and improve my decoding skills.
Lesson 2	Listening/Reading: Decoding (2)
	<ul style="list-style-type: none"> To understand more of what I hear and read using story ordering to help me decode unknown language.
Lesson 3	Vocabulary: Olympic sports
	<ul style="list-style-type: none"> To learn 10 Olympic sports with the correct determiners.
Lesson 4	Vocabulary/Speaking: Which sports do I do?
	<ul style="list-style-type: none"> To learn how to say I do and I do not do a particular sport using the verb 'faire' (to do) in French.
Lesson 5	Grammar
	<ul style="list-style-type: none"> To learn that adjectives can change spelling in French depending on the gender of the object being described.
Lesson 6	Consolidation and end of unit assessment
	<ul style="list-style-type: none"> To revise all language covered End of unit assessment
Vocabulary	
<p>les Jeux olympiques = the Olympics les Jeux olympiques de l'antiquité = the Ancient Olympic Games les Jeux olympiques modernes = the modern Olympic Games l'athlétisme = athletics l'équitation = horse riding l'escrime = fencing l'aviron = rowing la natation = swimming la boxe = boxing le cyclisme = cycling le plongeon = diving le tir à l'arc = archery le triathlon = triathlon Je fais de l'athlétisme. = I do athletics. Je fais de l'aviron. = I do rowing. Je fais de l'équitation. = I do horse riding. Je fais de l'escrime. = I do fencing. Je fais de la boxe. = I do boxing. Je fais de la natation. = I do swimming.</p>	

Je fais du plongeon. = I do diving.
Je fais du triathlon. = I do triathlons.
Je fais du cyclisme. = I do cycling.
Je fais du tir à l'arc. = I do archery.
Je ne fais pas d'athlétisme. = I don't do athletics.
Je ne fais pas d'aviron. = I don't do rowing.
Je ne fais pas d'équitation. = I don't do horse riding.
Je ne fais pas d'escrime. = I don't do fencing.
Je ne fais pas de boxe. = I don't do boxing.
Je ne fais pas de natation. = I don't do swimming.
Je ne fais pas de plongeon. = I don't do diving.
Je ne fais pas de triathlon. = I don't do triathlons.
Je ne fais pas de cyclisme. = I don't do cycling
Je ne fais pas de tir à l'arc. = I don't do archery.
Il/elle est athlète. = He/she is an athlete. (no spelling change for masculine and feminine)
Il/elle est cycliste. = He/she is a cyclist. (no spelling change for masculine and feminine)
Il est cavalier. = He is an equestrian.
Elle est cavalière. = She is an equestrian.
Il est boxeur. = He is a boxer.
Elle est boxeuse. = She is a boxer.

Il est nageur. = He is a swimmer.
Elle est nageuse. = She is a swimmer.
Il est plongeur. = He is a diver.
Elle est plongeuse. = She is a diver.
Il est escrimeur. = He is a fencer.
Elle est escrimeuse. = She is a fencer.
Il est archer. = He is an archer.
Elle est archère. = She is an archer.
Il est rameur. = He is a rower.
Elle est rameuse. = She is a rower.

je fais = I play/do (a sport)
tu fais = you (one person) play/do (a sport)
faire = to do
il fait = he plays/does (a sport)
elle fait = she plays/does (a sport)
nous faisons = we play/do (a sport)
vous faites = you (more than one person) play/do (a sport)
ils font = they (group of males or mixed gender group) play/do (a sport)
elles font = they (group of females) play/do (a sport)