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| MFL Whole School Progression of Knowledge and Skills (French). | | | | | | |
| The National Curriculum for Languages aims to ensure that all pupils:  • understand and respond to spoken and written language from a variety of authentic sources  • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation  • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  • discover and develop an appreciation of a range of writing in the language studied. | | | | | | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Y3 Knowledge** | To say hello and goodbye.  To say “My name is…”  To know numbers 0-10. | To ask how someone is and respond.  To know some colours.  To respond to which colours I like. | To know the names of some fruits some of their colours.  To know some names of food. | To know numbers 11 & 12.  To know some names of food. | To know the names of the days of the week. | To know how to say when my birthday is.  To have a short conversation about myself. |
| **Vocabulary**  Bonjour, au revoir,  merci, oui, non.  Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf dix. | **Vocabulary**  Ça va bien, comme ci comme ça, ça ne va pas.  Quel âge as-tu ?  J’ai...ans, et toi ?  Rouge, orange, bleu, vert, violet, rose, jaune, le, et. | **Vocabulary**  C’est bon !  Les oranges, les poires, les fraises, les tomates, les bananes  C’est mauvais !  Les bonbons, les chips, le coca cola, les sucettes, le chocolat | **Vocabulary**  Onze, douze  Les carottes, un gâteau, le fromage, le poisson, le lait, des œufs, le citron, le sel, le sucre. | **Vocabulary**  lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche | **Vocabulary**  Ecoutez, répétez, regardez, assez-vous, lévez-vous, lévez la main, venez-ici.  Je m’appelle…  Mon anniversaire est en…  J’ai sept/huit ans  Je préfère la couleur... |
| **Y3 Skills** | **Reading / Phonics**  To be aware of the sounds: oi, ix, eu, j, c, h.  To read some familiar words and phrases.  To recognise similarities with English. | | | | **Grammar**  To show awareness of masculine and feminine forms.  To know how to use the verb “to be” and to in the singular third person.  To be aware of the connective “and”.  To be aware of using Quel to ask how are you?  The pronoun “Je” means I.  Introduction of “vous” and “nous”: you and we.  Be aware of “encore” in the context of still has.  Months of the year do not have a capital letter.  Introduction of some question words: “quand” to mean when “comment” to mean what and “quelle” to mean how or what. | |
| **Writing**  To write a few words or symbols using language scaffolding. | | | |
| **Listening**  To watch the mouth of the speaker.  To make links with some sounds.  To understand some familiar words or sentences.  Listen to the difference between un/une. | | | |
| **Speaking**  To imitate pronunciation.  To recognise similarities and differences with English.  The last letter of a word is not pronounced.  That a “p” in the middle of a word is usually silent. | | | |

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| **Y4 Knowledge** | To know some parts of the body. | To know the names of some zoo animals. | To know the names of some members of the family. | To know some names of pets. | To know some hobbies.  To know how to say my preferences. | To know the names of some items of clothing. |
| **Vocabulary**  La tête, le nez, les cheveux, les yeux, la bouche, les oreilles, la jambe, le pied.  Adjectives: Grand, petit, gros, long, pointu. | **Vocabulary**  L’éléphant, l’ours, la souris, la girafe, le singe, le crocodile, le pingouin, le lion, le tigre.  Adjectives : gentil, rigolo, féroce. | **Vocabulary**  Le père, la mère, le frère, la sœur, le grand-père, la grand-mère, voici. | **Vocabulary**  Un chien, un chat, un hamster, un lapin, un poisson, un cochon d’Inde, un oiseau. | **Vocabulary**  Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc. | **Vocabulary**  Numbers 12-31  Il fait froid, il fait chaud.  Un pantalon, un short, un pull, une jupe, un chapeau, un tee-shirt. |
| **Y4 Skills** | **Reading / Phonics**  To be aware of the sounds: eux, ou, en, am, it, des, ent, en, on, ç é.  To be aware of some of the six vowel sounds: a, e, I, o, u, y.  Revision of silent consonants at the end of words.  To translate some words into English to be able to play a game.  To read a French text using visual clues.  Read and understand a paragraph with familiar vocabulary and structures.  Recognise positive and negative statements in English and French.  To recognise infinitive form of some verbs. | | | | **Grammar**  To understand that adjectives usually follow the noun but there are some exceptions.  To know how to use the verb “to have” in the singular first and third person: J’ai – I have, il/elle a – he/she has, Je n’ai pas de – I haven’t.  To know how to use the verb être (to be): Il est (He is), Elle est (She is)  To know that all nouns of body parts and of animals have a gender.  To understand that Possessive adjectives: Mon, ma (my) is changed depending on gender.  Le, la and l’ forms of the word “the”.  To know some quantifiers: assez, (enough) très (very), un peu ( a little).  To know some connectives: Et, aussi  To know the verb to think in the singular first person: Je pense.  To know some opinion phrases: j’adore, j’aime, je n’aime pas. | |
| **Writing**  Identify adjectives in a text and recognise that they can change spellings.  Reinforce idea of nouns having a gender.  To compare traditional nursery rhymes.  Write some words from memory. | | | |
| **Listening**  Listen to and follow a short story.  Listen for specific words and phrases.  Listen for a key sound, rhyme, or rhythm as it occurs in a rhyme. | | | |
| **Speaking**  To be able to say some adjectives with accurate pronunciation.  To be able to say some nouns of body parts and zoo animals from memory with accurate pronunciation.  Asking for French translation: Comment dit-on… en français?  Recite a nursery rhyme with accurate pronunciation.  Memorise and present two sentences or more. | | | |

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| **Y5 Knowledge** | To know how to describe some names of shops on the High Street. | To know how to describe the High Street at certain times of the day. | To know how to describe some sports and numbers to 60. | To know how to describe some foods and foods at breakfast time. | To know the seasons and the months of the Year. | To know how to describe the weather and being able to describe where I live. |
| **Vocabulary**  Le marché, le  supermarché, la poste, la mairie, un magasin de vêtements, la boulangerie.  Directions A gauche, à droite, c’est, au coin, ici.  Excusez-moi. | **Vocabulary**  Matin, après-midi, soir, à … heures, à … heures et demie.  Pollué, animé, calme, propre, sale, très, assez | **Vocabulary**  Jouer au + sport, jouer au tennis, jouer au rugby, jouer au badminton, jouer au basket, faire du jogging.  Mais, et, aussi, encore.  Numbers 21-60 | **Vocabulary**  Un croissant, un chocolat chaud, le pain, la baguette, l’eau, le yaourt, les biscuits.  le riz, les pâtes, les pommes de terre, le jambon, la glace, les frites, les petis pois. | **Vocabulary**  janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.  En automne, en hiver, au printemps, en été. | **Vocabulary**  Il fait beau, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige.  Normalement, en générale, quelquefois.  J’habite à + town, dans le nord, le sud, l’ouest, l’est, de l’Angleterre. |
| **Y5 Skills** | **Reading / Phonics**  Phonics é, in, an, ai, à, an, ou, oi  Identify the position of adjectives in a sentence.  Scan a more detailed text with unknown language for details.  Use a dictionary. | | | | **Grammar**  To use the phrase Il y a  in singular and plural.  To make certain verbs negative.  To understand how to use c’est.  To understand how to use “ons” in order to make the expression “let’s”.  To make certain verbs imperative using the verb ending “ez”.  To understand that the word “à” is used to mean at aswell as to.  To understand stress pronouns toi and moi.  Simple future tense Je vais + infinitive of verb.  To know how to use conjunctions but, and, also.  To know some pause words : et alors, voyons, eh bien.  To understand the exception of pronouncing the final “t” of a word when proceeded by a vowel. | |
| **Writing**  Make simple sentences and manipulate them by changing an element.  Understand and use negatives.  Manipulate language by changing an element in a sentence with writing scaffolding.  Substitute quantifiers and adjectives in a sentence.  Collect and record evidence about activity on the High Street at certain times of day, and express it in French.  Follow the transcript of a Christmas story noting similarities and differences between Christmas in France and England.  Understand and express simple opinions.  Write two or more sentences describing the weather in each season in French.  Integrate new language into previously learned language.  Prepare a keep fit programme for the week ahead, using immediate future tense. | | | |
| **Listening**  Identify the date and times from an audio recording.  Look and listen for visual and aural clues in an audio recording.  Identify rhyming words and make up a short rhyming poem using weather conditions.  Listen to and understand a native speaker expressing likes and dislikes.  Watch and understand a demonstration in French of the method of making a dessert.  Listen to a native speaker and understand more complex phrases and sentences. | | | |
| **Speaking**  Use spoken language spontaneously during a breakfast role day.  Learn and join in singing a traditional French song.  Prepare a short presentation saying where you live and describing the climate.  Recite a short text with accurate pronunciation.  Memorise and present two or three sentences describing a High Street.  Take part in a simple conversation, asking for and giving directions, using stalling strategies.  Know how to add expression and authenticity to a short dialogue.  Understand key information from a short exchange.  Use short sentences to give a description of the weather.  Learn and join in singing a French carol.  Recite a short text with accurate pronunciation.  Use simple sentences to present a mini weather report in French. | | | |

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| **Y6 Knowledge** | To know how to answer the register, say the date and describe the weather.  To know the responses for some classroom commands.  To know how to ask for classroom objects.  To revise how to express opinions from Y3-Y5 and justify those opinions in relation to school subjects. | To know further family members, certain occupations and give opinions on these.  To use prior knowledge to translate a short passage. | To know how to participate in a short conversation and to express opinions. | SATS preparation. | SATS | To know the names of places at home and cultural differences of housing at home and abroad. |
| **Vocabulary**  A deux, asseyez-vous, levez la main, venez ici, silence, regardez, écoutez.  Je suis présent(e)  Il/Elle est absent(e)  Un stylo, un crayon, une gomme, un taille-crayon, un cahier, un sac.  Chaussures, des chaussettes, une chemise, un sweat, une cravate.  L’anglais, la géographie, le dessin.  Revision of Je n’ai pas de, As-tu... ? from Y4-Y5  Revision of clothes vocabulary from Y4 + des | **Vocabulary**  Revision of family members from Y4 + mes grands-parents, mon oncle, ma tante.  Revision of structures from Y4 and Y5: Il s’appelle; il a x ans; il est; il habite à…  Revision of quantifiers from Y3, Y4, Y5: Très, assez.  Revision of adjectives from Y4: Sympa, intelligent, amusant  Sportif/sportive  Beau/belle.  Médecin, Vendeur/ vendeuse, serveur/ serveuse, agent de police, professeur. | **Vocabulary**  La ferme aux escargots, beurre à l'ail, interdit. sympathique/sympa.  C’est délicieux, Bon appétit.  Je voudrais, vanille, menthe, framboise, de rien**.**  En bateau, en avion, en train, en voiture, en car, en ferry. | **Vocabulary** | **Vocabulary** | **Vocabulary**  Revision from Y5 of Il y a; j’habite dans; j’habite à,  Voici.  Une maison, un appartement. Receptive use of eight rooms of the house and furniture.  Petit, grand, superbe, magnifique, immense, de luxe, en haut, en bas, une fenêtre,  une piscine.  Sur, sous. |
| **Y6 Skills** | **Reading / Phonics**  Re-use previously learned sounds in a new context.  Understand key details from an authentic text.  Make predictions based on existing knowledge.  Use a dictionary and be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs. | | | | **Grammar**  Revision of grammar from Y3-5.  Understand that some nouns for occupations change their spelling in  relation to gender.  Recognise that word order may vary between languages.  On va aller, partir. | |
| **Writing**  Use the internet to research different types of accommodation.  Write a short letter to book accommodation, adapting a model.  Write a programme of activities for a week on holiday, adapting a model and using  the immediate future tense.  Identify different text types.  Construct a short paragraph by adapting a model.  Re-use known language in a new context.  Identify and substitute nouns in a sentence.  Contribute to a shared writing task, describing an ideal home.  Produce own piece of writing, adapting a model.  Understand the formation of a basic negative sentence.  Evaluate work. | | | |
| **Listening**  Match sound to sentences and paragraphs.  Understand details including opinions from spoken passages.  Join in two playground games in French.  Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions.  Follow a story as it is read aloud, demonstrating understanding.  Recognise agreements and patterns in the foreign language.  Listen for clues to meaning – e.g. tone of voice, key words.  Understand the gist of an audio recording, matching adjectives to nouns. | | | |
| **Speaking**  Initiate and sustain conversations.  Discuss language learning and reflect on how to memorise and recall language.  Perform a sketch and a song in French to an audience.  Present oral work confidently, speaking clearly and audibly with good pronunciation.  Ask for repetition/clarification.  Use knowledge of pronunciation patterns to create a rap.  Add two short verses to a rhyming poem.  Play a game using phrases in French.  Be aware of cultural differences in housing at home and abroad.  Recognise and practise the French vowel sounds.  Memorise and perform a verse from a song. | | | |