



## MFL Subject Rationale



Year Group	Unit	We teach this because...	We teach this now because...
3	French Greetings	Learning French greetings in Year 3 lays the foundation for effective communication in a new language. It helps pupils develop confidence in speaking and listening, while introducing them to cultural norms such as gestures and intonation. This unit builds phonics awareness, enabling children to recognise key sounds and spelling patterns, which are essential for accurate pronunciation and future reading skills. By practising simple phrases and questions, pupils begin to understand how language works, fostering curiosity and preparing them for more complex structures later.	At this stage, pupils are ready to engage with short, familiar phrases and respond confidently in a structured setting. Year 3 learners can imitate sounds and link spoken language to actions or visuals, making greetings an ideal starting point for meaningful interaction. Introducing phonics early ensures pupils develop accurate pronunciation habits and an awareness of silent letters and accents before misconceptions form. This timing also supports their growing ability to take turns, use intonation, and experiment with writing, building a strong foundation for future language learning.
3	French adjectives of colour, size and shape	Learning adjectives of colour, size, and shape enables pupils to describe and interpret the world around them in French, building on their ability to communicate meaningfully. This unit introduces essential grammar concepts such as gender, word order, and adjective placement, which are key to forming accurate sentences. It also develops listening and speaking skills through practical tasks, while reinforcing phonics knowledge for correct pronunciation. By recognising cognates and cultural references, pupils deepen their understanding of language connections and French heritage.	At this stage, pupils have acquired basic greetings and phonics knowledge, making them ready to expand their vocabulary and begin constructing descriptive phrases. Year 3 learners benefit from visual and hands-on activities, such as identifying and describing shapes and colours, which make abstract grammar concepts more accessible. Introducing adjectives early supports sentence-building skills and prepares pupils for more complex language structures later. This timing also encourages confidence in speaking and listening through interactive tasks, while fostering cultural awareness through links to French art.
3	French playground games - numbers and age	Learning numbers and age in French equips pupils with essential vocabulary for everyday interactions and lays the groundwork for future mathematical and conversational contexts. This unit strengthens listening and speaking skills through songs, rhymes, and games, making language learning active and engaging. It also reinforces phonics knowledge, helping pupils pronounce vowel combinations accurately, and introduces simple grammar concepts such as plural forms. By exploring cultural aspects like French playground games, pupils gain insight into similarities and differences between French and UK traditions, fostering global awareness.	At this point in Year 3, pupils have developed confidence with greetings and descriptive language, making them ready to extend their vocabulary to numbers and age. These concepts are highly relevant to real-life communication and allow pupils to practise asking and answering questions in a meaningful context. Introducing numbers early supports cross-curricular links with maths and builds a strong foundation for future topics such as dates and time. Using songs and games at this stage ensures engagement and reinforces pronunciation patterns before moving on to more complex structures.
3	In a French classroom A circle of life in France	This unit introduces pupils to essential classroom language and structures, enabling them to participate actively in lessons and build independence in their learning. It develops key grammatical understanding, such as gender, articles, and sentence formation, while reinforcing phonics for accurate pronunciation. Pupils also learn strategies for deducing meaning and using a bilingual dictionary, fostering language detective skills that support lifelong learning. By exploring cultural similarities and differences, this unit promotes global awareness and respect for diversity.	By this stage in Year 3, pupils have a foundation in greetings, descriptive language, and numbers, making them ready to apply these skills in a classroom context. Introducing classroom vocabulary now supports practical communication and encourages pupils to take ownership of their learning. This timing also allows for the introduction of simple sentence-building and negative structures, preparing pupils for more complex grammar later. Using visual support and interactive activities ensures engagement and confidence as pupils begin to create and present their own phrases.
4	Portraits - describing in French	This unit develops pupils' ability to describe people in French, introducing key grammatical concepts such as adjectival agreement and verb conjugation. It builds on prior knowledge of colours and adjectives, enabling pupils to create accurate sentences and express personal information. Pupils also learn to use a bilingual dictionary and apply language detective strategies, fostering independence and problem-solving skills. By practising both spoken and written descriptions, learners strengthen pronunciation, spelling awareness, and sentence structure, laying the foundation for more complex communication.	At the start of Year 4, pupils are ready to move beyond single words and short phrases to form full descriptive sentences. This timing allows them to consolidate previous learning on colours and adjectives while introducing gender and number agreement, a key feature of French grammar. Describing portraits is engaging and provides a meaningful context for practising verb forms such as <i>avoir</i> and <i>être</i> . Introducing these concepts early in the year ensures pupils have time to apply them in later units, building confidence and fluency in both speaking and writing.

4	Clothes - getting dressed in France	This unit introduces pupils to vocabulary for clothing, enabling them to describe what they wear and express preferences in French. It reinforces grammatical understanding of gender and number, as well as the use of articles and possessive adjectives, which are essential for accurate sentence construction. Pupils also practise forming opinion phrases such as <i>j'aime</i> and <i>je n'aime pas</i> , developing their ability to communicate personal choices. Through speaking, listening, reading, and writing activities, learners build confidence and fluency while continuing to apply phonics and spelling strategies.	At this point in Year 4, pupils are ready to extend their descriptive skills beyond physical appearance to include clothing, a topic that is practical and engaging. This timing allows them to consolidate prior learning on adjectives and gender agreement while introducing possessive structures and opinion phrases. The unit provides opportunities for role-play and performance, which support pronunciation and intonation practice in a fun, interactive way. Introducing these concepts early in the year ensures pupils have time to apply them in later units, strengthening their ability to communicate in full sentences.
4	French numbers, calendars and birthdays	This unit equips pupils with essential vocabulary and structures for discussing dates, numbers, and birthdays in French, which are key to everyday communication. It reinforces grammatical concepts such as articles and sentence structure while introducing cultural knowledge through French festivals and traditions. Pupils also practise phonics and spelling patterns, supporting accurate pronunciation and reading skills. By linking language learning to familiar contexts like calendars and birthdays, this unit makes French relevant and meaningful, while strengthening cross-curricular connections with maths.	At this stage in Year 4, pupils have developed confidence with descriptive language and basic sentence formation, making them ready to expand their vocabulary to include numbers up to 31, days, months, and seasons. This timing allows pupils to practise asking and answering questions about birthdays, a topic that is engaging and personally relevant. Introducing these concepts now prepares learners for future units involving time and dates, while reinforcing phonics and grammatical structures introduced earlier. Cultural comparisons deepen understanding and promote curiosity about French traditions.
4	French food - Miam, miam	This unit introduces pupils to vocabulary and phrases related to food and drink, enabling them to engage in practical conversations such as ordering in a café. It reinforces grammatical concepts including articles, opinion phrases using <i>aimer</i> , and the negative form <i>ne...pas</i> , while continuing to develop phonics and pronunciation skills. Pupils also learn to use a bilingual dictionary effectively and apply strategies for understanding texts, fostering independence. Cultural awareness is deepened through exploration of French dining customs and currency, making language learning authentic and relevant.	At this point in Year 4, pupils are ready to apply their growing grammatical knowledge and conversational skills to real-life contexts. Food is a highly engaging topic that allows learners to practise opinion phrases, question-and-answer structures, and role-play scenarios, building confidence in speaking and listening. Introducing cultural aspects such as <i>café</i> etiquette and euros now enriches understanding and prepares pupils for more advanced transactional language in later years. This timing also supports cross-curricular links with maths through activities involving prices and calculations.
5	French monster pets	This unit develops pupils' ability to manipulate language and create extended sentences, moving beyond simple recall to structured writing and speaking. It reinforces key grammar concepts such as gender, number, and adjectival agreement, while introducing compound sentences and connectives for more fluent expression. Pupils also deepen their understanding of language detective strategies and dictionary skills, fostering independence and resilience in decoding unfamiliar vocabulary. By engaging with creative contexts like "monster pets," learners practise applying grammatical rules in imaginative ways, strengthening both accuracy and confidence.	At the start of Year 5, pupils are ready to progress from short phrases to more complex sentence structures, building on prior knowledge of adjectives and articles. This timing allows for the introduction of extended writing and speaking tasks, encouraging pupils to adapt and manipulate language rather than relying solely on models. The creative theme of monster pets provides an engaging context for practising grammatical accuracy and sentence building, while reinforcing phonics and pronunciation rules. This unit sets the foundation for more advanced grammar and authentic text work later in the year.
5	Shopping in France	This unit equips pupils with practical language skills for real-life situations, such as shopping and handling numbers in French. It reinforces grammatical understanding of articles and gender while introducing conversational phrases for asking questions and requesting information. Pupils also develop confidence in pronunciation and intonation, essential for authentic communication. By engaging with authentic texts and role-play scenarios, learners strengthen reading, listening, and speaking skills, while applying language detective strategies to decode unfamiliar vocabulary. This unit also deepens cultural awareness by exploring shopping customs in France.	At this stage in Year 5, pupils are ready to apply their growing grammatical knowledge and vocabulary to transactional language, moving beyond descriptive phrases to purposeful dialogue. Shopping provides a highly relevant and engaging context for practising numbers, questions, and conversational structures. Introducing these skills now prepares pupils for more advanced topics involving money, food, and real-world interactions later in the year. Role-play and authentic resources ensure pupils develop fluency and confidence while reinforcing pronunciation and spelling patterns introduced in previous units.
5	Verbs in a French week	This unit introduces pupils to verb conjugation, a fundamental aspect of French grammar that underpins accurate communication. It builds on prior knowledge of subject pronouns and familiar verbs such as <i>avoir</i> and <i>être</i> ,	By this point in Year 5, pupils have a solid foundation in vocabulary and sentence building, making them ready to tackle verb conjugation systematically. Introducing this unit now ensures learners can apply verbs accurately in a

		while extending understanding to regular verb groups (-er, -ir, -re). Pupils learn to adapt verbs for different pronouns and create original sentences, developing fluency and grammatical precision. By practising pronunciation, intonation, and negative forms, learners strengthen both spoken and written skills, preparing them for more complex sentence structures in later stages.	range of contexts, including opinion phrases and short texts. The interactive approach—such as verb spinners and collaborative tasks—makes grammar engaging and accessible, while reinforcing key phonics and pronunciation rules. This timing also prepares pupils for more advanced language manipulation in Year 6, supporting progression towards independent writing and speaking.
5	Meet my French family	This unit enables pupils to talk about family members in French, introducing compound nouns and possessive structures that are essential for accurate communication. It reinforces prior learning on adjectives, articles, and sentence building while developing skills to adapt and manipulate language for different purposes. Pupils also practise pronunciation, intonation, and strategies for decoding unfamiliar vocabulary, fostering independence and fluency. By exploring family-related vocabulary and structures, learners gain confidence in creating short texts and responding to spoken opinions, preparing them for more complex conversations.	At this stage in Year 5, pupils are ready to apply their growing grammatical knowledge to a familiar and meaningful context—family. This timing allows for consolidation of key concepts such as gender, adjectival agreement, and compound sentences, while introducing possessive structures and cultural comparisons. The unit provides opportunities for creative tasks, such as adapting sentences and organising texts, which encourage pupils to manipulate language rather than rely solely on models. These skills are crucial for progression towards independent writing and speaking in Year 6.
6	French sport and the Olympics	This unit introduces pupils to vocabulary and structures related to sports and the <i>Olympic Games</i> , providing a meaningful context for developing fluency and grammatical accuracy. It reinforces key verbs such as <i>jouer</i> , <i>faire</i> , and <i>aller</i> , while introducing sentence-building techniques using multiple verbs and opinion phrases. Pupils also practise pronunciation, intonation, and dictionary skills, enabling them to decode and use authentic texts confidently. Cultural awareness is deepened through exploration of French sporting traditions and global events, fostering curiosity and broadening pupils' understanding of the Francophone world.	At the start of Year 6, pupils are ready to consolidate prior learning and progress to more complex sentence structures involving multiple verbs and justifications. This timing allows learners to apply grammatical knowledge in a high-interest topic that encourages creativity and extended writing, such as producing an article about an imaginary <i>Olympic Games</i> . The unit also provides opportunities for oral presentations and role-play, supporting confidence in speaking and listening. Introducing cultural comparisons now enriches pupils' understanding of global perspectives and prepares them for transition to KS3.
6	In my French house	This unit enables pupils to describe their home environment in French, introducing vocabulary for types of houses, rooms, and objects, as well as prepositions for location. It reinforces grammatical structures such as articles and sentence formation while encouraging pupils to create extended texts, including letters and descriptions. Pupils also practise listening and reading strategies to extract key information from authentic texts, fostering independence and resilience. By applying language in a familiar context, learners build confidence in speaking and writing while strengthening their understanding of spatial language.	At this point in Year 6, pupils are ready to consolidate prior learning and progress to more complex sentence structures involving prepositions and extended descriptions. This timing allows learners to apply grammatical knowledge in a meaningful context, preparing them for KS3 expectations of writing longer texts. The topic of home is engaging and personally relevant, providing opportunities for creative tasks such as oral presentations and letter writing. Introducing these skills now ensures pupils can manipulate language confidently and accurately, supporting their transition to more advanced language learning.
6	Planning a French holiday	This unit equips pupils with practical language skills for planning a holiday, introducing vocabulary for countries, clothing, and travel while reinforcing key grammatical concepts such as verb conjugation and sentence building. Pupils learn to use the present and future tenses of <i>aller</i> , enabling them to express plans and intentions accurately. They also develop strategies for reading authentic texts and using bilingual dictionaries to select alternative vocabulary, fostering independence and resilience. By engaging with real-world contexts, learners strengthen speaking, listening, and writing skills while deepening cultural awareness.	At this stage in Year 6, pupils are ready to apply their grammatical knowledge to extended tasks that involve planning and presenting ideas. This timing allows for the introduction of future tense structures, preparing learners for KS3 expectations of using multiple tenses. The topic of holidays is engaging and relevant, providing opportunities for creative tasks such as oral presentations and written plans. Incorporating authentic resources and digital research ensures pupils develop practical language skills and cultural understanding, supporting progression towards independent communication.
6	Visiting a town in France	This unit introduces pupils to practical language for navigating and exploring a town in French, including vocabulary for places, directions, and modes of transport. It reinforces key grammatical concepts such as prepositions, negative sentence formation, and imperative verbs, while encouraging pupils to construct extended sentences and justify opinions. Pupils also practise transactional language through role-play activities like buying tickets, developing	At this point in Year 6, pupils are ready to apply their grammatical knowledge to functional language tasks that involve giving directions, describing locations, and planning routes. This timing allows for consolidation of prepositions and sentence-building skills introduced earlier, while introducing imperative forms for instructions. The topic of visiting a town provides an engaging and practical context for developing

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