

Primary MFL (French) Progression Map

Key Stage 2						
<i>Pupils should be taught:</i>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>listen attentively to spoken language and show understanding by joining in and responding</i> <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i> <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i> <i>present ideas and information orally to a range of audiences*</i> <i>read carefully and show understanding of words, phrases and simple writing</i> <i>appreciate stories, songs, poems and rhymes in the language</i> <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>describe people, places, things and actions orally* and in writing</i> <i>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.</i> 					
By the end of the year, children should know and do...						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	La Phonétique lesson 1 (Core) I'm Learning French (Early)	Les Saisons/ Seasons (Early)	Les instruments/ Musical Instruments (Early)	Les Fruits/Fruits (Early)	Les Glaces/Ice- Creams (Early)	Petit Chaperon Rouge/Little Red Riding Hood (Early)
	<ul style="list-style-type: none"> Know the sounds/ phonemes 'CH' 'OU' 'ON' 'OI' Find France on a map of the world. Name the capital of France and three other well known French cities. Name at least two other countries where they speak French in the world. Say name, count to ten and how I am feeling in French. 	<ul style="list-style-type: none"> Name (with accurate pronunciation) and remember the four seasons in French with the correct article/determiner. Say and/or write a short sentence about a season in French. Say which is my favourite season and why using the conjunction 'car' (because). 	<ul style="list-style-type: none"> Name ten instruments in French. Match all the new French words to the appropriate picture. Remember the words for at least five instruments and their correct gender in French, unaided. To say that they play an instrument of their choice correctly in French. 	<ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. 	<ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub. 	<ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in French as seen in the story.

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Year 4	La Phonétique Lesson 2 (Core) Je me presente/ Presenting Myself (Intermediate)	La Famille/Family (Intermediate)	Boucle D'Or Et Les Trois Ours/Goldilocks (Intermediate)	Les Habitats/Habitats (Intermediate)	En Classe/Classroom (Intermediate)	Chez Moi/My Home (Intermediate)
	<ul style="list-style-type: none"> • Know the sounds/ phonemes 'I 'IN' 'IQUE' 'ILLE' • Count to 20 in French. • Say their name and age in French. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live in French. • Tell you if they are French or English, introducing concept of gender and agreement. 	<ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	<ul style="list-style-type: none"> • Not only sit and listen attentively to the story as in year one but to recognise, understand and remember more of the new language. • Increase their memory potential in French by using picture cards, word cards and phrase cards in French. • Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. • Attempt to spell in French. 	<ul style="list-style-type: none"> • Tell somebody in French the key elements animals and plants need to survive in their habitat. • Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. • Tell somebody in French which animals live in these different habitats. • Tell somebody in French which plants live in these different habitats. 	<ul style="list-style-type: none"> • Recognise and repeat from memory simple classroom objects and use the correct gender. • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise. 	<ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).

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Year 5	La Phonétique Lesson 3 (Core) As-Tu Un Animal? / Do you have a pet? (Intermediate)	La Date/The Date (Intermediate)	Quel Temps Fait-il?/The weather (Intermediate)	Les Romains/Romans (Intermediate)	Les Jeux Olympiques/Olympics (Intermediate)	Les Vêtements/Clothes (Intermediate)
	<ul style="list-style-type: none"> • Know the sounds/ phonemes 'É' 'E' 'È' 'EAU' 'EUX' • 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 connectives ET ("and") or MAIS ("but") 	<ul style="list-style-type: none"> • Recognise and recall the 12 months of the year in French. • Ask what the date is and say the date in French. • Ask somebody when their birthday is and say when their own birthday is in French. 	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in French. • Ask what the weather is like today. • Say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. 	<ul style="list-style-type: none"> • Tell somebody in French the key facts and key people involved in the history of the Roman Empire. • Say the days of the week in French and learn how these are related to the Roman gods and goddesses. • Tell somebody in French what the most famous Roman inventions were. • Learn what life was like for a rich and a poor child in Roman times. • Introduce the children to the concept of the negative form in French. 	<ul style="list-style-type: none"> • 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. 	<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

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Year 6	La Phonétique Lesson 4 (Core) À L'École/At School (Progressive)	Le Week-end/The Weekend (Progressive)	Manger et bouger/Healthy lifestyle (Progressive)	Les Planètes/Planets (Progressive)	Les Habitats/Habitats (Progressive)	Moi Dans Le Monde/Me In The World (Progressive)
	<ul style="list-style-type: none"> Know the sounds/ phonemes 'QU' 'GNE' 'Ç' 'EN' 'AN' Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school. 	<ul style="list-style-type: none"> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend. 	<ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French. 	<ul style="list-style-type: none"> Name and recognise the planets in French on a solar system map. Spell at least five of the planets in French. Say an interesting fact about at least four of the planets. Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects. 	<ul style="list-style-type: none"> Tell somebody in French some key facts about things that animals and plants need to survive in their various habitats. Tell somebody in French examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. Tell somebody in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment. Tell somebody in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment. 	<ul style="list-style-type: none"> About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).

By the end of the year, children should be able to...

Aspect	Year 3	Year 4	Year 5	Year 6
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	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.

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Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	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.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. E.g.: 'I play the piano', 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g.: My name, where I live and my age	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. E.g.: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name	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. E.g.: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. E.g.: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (e.g.: 'the', 'a' or 'some'). Introduce simple adjectival agreement (E.g.: adjectival agreement when describing nationality), the negative form and possessive adjectives. E.g.: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (e.g.: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (e.g.: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour. e.g.: 'My blue coat'	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. E.g.: 'to go', 'to do', 'to have' and 'to be'