

## MFL (French) Progression of skills Y3-6

Key Areas	Year 3	Year 4	Year 5	Year 6
Listening	<p>Listen and respond to familiar spoken words and phrases.</p> <p>Use a gesture/action, hold up a picture to identify specific words etc. when listening to songs, poems, simple stories.</p> <p>Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Follow simple classroom instructions.</p>	<p>Listen for specific phonemes, words and phrases. Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Pick out known words in a conversation/short text. Understand and respond to a range of familiar spoken words and short phrases.</p> <p>Respond to a wider range of classroom instructions.</p> <p>Enjoy listening to songs, poems and stories. Listen carefully and identify familiar words.</p>	<p>Begin to show understanding of more complex phrases and sentences.</p> <p>Understand and respond to a wider range of spoken vocabulary.</p> <p>Understand the main points of a short spoken passage made up of a few familiar words and phrases e.g. a story, directions etc.</p> <p>Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points.</p>	<p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage</p> <p>Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</p> <p>Listen to texts read by French speakers (not the teacher). Understand that some sounds and letter combinations need to be said and written differently from in English</p> <p>Listen to spoken foreign language for details and gist. Identify key points and some detail.</p> <p>Follow a wide range of classroom instructions.</p>
Speaking	<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p>Use simple greetings.</p> <p>Ask and answer simple questions.</p> <p>Express simple opinions.</p>	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Use a wider range of familiar nouns and adjectives to talk about themselves.</p> <p>Ask and answer questions using a wider range of question forms and to seek help in the classroom.</p> <p>Express preference about what they like/dislike.</p> <p>Join in speaking activities willingly and confidently.</p>	<p>Take part in short conversations using familiar structures and vocabulary.</p> <p>Use simple conjunctions to build more complex sentences and present information to others. Understand and express more complex opinions.</p> <p>Explore the patterns of sounds of language to help accurate pronunciation and intonation. Seek help and clarification, give simple instructions and directions and begin to understand future intentions.</p> <p>Take part in conversations expressing likes, dislikes and preferences and have the vocabulary to enable this.</p> <p>Pronounce the alphabet with increasing accuracy.</p> <p>Take part in role plays and recite short poems etc.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</p> <p>Understand and begin to use the past tense to describe events.</p> <p>Present to an audience e.g. role-play, presentation, performance.</p> <p>Understand and use transactional language. Give a description e.g. of a town. Seek clarification of meaning. Talk about the past in simple terms. Express and justify opinions e.g. I like netball because it's fun.</p>

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading</h1>	<p>Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links.</p> <p>Read and understand familiar nouns.</p> <p>Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p> <p>Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.</p> <p>Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</p> <p>Read aloud and understand a simple conversation with a partner that uses familiar language.</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>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.</p> <p>Understand key points in simple texts using familiar language.</p> <p>Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</p> <p>Begin to use a bilingual dictionary to check the meaning of new words.</p>	<p>Read a variety of short simple texts in different formats and in different contexts.</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p> <p>Practise reading aloud a poem to perform in assembly.</p> <p>Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.</p> <p>Work well with a partner to work out a short text containing familiar and unfamiliar language.</p> <p>Enjoy the challenge of working out the meaning of unfamiliar language.</p> <p>Apply phonic knowledge when meeting new words.</p>	<p>Read aloud from a text with good expression. Read and understand the main points and some detail from a short written passage.</p> <p>Read in groups, simple play scripts, poems, their own written work, descriptions etc.</p> <p>Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article</p> <p>Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</p> <p>Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</p> <p>Understand key points in short written texts in unfamiliar contexts.</p> <p>Find the meaning of new words by using a bilingual dictionary.</p>
	<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</h1>	<p>Write some familiar simple words using a model and some from memory.</p> <p>Write one or two simple sentences, using a model e.g. name and age to introduce themselves.</p> <p>Label a drawing e.g. monster face.</p>	<p>Write a short text using a model. Write a few simple sentences from memory. Apply phonic knowledge to support writing.</p> <p>Write a few simple sentences using a word bank to describe.</p> <p>Begin to use pronouns.</p>	<p>Write simple sentences and short texts using a model.</p> <p>Use a dictionary to check the spelling of words.</p> <p>Write three or four sentences using a word/phrase bank linked to a recent area of learning.</p> <p>Use simple conjunctions such as and, but, because to form more complex sentences.</p>

# Grammar

			Change elements in a given text e.g. ingredients, colour and size.	Writing may also show some understanding of past and future tense.
	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine – nouns (singular)</li> <li>• word order of adjectives</li> <li>• how to form the negative</li> </ul> <p>Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. Notice (where relevant) that the definite/indefinite article changes according to gender of noun.</p> <p>Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. Notice differences in word order.</p> <p>Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate.</p>	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns</li> <li>• verbs - 1 st, 2nd 3rd persons in questions and answers</li> <li>• how to form the negative</li> </ul> <p>Match correctly definite/indefinite article to singular and plural familiar nouns. Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</p> <p>Place familiar adjectives e.g. size and colour in correct order. Select the correct colour adjective to describe masculine and feminine nouns. Notice that endings can change according to gender of the nouns they describe.</p> <p>Begin to use pronouns.</p> <p>Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.</p> <p>Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like .... with increasing accuracy.</p>	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine, neuter – adjectives, possessive pronouns</li> <li>• verbs – how to form the future tense, conjugation of present tense verbs.</li> </ul> <p>Explain confidently the word order for familiar adjectives.</p> <p>Adapt endings to familiar adjectives with increasing accuracy.</p> <p>Explain with confidence how to form the negative in simple sentences</p> <p>Begin to know how to form the future tense e.g. I am going swimming on Wednesday.</p> <p>Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister.</p> <p>Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy.</p> <p>Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go</p>	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• verbs –begin to use the past tense, reinforce understanding of future tense</li> <li>• adverbs</li> <li>• gender - – masculine, feminine, neuter - nouns and adjectives.</li> </ul> <p>Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to do.</p> <p>Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary.</p> <p>Show some understanding of past and future tense in spoken and written work.</p> <p>Use high frequency adjectives with reasonable accuracy ie word order and endings.</p> <p>Apply understanding of conjugation to two or three familiar verbs in the present tense.</p>