



# Primary MFL Resources Tool Kit

Lesson Ideas for Primary MFL



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# A Guide to the Tool Kit

These editable resources are based on the HIAS suggested MFL Medium Term Plans and Word Mats for primary French. Instructions for how to use them in class are included in the notes section under each slide. They are designed to facilitate engagement and deliberate practice of key vocabulary and structures in all four skills.

These particular resources are all based on the food and drink unit, “Qu’est-ce que tu aimes manger et boire?” Please see the HIAS MFL Moodle for more curriculum planning guidance.

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## KS2 National Curriculum – Balance of Skills

### Listening and speaking

- 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\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- describe people, places, things and actions orally\* and in writing

### Reading and writing

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly



## And consequently – some tips...

- Listening – To engage students in listening, 95-98% of text should be familiar – focus on listening to model, rather than decoding and testing in formative years
- Speaking - remember, recall and recycle – less words and more simple, high frequency structures
- Do consider planning skills development over longer chunks of time rather than cramming – speaking/listening at the start, reading and writing later on
- With verbs, consider prioritising use and reinforcement of first and second person before being concerned with other pronouns/forms (question and answer)
- Allow curriculum to drive assessment rather than vice-versa
- Plan a curriculum for your context and stage of development and focus on clear articulation/rehearsing of this and reasons for it – ‘slow down to go faster’



# Word Mats

The word mat for each unit is a great place to start. These can be printed out and handed to children at the start of the unit as a point of reference. They are the perfect scaffold for speaking and writing activities and can be removed when language is embedded and pupils are confident to communicate without support.

The language should be initially introduced with lots of repetition to reinforce the sound/spelling links. This can be done in sections and practised with the teacher as follows:

1. Intruder – read a sentence with an English word “intruding”. What should the word be?
2. Sense or nonsense? - Read a sentence and pupils decide if it makes sense or not.
3. Missing word – Read a sentence missing out a word for pupils to spot.
4. Guess the sentence – Teacher thinks of a sentence for pupils to guess.
5. Paired quizzing – Pupils test each other on phrases or sentences.



Qu'est-ce que tu aimes manger et boire? –  
What do you like to eat and drink?

Reading from the left, using this handy step-by step guide to build exciting French sentences to impress your teacher and your friends! You don't have to use every box and if you miss one out the sentence still makes sense! 😊

**When?**

lundi - Monday  
mardi - Tuesday  
mercredi - Wednesday  
jeudi - Thursday  
vendredi - Friday  
samedi - Saturday  
dimanche - Sunday

quelquefois - sometimes  
le weekend - at the weekend  
le soir - in the evenings  
tous les jours - every day

**What?**

**Je mange...**

de la pizza - pizza  
de la glace - ice cream  
de la salade - salad  
des frites - chips  
des crêpes - pancakes  
un hot-dog - a hot dog

**Je bois...**

du coca - Coke  
de la limonade - lemonade  
de l'eau - water  
du jus d'orange- orange juice

J'aime ça -  
I like it

J'adore ça -  
I love it

Je n'aime pas ça -  
I don't like it

parce que c'est -  
because it is

délicieux! - delicious  
bon pour la santé -  
good for you  
dégoûtant -  
disgusting

So here is an example:

Le week-end, je mange de la pizza avec mes amis  
au restaurant. J'adore ça parce-que c'est  
délicieux!

Extend your sentences even further by adding these connectives:  
aussi – also / et – and / mais – but / ensuite – then / d'abord – first of  
all

And these times of day:

matin – morning      après midi – afternoon      soir – evening

So... Samedi matin, je mange des crêpes et je bois du coca-cola aussi 😊



# Listening and Speaking





*This or that?*

	A	B
1	Lundi, je mange de la salade.	Lundi, je mange des frites.
2	Mardi, je mange des frites.	Mardi, je mange des fruits.
3	Samedi, je bois de la limonade.	Samedi, je bois de l'eau.
4	Dimanche, je bois du jus d'orange.	Dimanche soir, je bois du jus d'orange.
5	Mercredi, je mange des crêpes.	Mercredi, je mange un croissant.



# Mosaic Listening

A	Lundi	je mange	de la salade
B	Mardi	je bois	des frites
C	Mercredi	ma soeur mange	du jus d'orange
D	Jeudi	mon frère boit	de l'eau



## Sentence Bingo

Draw a table like the example below and write a number between 1 and 12 in each square. I will read at random. If you have the number I read on your table, cross it off. The winner is the first one to cross out a line – then all of their numbers.

5	7	2
6	1	9

1. Lundi, je mange de la pizza.
2. Mardi, je mange de la glace.
3. Mercredi, je mange des frites.
4. Samedi, je mange de la salade à la maison.
5. Mardi, je bois du coca.
6. Tous les jours, je bois de l'eau.
7. Le week-end, je mange de la pizza.
8. Je mange des frites et je bois de la limonade.
9. Je mange de la pizza avec de la salade.
10. Vendredi, je mange un hot-dog.
11. Dimanche, je mange au restaurant.
12. Quelquefois, je mange des crêpes.



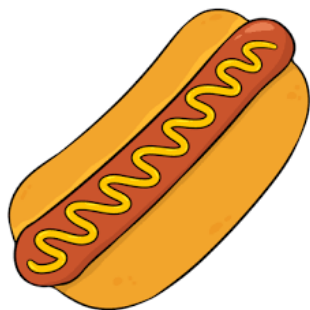
1



2



3



4



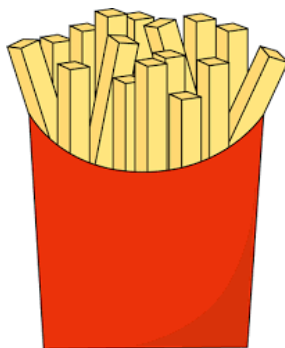
5



6



7



8



9



I eat chips 1	I drink water 2	I eat salad 3	Every day, I drink coca cola 4
I eat chips sometimes 5	On Mondays, I eat pizza 6	I drink water every day 7	I eat pancakes on Tuesdays 8
I drink lemonade on Wednesdays 9	I eat a hot- dog at the weekend 10	I eat chips on Thursdays 11	I drink lemonade 12
I drink coca cola on Mondays 13	I like it 14	I love it 15	I love it 16



	de la pizza	des frites	de la salade	de l'eau	du coca
Lundi					
Mardi					
Mercredi					
Jeudi					





	de la pizza	des frites	de la salade	de l'eau	du coca
Lundi					
Mardi					
Mercredi					
Jeudi					



## *Sentence stealer*

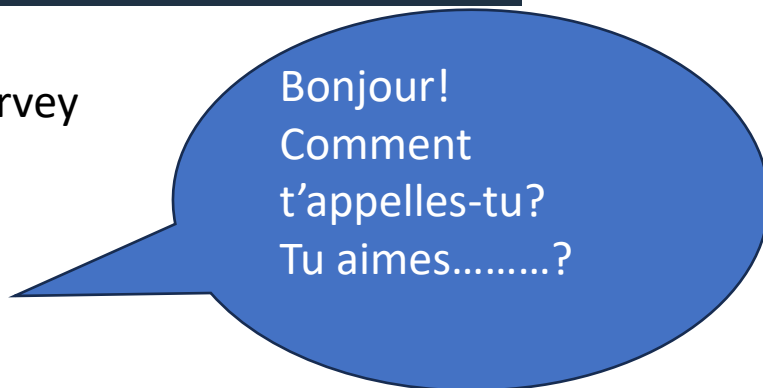
1. Lundi, je mange de la pizza.
2. Mardi, je mange de la glace.
3. Mercredi, je mange des frites.
4. Samedi, je mange de la salade à la maison.
5. Mardi, je bois du coca.
6. Tous les jours, je bois de l'eau.
7. Le week-end, je mange de la pizza.
8. Je mange des frites et je bois de la limonade.
9. Je mange de la pizza avec de la salade.
10. Vendredi, je mange un hot-dog.
11. Dimanche, je mange au restaurant.
12. Quelquefois, je mange des crêpes.







Sondage - survey



Nom	le chocolat	le coca	la salade

J'aime ça -  
*I like it*

J'adore ça -  
*I love it*

Je n'aime pas ça -  
*I don't like it*

parce que c'est -  
*because it is*

délicieux! - *delicious*  
bon pour la santé -  
*good for you*  
dégoûtant -  
*disgusting*



You are partner A

A		
lundi	des frites	de l'eau
samedi	de la salade	du jus d'orange
dimanche	un croissant	de la limonade
mardi	de la pizza	du coca

B		

You are partner B

A		
lundi		
samedi		
dimanche		
mardi		

B		
mardi	de la pizza	du coca
mercredi	un hot-dog	de l'eau
vendredi	de la salade	du jus d'orange
dimanche	des crêpes	de la limonade



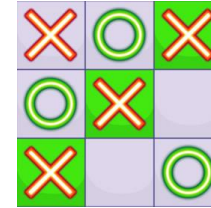
## Tick me quick!

<i>I eat</i>	<i>with my friends</i>	<i>I drink</i>
<i>also</i>	<i>on the weekend</i>	<i>delicious</i>
<i>with my family</i>	<i>at school</i>	<i>in the evenings</i>
<i>some lemonade</i>	<i>some ice cream</i>	<i>On Monday</i>

<i>Personne 1</i>	<i>Personne 2</i>
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# 3 en Ligne



Je mange	dans le café	de la glace	avec mes amis
des crêpes	le week- end	parce que	C'est délicieux
avec ma famille	au restaurant	Je bois	les soirs
J'adore ça	de la limonade	à la maison	du coca- cola

I eat	in the cafe	some ice cream	with my friends
some pancakes	on the weekend	because	delicious
with my family	at the restaurant	I drink	in the evenings
I love it	some lemonade	at home	some coke



## Bataille Navale

1 x 

1 x 

2 x 

### Vocabulaire

*C'est ton tour (It's your turn)*

*Touché (Hit)*

*Raté (Missed)*

*Coulé (Sunk)*

*Mais, non! (Oh no!)*

Je mange des crêpes    Je mange de la pizza    Je mange de la glace    Je bois de l'eau    Je bois de la limonade

<b>Lundi,</b>					
<b>Mardi,</b>					
<b>Mercredi,</b>					
<b>Jeudi,</b>					
<b>Vendredi,</b>					



## Guess my Sentence

Lundi	je mange	de la pizza	seul	au parc	et	je bois du coca		
Mardi		de la glace	avec ma famille	au restaurant	aussi	je bois de la limonade		
Mercredi			des frites	avec mes amis	à la maison	ensuite	je bois de l'eau	
Jeudi				des crêpes		à l'école		
Vendredi								
Samedi								
Dimanche								

<b><i>Pronunciation</i></b>	<b><i>SFE/SFC</i></b>	<b><i>Oui/Non</i></b>
	<b><i>an = on</i></b>	<b><i>Oui/Non</i></b>
	<b><i>i = ee</i></b>	<b><i>Oui/Non</i></b>

<b><i>Tally</i></b>	
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## *Gapfill dictation*

1. Lundi, je mange des frites.
2. Mardi, je bois de l'eau.
3. Je bois du coca et j'aime ça.
4. Je mange un hot-dog avec des frites.
5. Je mange de la salade vendredi.



## Pictionary!

Dessinez les fruits et legumes!

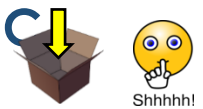



























# Phonics

- Ofsted Research Review & New GCSE underline importance of students' knowledge of SSCs (Sound spelling correspondence)
- New skills; dictation (listening exam) and reading aloud (speaking exam)
- Importance of 3 pillars; Phonics, Vocabulary and Grammar
- Phonics particularly challenging in French compared with Spanish
- Students will need to be explicitly taught SSCs and their link with spelling
- Accurate pronunciation more important than ever

<p>SF [silent final consonant]</p>  <p>dan<del>x</del></p>	<p>a</p>  <p>animal</p>	<p>i</p>  <p>midi</p>	<p>e u</p>  <p>deux</p>	<p>e</p>  <p>je</p>	<p>a u [au/eau]</p>  <p>gauche</p>
<p>u</p>  <p>tu</p>	<p>o u</p>  <p>nous</p>	<p>SFE [silent final -e]</p>  <p>timid<del>x</del></p>	<p>é [é/-er/-ez]</p>  <p>écrire</p>	<p>en/an</p>  <p>enfant</p>	<p>o n</p>  <p>Non!</p>
<p>ain/in</p>  <p>train</p>	<p>ê/è</p>  <p>tête [head]</p>	<p>ai</p>  <p>vrai</p>	<p>oi</p>  <p>voir [to see]</p>	<p>c h</p>  <p>chercher</p>	<p>ç/soft c</p>  <p>ici</p>
<p>q u</p>  <p>question</p>	<p>j/soft c</p>  <p>jour</p>	<p>- tion</p>  <p>Attention</p>	<p>ien</p>  <p>bien</p>	<p>Francophoniques</p>	

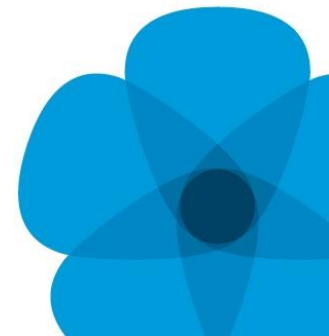


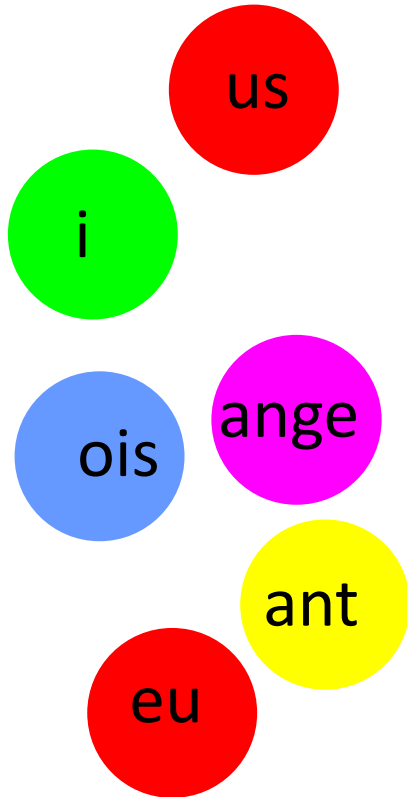
amusant

interessant

fascinant

croissant





1. j\_\_\_\_\_

2. b\_\_\_\_\_

3. lund\_\_

4. croiss\_\_\_\_\_

5. m\_\_\_\_\_

6. or\_\_\_\_\_

7. fr \_tes

8. délic\_\_\_\_x

9. dégoût\_\_\_\_\_

10. samed\_\_\_\_\_



di	fé	is	son	a	di
col	jeu	di	ille	mar	é
lade	am	manche	dore	co	fam
cole	di	sa	mai	lun	ca

1. Sunday	4. family	7. love	10. salad
2. Tuesday	5. friends	8. Thursday	11. café
3. Monday	6. house	9. coke	12. school

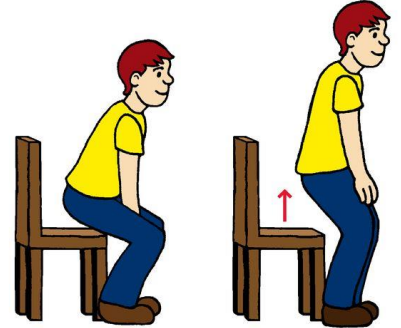
# Stand Up, Sit Down

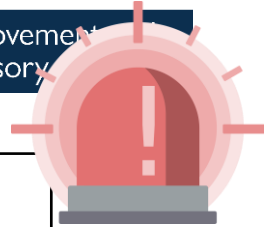
## FINAL CONSONANTS

Generally silent – with exception of **CRFL**

Be very **CaReFuL!**

1. J'adore
2. mardi
3. salade
4. Je mange
5. hot-dog
6. dimanche
7. et
8. délicieux
9. aussi
10. Je bois
11. glace
12. eau





## Spot the Intruder!

1. a. mange	b. monge
2. a. bwa	b. bois
3. a. glass	b. glace
4. a. maizon	b. maison
5. a. jeudi	b. jerdi
6. a. famee	b. famille
7. a. matan	b. matin
8. a. soirs	b. swars
9. a. lundi	b. lundé



# Reading and Writing





## Narrow Reading Activity

A. Underline the key words.

Bonjour, je m'appelle **Sophie** et j'ai sept ans. Lundi, je mange de la pizza et c'est délicieux. Je bois de l'eau parce que c'est bon pour la santé. Qu'est-ce que tu manges?

Bonjour, je m'appelle **Louis** et j'ai neuf ans. Samedi, je mange de la salade mais je n'aime pas ça. Je bois du coca et j'aime ça. Qu'est-ce que tu bois le week-end?

Bonjour, je suis **Anna** et j'ai dix ans. Dimanche, je mange des crêpes au chocolat et j'adore ça. Aussi, je bois du jus d'orange et c'est bon. Qu'est-ce que tu manges le dimanche?

D. Translate Anna's text into English.

E. Write your own text.

B. Complete the table in English.

Name	day	food	opinion	drink	opinion

C. Which questions do the three people ask?

Sophie:

Louis:

Anna:



## *Spot the errors*

Bonjour, je m'appelle **Aimée** et j'ai huit ans. Tous les jours, je mange de la salade parce que c'est délicieux et aussi bon pour la santé. Normalement, je bois de l'eau mais je n'aime pas ça. Je préfère le jus d'orange. Qu'est-ce que tu manges?

Hello, I'm called Aimée and I am seven years old. On Tuesdays, I eat salad because I like it also it's good for your eyes. Every day, I drink water, but I like it. I prefer coca cola. What do you drink?



## *Delayed copying*

**You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.**

Je mange un croissant.





## *Delayed copying*

**You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.**

Je bois du coca.





## *Delayed copying*

**You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.**

Je mange des frites.





## *Delayed copying*

**You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.**

Je bois de l'eau.





## *Delayed copying*

**You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.**

Je mange de la salade quelquefois.





## *Delayed copying*

**You will see a sentence. You have 10 seconds to memorise the sentence. When it disappears you can pick up your pen and write it down.**

Je bois de la limonade.







## Un stylo, un dé

French	English
Mercredi, je mange des crêpes.	
Samedi, je bois de l'eau et je mange de la salade.	
	On Thursday, I eat chips.
	On Sunday, I drink coca cola.
Tous les jours, je bois du jus d'orange.	
Tous les mardis, je mange de la pizza et c'est délicieux.	
	Every Friday, I eat a hot-dog and I like it.



## *Tangled Translation*

Hello! Je m'appelle Pierre and j'ai ten ans.

Ca va? On Monday, je mange de la salad and j'aime ça. I drink de l'eau because c'est bon for the health.

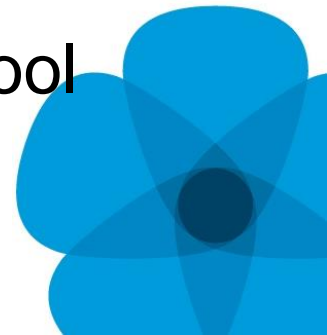
Qu'est-ce que tu drink?

Le week-end, I eat des pancakes et I love it! Aussi, je bois orange juice parce que it's delicious.



# What can HIAS offer?

- Facilitating sharing of resources (Moodle)
- Curriculum planning in MFL
- Lesson planning and structure
- Supporting non-specialist teachers to teach MFL
- Encouraging phonics in languages
- Developing writing skills in MFL
- Increasing cultural capital through languages
- Preparing students for MFL at secondary school





**For more information, visit the HIAS MFL Moodle:  
[Languages Moodle: All courses \(hants.gov.uk\)](https://hants.gov.uk/moodle/)**

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