

MFL Progression of skills



Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Not Applicable	Pupils should be taught: - 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.

MFL Overview				
	Year 3	Year 4	Year 5	Year 6
Speaking & Listening	Listen and show understanding of single words through physical or spoken response. Understand and respond to: - greetings - classroom instructions Identify Paris landmarks	Questions Use rising intonation to create or recognise a spoken question Use question words to create or recognise a spoken question, e.g. où? Simple sentences and questions Ask spoken questions using a range of question words and create simple spoken responses	Tell the time Tell and understand the time on the hour, the half hour, the quarter hour Use numbers Understand and use numbers 0-60 Asking a question Understand and use a range of questions; be able to use tone of voice, inversion and question words.	Formal and informal speech Know that there is a formal and informal/familiar register of speech in French and recognise examples of each. Asking a question Understand and use a range of questions; be able to recognise and ask spoken questions using a question tag.

	Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. Listen and identify rhyming words and particular sounds in songs and rhymes. Recognise a familiar question and respond with a simple rehearsed response. Q&A: name, age, where you live Ask how something is spelt. Use C'est as an opener to a question or a statement. Speak in sentences Speak or read aloud using intonation to help convey meaning. Use images or speaking frames to ask and answer questions, to create sentences, and to read aloud.	Compound Sentences Create a compound spoken sentence by using a conjunction to link 2 simple sentences. Reading aloud Read aloud the text of familiar rhymes, stories or songs. Read aloud some simple sentences from a speaking frame	Create spoken sentences Use speaking frames to create simple, complex and compound sentences. Create compound spoken sentences using a coordinating conjunction Vocabulary Understand and use a wider range of verbs	Create longer spoken sentences Use speaking frames to create simple, complex and compound sentences. Create compound spoken sentences using a relative pronoun
	Year 3	Year 4	Year 5	Year 6
Reading & Writing	Read and show understanding of familiar single words and phrases Use pictures, props or texts to read aloud or to ask and answer questions. Understand the role of punctuation Use commas and full stops in writing. Know that a fronted adverbial is followed by a comma	Questions Use question words and punctuation (question mark) to create or recognise a question in written form Simple sentences Create simple written sentences Compound Sentences Create a compound written sentence by using a conjunction to link 2 simple sentences	Create written sentences Use writing frames to create simple, complex and compound sentences. Create compound written sentences using a coordinating conjunction Create complex written sentences using a subordinating conjunction Be familiar with a simple letter format.	Create written sentences Use writing frames to create simple, complex and compound sentences. Create compound written sentences using a relative pronoun Create complex written sentences using a subordinating conjunction

	Write and say simple familiar words to describe people, places, things and actions using a model. Use images or writing frames to ask and answer questions, and to create sentences and short texts. Write single familiar words from memory with understandable accuracy <u>Greater Depth</u> Using the knowledge of the sound of some letter strings, read aloud individual familiar words. Apply knowledge to read aloud unfamiliar words Write some words and phrases accurately from memory.	<u>Greater Depth</u> Demonstrate knowledge of liaison and elision when reading aloud Write some words, phrases and sentences accurately from memory	<u>Greater depth</u> Read longer sentences and short paragraphs and understand the gist and some detail. Write sentences from memory, using familiar vocabulary with a high degree of accuracy.	Writing the date Know how to write the date, including details of syntax, capital letters and punctuation. Know a range of conventions for writing the date in numerical format.
	Year 3	Year 4	Year 5	Year 6
Grammar	Name, identify and use parts of speech Give a definition and example of: • a noun • a proper noun • a conjunction • a verb • an adverb Use a fronted adverbial to open a sentence Know the 4 definite articles: le, la, l', les	Name and identify parts of speech Know and use a range of masculine and feminine ordinary nouns Give a definition and example of: • a pronoun • an adjective • a conjunction Know and use a range of adverbial phrases of place	Name and Identify parts of speech Give a definition and example of • an adverb of time • an adverb of place • a negative adverb • a coordinating conjunction • a subordinating conjunction • a preposition Know that some adjectives precede the noun, and that others follow it	Verbs Understand and use the terms infinitive, conjugated, regular, irregular, stem and ending Know that the verb ending must agree with the subject. Be familiar with a verb paradigm (regular verb), present tense. Recognise some possessive adjectives.

	Identify cognates / shared words Know that no. is used as a number label in French and English Translation Know that we translate ideas, not words (one language is not a copy of another) e.g. How old are you? Tu as quel âge?	Use possessive adjectives; understand how they match the gender and number of the noun Identify and use a negative adverb Know how to modify the indefinite article following the negative adverb Use the adverbial pronoun <i>en</i> Know how to form the plural of a noun and its determiner Recognise and use the plural form of the indefinite article Know some plural verb forms Use a numeral as a determiner Give a definition and example of a cognate Know that in French, nouns have a grammatical gender, masculine and feminine	Know how nouns and adjectives agree by gender and number Know how to form questions using tone of voice, and inversion. Terminology Understand and use the terms clause, main clause, subordinate clause, simple, compound and complex sentences, coordinating conjunction, cognate and false friend, compound word, ordinal number, definite and indefinite article, conjugated verb, infinitive	Know that a possessive adjective must agree with the noun it is modifying. Know how nouns and adjectives agree by gender and number; Know that some adjectives are invariable (they do not agree by gender or number) Know how to create a question by using a question tag. Know that the relative pronoun <i>qui</i> can join together 2 clauses to make a compound sentence. Futur proche Use the futur proche – <i>aller</i> + infinitive
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Pronunciation, spelling and phonics	Say some alphabet letters Know how to say a capital letter Spell <i>Paris, Nounours</i>. Know that personal names and place names begin with a capital letter Recognise the ligature œ, and be able to write it in certain words, e.g. <i>Sacré-Cœur</i>	Understand the concept of liaison. Understand the concept of elision Know that an apostrophe is used in writing when elision occurs Know that there are exceptions to the silent final consonant rule, e.g. <i>ours</i>, in which the final 's' is sounded out	Know how to pronounce the phoneme represented by the digraph qu, in both French and English. Show deeper understanding of the concepts of liaison and elision in speaking and writing. Notice the circumflex accent in some words, e.g. <i>âge</i>	Notice the cedilla in some words, e.g. <i>Ça va?</i> Know how to write it, and know how to pronounce words in which it appears. Know that the circumflex can be used over any vowel to show that a historical letter has disappeared from the spelling of the word, e.g. <i>âge, château</i>.

	Use the circumflex accent correctly Know that the acute accent appears only over the letter e, e.g. <i>Sacré-Cœur</i> Phonics and pronunciation Pronounce the phoneme [ɛ̃] or [œ̃] as in <i>un</i> Pronounce the phoneme [y] as in <i>tu</i>. Know that the final consonant in a word is almost always silent, e.g. <i>Paris</i> Know that the acute accent changes the sound of the letter e, e.g. <i>Sacré-Cœur</i>	Notice the grave accent in some words, e.g. <i>où</i>. Phonics and pronunciation Pronounce the phoneme [w].and recognise its grapheme 'oi', as in <i>poisson, bois, trois and étoile</i>. Know that In English, the grapheme 'oi' is pronounced [ø^] as in oil, boil and soil. Know what a homophone is. Apply knowledge of liaison and elision when reading aloud.	Know how the pronunciation and spelling of an adjective can change when it agrees with a feminine noun. Know that a capital letter is not given to days of the week in French.	Recognise the œ ligature in certain French words, and be able to write it correctly, e.g. <i>sœur</i>. Know that a capital letter is not given to months of the year in French. Use the terminology upper case and lower case when spelling words
Dictionary Skills	Know what a bilingual dictionary is Know what a headword is Know that headwords appear in alphabetical order	Locate headwords in a bilingual dictionary	Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation. The infinitive is form of the verb used as the head word in a dictionary.	Use a bilingual dictionary efficiently and effectively Know that written information is almost always stored in alphabetical order in reference material. Know that the French and English alphabets are identical in appearance, & have 26 letters.
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Language learning skills	Listen carefully and try to copy pronunciation Identify and use strategies for memorising new vocabulary, e.g. say ten times under your breath; practise with a partner; gradually cover a sentence until you can read it from memory Use images or speaking frames	Use a speaking frame to create spoken sentences with accurate syntax. Use a writing frame to create written sentences with accurate spelling, syntax and punctuation.	Use strategies for memorising and recalling vocabulary.	Use vocabulary lists to learn and memorise new vocabulary
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