

MFL (French) Progression of Knowledge and Skills

National Curriculum Objectives

Pupils should be taught 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;
- 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;
- 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;
- 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.

	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Listening and Speaking	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words and phrases • Use gestures, pictures to identify specific words from songs and simple stories. • Recognise numbers 1- 20. • Understand and respond to simple classroom instructions. • Communicate using simple words, phrases and short sentences. • Explore the pattern and sounds to help develop accurate pronunciation and intonation. 	<ul style="list-style-type: none"> • Listen to specific phonemes, words and phrases • Listen to up to three simple sentences using familiar vocabulary and answer questions. • Respond to a wider range of classroom instructions. • Communicate by asking and answering a wider range of questions and presenting short pieces of information • Explore the patterns and sounds of language to help develop accurate 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences. • Recognise letters of the alphabet when they hear them • Understand higher numbers e.g. in prices, numeracy activities. • Take part in short conversations using familiar structures and vocabulary • Use simple conjunctions to build more complex sentences and present information to 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in spoken sources (story, song or passage). • Understand longer and more complex phrases or sentences (descriptions, information, instructions). • Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience • Understand and begin to use

		pronunciation and intonation	<p>others.</p> <ul style="list-style-type: none"> • Understand and express opinion. • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. 	<p>the past tense to describe events</p> <ul style="list-style-type: none"> • Present to an audience (role-play, presentation, performance).
Reading	<ul style="list-style-type: none"> • Recognise and understand some familiar written words and phrases. • Show awareness of sound - spelling links. • Read and understand familiar nouns (animals, colour, simple adjectives, etc). • Read aloud familiar words and phrases with reasonable accuracy. 	<ul style="list-style-type: none"> • Read a wider range of words, phrases and sentences aloud. • Follow text while listening and reading at the same time. • Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. • Use strategies to work out the meaning of new words. 	<ul style="list-style-type: none"> • Read a variety of short simple texts in different formats and in different contexts. • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. • Read a variety of short simple texts (stories, poems, texts from the Internet, non-fiction texts, emails from a partner school) that contain familiar and new vocabulary. 	<ul style="list-style-type: none"> • Read aloud from a text (simple play scripts, poems, their own written work such as geographical features in a country, description of a town) with good expression. • Read and understand the main points and some detail from a short written passage.
Writing	<ul style="list-style-type: none"> • Write some familiar simple words or sentences using a model and some from memory (name and age to introduce themselves) 	<ul style="list-style-type: none"> • Write a short text using a model. • Write a few simple sentences from memory. • Apply phonic knowledge to support writing. 	<ul style="list-style-type: none"> • Write simple sentences and short texts using a model. • Use a dictionary to check the spelling of words. • Use simple conjunctions such as and, but, because to form more complex sentences. 	<ul style="list-style-type: none"> • Write sentences and construct short texts using a model. • Write a few sentences from memory, using knowledge of words, text and structure. • Have some understanding of how to use the past tense
Grammar	<ul style="list-style-type: none"> • Understand some basic grammar (gender, word order of adjectives, how to form the negative). 	<ul style="list-style-type: none"> • Understand some basic grammar (gender, word order of adjectives, verbs 1st, 2nd and 3rd persons) • Use simple conjunctions such as and, but, because to form more complex sentences. • How to form the negative 	<ul style="list-style-type: none"> • Understand some basic grammar (gender, word order of adjectives, verbs 1st, 2nd and 3rd persons) • Verbs – how to form the future tense, conjugation of present tense verbs. 	<ul style="list-style-type: none"> • Understand some basic grammar: verbs – begin to use the past tense, reinforce understanding of future tense, adverbs, gender. • Identify tenses from a selection of sentences written in the present, past and future.
Vocabulary	<p>J'ai Je suis Il/Elle a Il/Elle est Je n'ai pas Je ne suis pas Aussi Mais</p>			<p>Il y a Il n'y a pas de C'est Ce n'est pas Quel temps fait-il? Il fait Il ne fait pas</p>

--	--	--	--	--