

MFL Progression



	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> • Communicate orally with others using simple words, phrases and short sentences. E.g. What the weather is like, colours, classroom objects and commands. • Understand that it is important to pronounce words accurately. • Ask and answer simple questions about self e.g. name/age/birthday. • Express simple likes and dislikes e.g. food and drink. • Perform a song or rhyme in a group. 	<ul style="list-style-type: none"> • Communicate orally using several simple phrases. • Ask and answer a wider range of question forms e.g. time, date, food, hobbies. • Express a simple opinion e.g. I love/like/dislike/hate. • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. • Ask for a simple clarification e.g. for something to be repeated. • Recite a few lines from a story, poem or song with good pronunciation. 	<ul style="list-style-type: none"> • Communicate orally using a range of sentences. • Hold simple conversations on themes they have been learning about. • Seek help and clarification, for example for the meaning of a word. • Use simple conjunctions to build more complex sentences. • Give simple instructions and directions e.g. to a place, the route to school. • Perform a role play or recites a short poem with confidence and with accurate pronunciation and intonation. 	<ul style="list-style-type: none"> • Hold longer conversations and initiates different themes of conversation. • Understands and uses numbers in context e.g. saying the year, 24 hour clock, quantities. • Express and justifies an opinion on a range of themes. • Ask for clarification using a range of phrases e.g. I'm sorry I don't understand, what do you mean, can you speak more loudly/slowly? • Use pronunciation and intonation confidently when speaking when using familiar language. • Present to an audience e.g. information on a familiar topic to the class.

<p>Vocabulary</p>	<p>Bonjour - Hello Salut – Hi Bonsoir – Good evening Au revoir – Goodbye À bientôt – See you later Bonne nuit – Good night S’il vous plaît – Please Merci – Thank you Comment t’appelles-tu? – What is your name? Je m’appelle – My name is Je suis – I am Ça va? – How are you? Ça va. – I’m okay. Ça va bien – Very good Ça va mal – Not very good Comme ça comme ça – So-so Et toi? – And you? J’aime le – I like Je n’aime pas le – I don’t like Mon anniversaire est le... - My birthday is on the... Je comprends – I understand Je ne comprends pas – I don’t understand</p>	<p>Quel est ta matière préférée? – What is your favourite subject? Ma matière préférée est.... My favourite subject is.... J’aime – I like J’aime bien – I really like J’adore – I love Je n’aime pas – I don’t like Je n’aime pas du tout – I really dislike Je déteste – I hate car - because Répétez s’il vous plaît – Can you repeat that please? J’ai – I have et – and Premièrement – Firstly Puis – Then Finalement – Finally</p>	<p>Qu’est-ce que ça veut dire? – What does that mean? C’est quoi en français? – What is it in French? Qu’est-ce que tu penses de cela? – What do you think about that? Les instructions Allez – go Marchez - walk À gauche – to the left À droite – to the right De l’avant – forwards Passez devant – go past Arrêtez – stop Dans ma ville – In my town Il y’a – there is Il n’y a pas – there isn’t</p>	<p>Pardon? – Sorry? Pardon, je ne comprends pas, est-ce que vous répétez la question? – Sorry I don’t understand, can you repeat the question? Pouvez-vous parlez plus lentement/fort? – Can you speak more slowly/loudly? Qu’est-ce tu veux dire? – What do you mean? Aujourd’hui, c’est le trois septembre deux-mille-dix-neuf - Today it’s the 3rd of September 2019 Je suis en accord – I agree Je suis en désaccord – I disagree Quel heure est-il? What time is it? Il est _____ heures – It’s ____ o’clock. Il est _____ heures et demie. – It’s half past _____.</p>
<p>Listening</p>	<ul style="list-style-type: none"> Listen and respond to familiar spoken words and phrases e.g. numbers, colours, days of the week, introductions and greetings, teachers instructions. Recognise, with confidence, numbers 1 to 10. Use gesture, holds up a picture to identify specific words when listening to songs, poems and stories. 	<ul style="list-style-type: none"> Listen for specific phonemes, words and phrases in songs, stories and rhymes. Understand and use higher numbers (up to 31) e.g. for prices, dates, telling the time and begins to recognise multiples of 10 up to 100. 	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences. Note the main points after listening to a short recording/video. Understand and use numbers from 30 to 70. Follow instructions and directions e.g. a recipe. 	<ul style="list-style-type: none"> Listen to longer texts of different types, identifying the main points e.g. descriptions, stories, information, instructions. Follow a wide range of classroom instructions.

	<ul style="list-style-type: none"> Understand and respond to simple classroom instructions e.g. hands up, listen carefully, show me, do an action. 	<ul style="list-style-type: none"> Listen to up to three simple sentences using familiar vocabulary and answers questions e.g. How old is Nicole? Respond to a wider range of classroom instructions e.g. open the window/door, put your pens down. 		<ul style="list-style-type: none"> Listen to spoken language for details and gist.
Vocabulary	<p>Un, Deux, Trois, Quatre, Cinq, Six, Sept. Huit, Neuf, Dix</p> <p>Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Levez la main – Hands up Écoutez – Listen Silence – Be quiet Ouvrez/fermez vos cahiers – Open/close your books Pensez – Think Asseyez-vous – Sit down Levez-vous – Stand up</p> <p>Quel jour est-il? What day is it? C'est..... It's.... lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>21-31 vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p> <p>multiples of ten dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingts-dix, cent</p> <p>Ouvrez/fermez la porte – Open/close the door</p> <p>Ouvrez/fermez la fenêtre – Open/close the window</p> <p>Posez les stylos – Put down your pens</p>	<p>Une recette – a recipe Les ingrédients – ingredients Les ustensiles – equipment Il faut – you will need</p> <p>Examples of numbers up to 70:</p> <p>Trente-trois – 33 Cinquante-et-un – 51 Quarante-neuf - 49</p>	<p>Choisis quelqu'un avec.... – Choose someone with...</p> <p>les cheveux marrons – brown hair les yeux bleus – blue eyes</p> <p>Choisis quelqu'un qui est.... Choose someone who is....</p> <p>court – short grand – tall amusant – funny gentil - kind</p>
Reading	<ul style="list-style-type: none"> Read and understand a short list of familiar words and phrases e.g. parts of the body, animals, adjectives – size and colour. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. 	<ul style="list-style-type: none"> Read and understand familiar written words, phrases and short texts made of simple sentences. Begin to find out key information from a simple text. Look for clues to find out the meaning of new words. 	<ul style="list-style-type: none"> Read a variety of short simple texts in different formats e.g. stories, poems, non-fiction, emails etc which contain both familiar and new vocabulary. Understand the main points of a text after reading. 	<ul style="list-style-type: none"> Read and understand texts with some unfamiliar language with appropriate grammatical complexity. Recall the main points and details from a short written

	<ul style="list-style-type: none"> Use a simple word list to find the meaning of unfamiliar words. Uses visual clues to help with reading (To see similarities with words in English) 	<ul style="list-style-type: none"> Use a glossary/simple dictionary to find out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Find out the meaning of an unfamiliar word using a range of sources or strategies. 	<p>passage on a familiar topic.</p> <ul style="list-style-type: none"> Decode a familiar text using their vocabulary, grammatical knowledge and a dictionary.
Vocabulary	<p>Bleu – blue Vert – green Rouge – red Jaune – yellow Noir – black Blanc – white Rose – pink Violet – purple Orange – orange Marron – brown Gris – grey</p> <p>Les animaux – Animals</p> <p>Je vois – I see</p> <p>un cheval – a horse un mouton – a sheep un oiseau - a bird un lion – a lion un lapin – a rabbit</p> <p>un singe – a monkey un cochon – a pig un canard – a duck une vache – a cow une souris – a mouse</p>	<p><i>Cognates – words from two different languages that look similar, e.g. chocolat/chocolate, dentist/dentist, dictionnaire/dictionary</i></p> <p><i>Bilingual dictionary – a dictionary used for translating words and phrases from one language to another</i></p>	<p>Il y avait une fois – Once upon a time there was</p> <p>Fin – the end</p> <p>Cher/Chère/Chers/Chères... – Dear.... (letters only – in emails start with Bonjour or Bonsoir)</p> <p>Cordialement – Regards Merci beaucoup – Many thanks</p>	<p>Example text:</p> <p>Derrière la maison il y a un joli jardin où il y a des fleurs et un grand arbre. J'aime manger dans le jardin parce que c'est relaxant. J'aime aussi jouer au tennis avec mes copains dans le jardin parce que j'adore le sport. De plus, il y a un petit garage. Ce qui est bizarre, c'est que mon papa n'a pas de voiture !</p> <p>Highlighted vocab indicates unknown vocabulary that children must decode through other means (cognates, common sense, dictionary etc).</p>
Writing	<ul style="list-style-type: none"> Write or copy simple words and or symbols correctly with developing awareness of punctuation e.g. accents. Eg 	<ul style="list-style-type: none"> Write 3-5 simple sentences using a word bank. 	<ul style="list-style-type: none"> Write simple sentences and short texts using a model. 	<ul style="list-style-type: none"> Write a simple text from memory starting to use complex sentences.

	<p>names/age/days of the week/labels (Including gap filling tasks e.g. invitations)</p> <ul style="list-style-type: none"> Build a personal bank of familiar words and phrases including numbers, days of the week, months, colours. 	<ul style="list-style-type: none"> Write short descriptions with models to support e.g. describe a sports star. Experiment with writing new words. 	<ul style="list-style-type: none"> Use simple conjunctions such as and, but, because to form more complex and interesting sentences. Use a dictionary to check the spelling of words. 	<ul style="list-style-type: none"> Use adjectives accurately to add interest and detail. Use self and peer assessment strategies to edit and redraft their own writing. Use a dictionary, glossary or online tools to check for spellings and meaning of new words. Show understanding of past and future tense in writing.
Vocabulary	<p>Les mois – Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>	<p>Il/elle s'appelle – He/she is called... Elle est... - She is... Il est... - He is... amusant/amusante - funny beau/belle - beautiful gentil/gentille - kind intelligent/intelligente - clever</p>	<p>Mais – but Parce que / car – because Et – and Ou - or Aussi - also</p>	<p>Hier – yesterday Demain – tomorrow Ce soir – this evening La semaine prochaine – next week La semaine dernière – Last week Je suis allé... I went... Je vais... I'm going to... J'ai mangé – I ate J'ai joué – I played Je vais manger – I'm going to eat Je vais jouer – I'm going to play</p>
Grammar	<ul style="list-style-type: none"> Understand some basic grammar appropriate to the language being studied – gender masculine and feminine nouns (singular) 	<ul style="list-style-type: none"> Begin to place familiar adjectives e.g. size and colour in the correct order. 	<ul style="list-style-type: none"> Begin to use 3-5 familiar adjectives correctly in terms of word order and endings. Recognise simple ways of conveying future 	<ul style="list-style-type: none"> Use adverbs when expressing an opinion e.g. I really like football.

	<ul style="list-style-type: none"> Start to recognise that most nouns have a plural form which can change how it is pronounced and spelt. Develop an understanding of present tense in the first and second persons. Begin to understand how the negative is formed e.g. I don't like... Recognise that nouns have a gender which is signposted by the definite and indefinite article and can match familiar nouns e.g. fruits and vegetables. 	<ul style="list-style-type: none"> Show understanding of 1st, 2nd and 3rd person in present tense. Begin to use possessive pronouns and understands how they change according to the gender of the noun (e.g. family my mum, my dad, my parents, my sister/sisters) Match correctly definite/indefinite article to singular and plural familiar nouns 	<p>intent e.g. I am going swimming on Wednesday; tomorrow it is going to rain.</p> <ul style="list-style-type: none"> Form a negative in simple present tense sentences e.g. I don't eat meat. Identify personal pronouns – I/you/he/she/we/they Conjugates one regular and one irregular verb e.g. to eat, to play, to have, to be. 	<ul style="list-style-type: none"> Start to recognise the past tense and begin to use it. Apply understanding of conjugation to two or three familiar verbs in the present tense e.g. They eat chocolate, we wear shorts, you have brown eyes. Use the correct form of 'you' in spoken and written language for formality.
<p>Vocabulary</p>	<p>le, la, les – the (m,f,pl) un, une – a (m,f) des – some</p> <p>une pomme – an apple des pommes – some apples la pomme – the apple</p> <p>J'aime – I like Je n'aime pas – I don't like</p> <p>Tu aimes – You like</p> <p>Je mange – I eat Je bois – I drink</p> <p>Tu manges – You eat Tu bois – You drink</p>	<p><i>Adjectives in French:</i> <i>The general rule is that the adjective comes after the noun, except BANGS adjectives (beauty, age, number, goodness and size). There exceptions to the rule but in Year 4 pupils should focus on the rule (e.g. knowing that colour comes after the noun but size comes before).</i></p> <p>Ma famille – My family Voici... – Here is...</p> <p><i>Pronouns: mon/ma/mes</i> <u>Ma</u> mère – my mum <u>Mon</u> père – my dad <u>Mes</u> parents – my parents</p> <p>Le corps – the body</p> <p><i>Definite articles:</i> La jambe – the leg Les jambes – the legs Le bras – the arm</p>	<p><i>Adjectives – basic rule for making the endings agree:</i> un chat noir – a black cat une chemise noire – a black shirt des chats noirs – black cats des chemises noires – black shirts</p> <p><i>Lots of adjectives don't follow this simple rule, there are many different endings that change to feminine differently. Some common ones:</i> bon/bonne – good, nice blanc/blanche – white heureux/heureuse – happy gentil/gentille – nice gros/grosse – big/fat long/longue – long roux/rousse – red headed beau/belle – beautiful/lovely/ handsome</p>	<p>Really – bien Toujours – always Parfois – sometimes</p> <p>Je porte – I wear J'ai porté – I wore Je vais porter – I'm going to wear</p> <p><u>You</u> Vous – formal/plural Tu – informal</p> <p><u>Manger – to eat</u> Je mange – I eat Tu manges – You eat Il/elle/on mange – He/she/people eat Nous mangeons – We eat Vous mangez – You eat (formal/pl) Ils/Elles mangent – They eat</p>

		<i>Indefinite articles:</i> Une jambe – a leg Un bras – an arm Des bras – arms/some arms		
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