



Progression of Skills

MFL - French

Includes Topics and Vocabulary document added to bottom

	Lower key stage 2	Upper key stage 2
Listening	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action). - Pick out known words in an 'authentic' conversation. - Understand and respond to a range of familiar spoken words and short phrases. 	<ul style="list-style-type: none"> - Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. - Understand a short passage made up of familiar words and basic phrases.
Speaking	<ul style="list-style-type: none"> - Recognise a familiar question and respond with a simple rehearsed response. - Ask and answer a simple and familiar question with a response. - Give opinions such as likes and dislikes. - Use familiar vocabulary to say a short sentence using a language scaffold. - Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers. 	<ul style="list-style-type: none"> - Engage in a short conversation using a range of simple, familiar questions. - Ask and answer simple questions on a familiar topic. - Give a wider range of opinions with some justifications. - Speak in longer sentences, learning to use given structures more flexibly to create own sentence. - Pronounce familiar words accurately and start to predict the pronunciation of unfamiliar words using knowledge of letter strings and silent letter rules.
Writing	<ul style="list-style-type: none"> - Write single familiar words and short phrases from memory using plausible spelling. - Substitute one element in a simple phrase to vary meaning. - Use language scaffolds to create phrases and simple sentences. 	<ul style="list-style-type: none"> - Write simple sentences from memory, using familiar language. - Adapt taught phrases to create new sentences. - Write short, simple texts from memory, using simple sentences with reasonable spelling.
Reading	<ul style="list-style-type: none"> - Begin to recognise familiar single words and phrases. - Read and understand simple phrases and sentences containing familiar words. - Use cognates and near cognates to help work out the meaning of new words. 	<ul style="list-style-type: none"> - Read then understand simple sentences containing familiar and some unfamiliar language. - Practice reading longer texts aloud, containing taught phrases and vocabulary. - Understand a short text made up of short sentences with familiar language on a familiar topic. - Use a range of strategies to determine the meaning of new words (context, cognates). - Use a bilingual dictionary to find the meaning of unfamiliar words and phrases in French and in English.
Stories and songs	<ul style="list-style-type: none"> - Listen and identify familiar words and phrases in songs and well-known stories. - Learn and join in with words and phrases in songs and well known stories. 	<ul style="list-style-type: none"> - Follow the text of familiar songs and stories, identifying the meaning of words. - Read the text of familiar songs and stories.

Grammar	<ul style="list-style-type: none"> - Show awareness of word classes (verbs, conjunctions, adjectives). - Name the gender of nouns and the articles for both genders. - Use a simple negative form (dislike, haven't). - Name the first and second person singular subject pronouns. - Use high frequency verb forms (I have, it is, I like, I would like) in the present tense with first and second person. - Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use. - Recognise and use the first person possessive adjectives (mon, ma, mes). 	<ul style="list-style-type: none"> - Show awareness of word classes (verbs, conjunctions, adjectives, pronouns and prepositions). - Understand the gender and number of nouns and use appropriate determiners. - Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. - Use first, second and third person singular pronouns with high frequency verbs in the present tense (with the support of a frame). - Name and use a range of conjunctions to create compound sentences. - Use simple prepositions in sentences. - Recognise and use the simple future tense of a high frequency verb.
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MFL TOPICS 2022 - 2023

Year Group	Culture	Song	Progression/steps	Topic
3	Where is France Francophone Countries	Frère Jacques	Numbers 1-10 Days of the Week Months of the year	All About Me (Introductions) My Family Celebrations - birthday
4	French Foods Classroom instructions	Alouette	Numbers 10 - 20 Colours size	Animals Food School
5	French School Day Festivals (Bastille Day, Christmas, Easter)	Bon anniversaire	Numbers 20 - 50 Noun + adjective Time	Space In the town Weather
6	Famous French Landmarks/Places	Sur le pont	Numbers 50 - 100 prepositions Translate simple paragraph/piece of text	Transport Countries Holidays

MFL Vocabulary

Year 3

Numbers 1-10	Days of the Week	Months of the Year	All about me	Family
Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	Bonjour Salut Au revoir Je m'appelle... Comment t'appelles tu? Ça va? Ça va bien Ça va très bien Comme ci comme ça ça va mal Quel âge as tu? J'ai ans Mon anniversaire est en.....	Mon père, ma mère, mon frère, ma soeur, mon grand-père, ma grand-mère, beau-père/frère, belle-mère/soeur (step dad/brother/mum/sister)
<p>Grammar:</p> <p>Verb - est (is)</p> <p>Conjunction - et (and)</p> <p>Masculine/feminine - introduce the concept of</p> <p>No capital letters for days or months in French</p>				

Year 4

Numbers 10-20	Colours	School	Animals	Food
<p>Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</p>	<p>Rouge, bleu, blanc, marron, noir, vert, jaune, orange, rose, gris, violet</p>	<p>La sale de class (the classroom), La cour (playground), le maître/la maîtresse (primary school teacher), mon sac (my bag), le stylo (pen), la table (table), une trousse (pencil case), une gomme (rubber), une règle (ruler), un crayon (pencil), le livre (book), la chaise (chair), la fenêtre (window), la porte (door)</p>	<p>Pets: Un chien, un chat, une hamster, un lapin, un poisson, un oiseau, un cochon d'Inde. Zoo: Le tigre, l'éléphant, l'ours, la souris, le lion, la giraffe, le singe, le crocodile, le pingouin. Farm: La vache, le cheval, le cochon, le mouton, le chèvre.</p>	<p>Fruit: Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananas Food: Les chips, le chocolat, le pain, la baguette, le riz, le jambon, les pommes de terre, le poisson, le fromage, la glace, le gateau, les frites, la salade, le gateau, l'eau</p>
<p>Grammar: Verb - est (is), j'ai (I have), Je n'ai pas de (I have not), je voudrais (I would like...), j'aime... (I like), je n'aime pas... (I do not like), j'adore... (I love) Conjunction - et (and), aussi (also) Adjective - très (very), gentil (kind), féroce (fierce), rigolo (funny), grand (big), petit (small), immense (huge). Begin to show awareness of position of adjectives together with masculine and feminine.</p>				

Year 5

Numbers 20-50	Time	Space	In the Town	Weather
Vingt-et-un, vingt deux, vingt trois, etc. trente, trente- et- un, etc. trente deux, etc. quarante-et-un, quarante deux, etc. cinquante.	Matin, après-midi, soir, a 10 heures, a 4 heures et demie. Quelle heure est-il? (What time is it?) À quelle heure est...? (At what time is...?)	Le soleil, la lune, la Terre, Mercure, Vénus, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton.	Shops: Un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, une boulangerie, une magasin de vêtements. Other: Un café, un muse, une gare, une rivière, une église, une piscine.	Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il pleut, il neige, il y a du brouillard
<p>Grammar:</p> <p>Verb - est (is), j'ai (I have), Je n'ai pas de (I have not), Je suis (I am) Je ne suis pas (I am not), j'aime... (I like), je n'aime pas... (I do not like), j'adore... (I love)</p> <p>Conjunction - et (and), aussi (also), mais (but)</p> <p>Adjective - près de... (near), loin de...(far from), assez (quite), chaud (hot), froid (cold), très (very)</p>				

Year 6

Numbers 50-100	Countries	Transport	Holidays	Prepositions
<p>Cinquante, cinquante-et-un, cinquante deux, etc. soixante (60), soixante-et-un, soixante deux, etc. soixante-dix (70), soixante-et-onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix sept, soixante-dix huit, soixante-dix neuf, quatre-vingt (80), quatre-vingt un, quatre-vingt deux, etc. quatre-vingt-dix (90), quatre-vingt onze (91), quatre-vingt douze, etc. cent (100)</p>	<p>L'Europe (Europe - fem.), L'Afrique (Africa - fem.), La France (France), L'Espagne (Spain), Royaume-Uni (United Kingdom), L'Amerique du Nord (North America), Etas-Unis (United States/USA) PLUS other countries relevant to the year group.</p>	<p>Un bateau, (boat), en avion (aeroplane), une voiture (car), un train (train), le camion (lorry), une vélo (bicycle), une fuse (rocket), une trotinette (scooter) Je vais à l'école (I go/I am going to school...) Je vais au (I am going to the...)</p>	<p>La plage (the beach), le camping (camping), une montagne (mountain), une forêt (forest), un lac (lake), un hotel (hotel), un appartement (apartment), un gîte (cottage). Je vais à ... (I am going to...), en vacances (on holiday).</p>	<p>Sur (on), sous (under), a cote (next to), dans (in), Derrière (behind), devant de (in front of)</p>
<p>Grammar: Verb - est (is), j'ai (I have), Je n'ai pas de (I have not), Je suis (I am) Je ne suis pas (I am not), Je vais (I go), Conjunction - et (and), aussi (also), mais (but), parce que (because) Pronouns - il (he), elle (she), nous (we) ils/ells (they), je (I), mon (my - masc.), ma (my - fem.)</p>				