



Progression of Skills

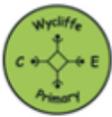


French



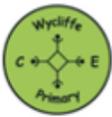
MFL French Overview of Skills and Progression

	Year 3	Year 4	Year 5	Year 6
National curriculum statements	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • understand basic grammar appropriate to the language being studied • 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 		<p>Including NC statements from Y3 and Y4</p> <ul style="list-style-type: none"> • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • 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 	



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Overview				
Autumn 1	Alphabet Numbers 0 -12 Greetings: asking and saying how you are. Classroom instructions	Parts of the body. Animals.	Numbers to 50. Places in towns i.e. shops etc.	Conversational French using the vocabulary taught so far. Occupations.
End Points	Respond appropriately to classroom instructions given.	Using knowledge learnt, draw an animal and label its body parts in French.	Using new vocabulary, draw and label a map of your local town	Ask a partner what job they would like and interpret their response.
Autumn 2	Colours Christmas – songs and stories (learn a French Christmas song)	Adjectives used to describe animals and people. Christmas – songs and stories (learn a French Christmas song)	Asking and giving directions. Christmas – songs and stories (learn a French Christmas song)	Giving information or preferences with details. Christmas – songs and stories (learn a French Christmas song)
End Points	Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.	Write two sentences about an animal using a writing frame and word bank and write a few familiar words from memory.	Recite a short Christmas poem with confidence and accurate pronunciation, using appropriate tone and intonation.	Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.
Spring 1	Numbers 13-31 Simple conversations (name, age, where live)	Asking and answering simple questions. Telling the time.	Revision of hobbies/sports – likes and dislikes. Rhymes and poems.	Where I live, types of houses with adjectives and detail Prepositions and requests Creating longer conversations.
End Points	Using knowledge and skills learnt, say your name, age and where you live.	With a partner, in a simple conversation, ask the time and interpret the time given.	Read and understand the main points from a short text about hobbies/sports, containing familiar and unfamiliar language.	Write a short text about where you live using a model and adapting language already learnt to suit their own purposes.



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Spring 2	Answering and asking simple questions. Pets Rhymes and poems	Members of the family. Simple conversations about the family. Opinions on food.	Revision of weather. Weather forecast. Use of the future tense.	School and subjects – likes and dislikes Rhymes and poems
End Points	With a partner, ask if they have any pets and interpret the response given.	Using your knowledge and skills of food and the family, write a simple sentence to say what each family member likes to eat.	Using weather vocabulary learnt, present a weather forecast for the weather for today and tomorrow.	Using your knowledge of likes and dislikes at school, fill a Venn diagram with things and interpret a partner's.
Summer 1	Days of the week and months of the year. Birthdays Clothes	Weather.	Opinions and conversations.	Countries. Transport.
End Points	Form sentences by selecting words from a word bank about clothes.	Using weather vocabulary learnt, present a weather forecast for the day's weather.	Give a brief description linked to a recent area of learning involving opinions using connectives such as and, but, because to form more complex sentences.	Using knowledge and skills of countries and transport, write a short travel guide.
Summer 2	Fruit Food and healthy eating.	Hobbies.	Revision of fruit, food and breakfast items. Apply use of opinions.	Holidays and holiday destinations, including conversations and reservations/bookings using the future tense.
End Points	Using new vocabulary, design and label a healthy meal.	Using your knowledge on hobbies, create a poster advertising the hobbies that can be done at your local leisure centre.	Write a food diary including opinions about what you have eaten.	Using vocabulary about holidays, create a travel brochure in French.



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Year 3	Year 4	Year 5	Year 6
<u>Skills</u>			
<p>Listen and respond to familiar spoken words, phrases and sentences e.g. simple instructions, rhymes, songs</p> <p>Communicate with others using simple words, phrases and short sentences e.g. greetings, simple personal information</p> <p>Recognise and understand some familiar written words and phrases e.g. familiar nouns, adjectives and simple verb forms in poems and rhymes</p> <p>Read aloud familiar text in chorus</p> <p>Write some familiar simple words using a model and from memory e.g. familiar nouns, adjectives</p> <p>Use correct pronunciation when speaking and show awareness of sound spelling links</p> <p>Understand basic grammar appropriate to the language being studied</p>	<p>Listen for specific words and phrases e.g. in instructions and other spoken sources such as songs stories, poems</p> <p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Read and understand familiar written words, phrases and short text made of simple sentences e.g. in familiar stories, character descriptions, poems and rhymes</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Follow text while listening and reading at the same time.</p> <p>Write some familiar words, phrases and simple sentences</p> <p>Apply phonic knowledge to support reading, writing and pronunciation</p> <p>Understand basic grammar appropriate to the language being studied</p> <p>Understand (where relevant): feminine, masculine and neuter forms</p>	<p>Listen attentively and understand more complex phrases and sentences e.g. in instruction, directions and other spoken sources such as songs stories, poems</p> <p>Take part in short conversations using familiar structures and vocabulary and present information to others</p> <p>Understand and express simple opinions</p> <p>Read a variety of short simple texts in different formats and in different contexts e.g. stories, poems, texts from the internet, nonfiction texts, emails from a partner school</p> <p>Write simple sentences and short texts using a model and a dictionary to check the spelling of words</p> <p>Recognise patterns when building sentences and apply knowledge of grammatical rules</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning</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>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 express simple opinions about past events</p> <p>Present to an audience e.g. roleplay, presentation, performance, read aloud from a text</p> <p>Read and understand the main points and some detail from a short written passage e.g. extract from a story, email, message, poem, information, nonfiction text</p> <p>Read aloud with expression</p> <p>Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure</p>
<u>Example contexts and language</u>			



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<p>Understand numbers 1-31 and say key numbers relating to dates e.g. own birthday Understand and respond to simple questions e.g. how many ...?</p> <p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others</p> <p>Ask and answer simple questions about e.g.name and age, birthday</p> <p>Understand and communicate familiar nouns e.g. parts of the body, animals</p> <p>Use simple adjectives e.g. to describe people (size, colour) Use simple sentences e.g. to say what someone looks like Use some simple familiar verbs</p> <p>Express simple likes and dislikes e.g. food and drink</p>	<p>Understand and communicate higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time.</p> <p>Use a wider range of question forms e.g. for help in the classroom, the time, the date</p> <p>Understand and communicate a wider range of familiar nouns e.g. classroom items, sports, animals, items of clothes Understand and use adjectives that describe people and things e.g. the characters in a story, animals Understand and use verbs in the first person to say e.g. what they do, play, like, prefer</p> <p>Understand and use verbs in the third person to say e.g. what other people or animals do, the weather</p> <p>Use some simple adverbs to make sentences more interesting</p> <p>Express likes, dislikes and preference about what they do e.g. in school, sports, spare time activities</p>	<p>Understand and use the alphabet for spelling and in context</p> <p>Follow and give simple instructions and directions e.g. a recipe, directions to a place, the route to school</p> <p>Understand and express future intentions e.g. about playing a musical instrument, leisure activities</p> <p>Take part in conversations expressing likes, dislikes and preferences e.g. about food, places, activities</p> <p>Making simple statements and present information e.g. about weather, seasons, places</p> <p>Talk and write about the past in simple terms e.g. What has been eaten/ drunk, the weather</p> <p>Use simple adverbial phrases of time</p> <p>Understand and communicate simple descriptions in speech and writing e.g. of a scene, a place in town, the weather Use adjectives to add interest to a description</p>	<p>Understand and use numbers in context e.g. saying the year, 24 hour clock, quantities</p> <p>Understand and communicate statements with reference to the past e.g. about the school environment, everyday school routines, break time activities, a visit</p> <p>Understand and express opinions about what something was like was like Understand and use transactional language e.g.in a café</p> <p>Seek clarification of meaning Ask questions (about places in a town)</p> <p>Give a description e.g. of a town, geographical features in a country</p> <p>Antonyms</p> <p>Use adjectives to add interest and detail to a description</p> <p>Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV, a story, an email</p> <p>Express and justify opinions</p>
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By the end of the year children will be able to...

<p>Appreciate and understand that to pick out familiar words and phrases in songs, poems and stories they need to listen carefully. Show they can do this by giving a physical response e.g.</p>	<p>Identify specific key phonemes, words and phrases when listening to songs, poems and stories and understand that some sounds and letter combinations are pronounced differently in the new language.</p>	<p>Understand the main spoken points of a short text that contains familiar and unfamiliar language in a new context</p>	<p>Understand that some sounds and letter combinations need to be said and written differently to English</p>
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<p>pointing to a picture, holding up a card.</p> <p>Recognise, with confidence, numbers to 20.</p> <p>Understand and respond to simple classroom instructions.</p> <p>Understand that making accurate sounds in another language means they will have to make different mouth movements and pronounce very familiar language with good pronunciation and intonation.</p> <p>Take risks when practising new language and be willing to 'have a go.' as well as valuing the contribution of others. Practise language in pairs and small groups.</p> <p>Greet their teacher and classmates with confidence. Introduce himself or herself to another classmate and ask how she/he is.</p> <p>Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</p>	<p>Recognise numbers 1 – 31 and multiples of 10 up to one hundred when they hear them and use this knowledge to work out age appropriate calculations.</p> <p>Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build simple sentences orally e.g. I have brown eyes.</p> <p>Ask and answer questions confidently on a range of topics e.g. personal information, sports and hobbies, characters in a familiar story. Children appreciate the importance of rising intonation when asking questions.</p> <p>Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like They use a wider range of verbs to express opinion such as love, hate, adore, detest.</p> <p>Recite a few lines from a story, poem or song with good pronunciation.</p> <p>Give a short presentation in a small group or with a partner e.g. a brief</p>	<p>Identify specific sounds in familiar and unfamiliar words.</p> <p>Present information to others. Express simple opinions.</p> <p>Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</p> <p>Give a brief description linked to a recent area of learning such as a meal, animal or person using connectives such as and, but, because to form more complex sentences.</p> <p>Begin to use the past tense in spoken language.</p> <p>Give constructive feedback to classmates.</p> <p>Work with a partner to decipher a short text.</p> <p>Read and understand the main points from a variety of short texts, containing familiar and unfamiliar language.</p> <p>Begin to use a bi-lingual dictionary to check spelling.</p>	<p>Listen to spoken foreign language for details and gist. Can identify key points and some detail.</p> <p>Also understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</p> <p>Follow a wide range of classroom instructions.</p> <p>Take part in a simple conversation, ask and answer questions and express opinions.</p> <p>Use spoken language confidently to initiative and sustain a simple conversation.</p> <p>Present simple information on a familiar topic to the class.</p> <p>Use peer and self-assessment strategies to support language learning</p> <p>Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</p> <p>Use a range of questions and statements spontaneously to seek clarification and help.</p>
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<p>Express likes and are beginning to know how to form the negative in this context e.g. I don't like milk.</p> <p>Identify familiar words in a short text e.g. a short verse of a poem, a few sentences taken from a familiar story or song, and give their meaning in English.</p> <p>Identify nouns, adjectives and verbs in texts that use familiar words. Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</p> <p>Read aloud a simple, conversation with a partner which uses familiar language.</p> <p>Understand that some sounds are written in different ways to English</p> <p>Notice (where relevant) that the definite/indefinite changes according to gender of noun.</p> <p>Begin to understand that adjectives can sometimes follow the noun.</p>	<p>weather report, presentation about themselves, families, and hobbies.</p> <p>Begin to use pronouns when responding to questions e.g. The prince is handsome. He loves the princess.</p> <p>Use a few common adverbs e.g. The horse is eating slowly. I can run fast. Ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Read familiar words, phrases and short sentences aloud with good pronunciation and apply phonic knowledge when reading aloud.</p> <p>Follow a short, familiar text, reading and listening at the same time.</p> <p>Understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural.</p> <p>Begin to understand the concept of agreement of adjectives.</p> <p>Write some words and phrases from memory and know how to apply</p>	<p>Manipulate language by changing an element in a sentence when writing short text using a model.</p> <p>Understand word order and agreement when including high frequency adjectives of eg colour and six and demonstrate this, with reasonable accuracy, in their writing.</p>	<p>Understand key points and some detail in short written texts in familiar contexts.</p> <p>Find new words in a foreign language by using a bilingual dictionary.</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. Feel confident in tackling the pronunciation of new and unfamiliar words.</p> <p>Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.</p> <p>Use peer and self-assessment strategies to support language learning.</p>
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	<p>strategies to help them with memorisation.</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>		
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