



Progression skills in **French (MFL)**



A Christian Ethos. A Nurturing Community. A Place to Thrive.

| | Year R * | Year 1* | Year 2* | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|--|--|--|---|--|--|---|
| Listening | Be able to listen and respond to stories, songs and rhymes | When listening to stories, rhymes or songs he/she joins in with adult prompting, during the repeated section | When listening to stories, rhymes or songs he/she joins in with adult prompting, during the repeated section and begins to identify particular phonemes and rhyming words Begin to link pictures or actions to language | Show that he/she recognises words and phrases heard by responding appropriately Follow simple instructions and link pictures or actions to language When listening to stories, rhymes or songs join in with repeated section and identify particular phonemes and rhyming words | Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English | Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language Identify different ways to spell key sounds, and select the correct spelling of a familiar word | Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. |

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| Speaking | Join in songs and rhymes | Repeat simple sentences heard Including as part of songs and rhymes | Repeat simple sentences heard Including as part of songs and rhymes With adult support/modelling, begin to use simple adjectives orally | Ask and answer simple questions for example about personal information Repeat sentences heard and make simple adaptations to them. Use simple adjectives such as colours and sizes to describe things orally. | Ask and answer a range of questions on different topic areas Using familiar sentences as models, make varied adaptations to create new sentences Read aloud using accurate pronunciation and present a short learned piece for performance | Take part in conversations and express simple opinions giving reasons Adapt known complex sentences to reflect a variation in meaning Begin to use intonation to differentiate between sentence types. | Create his/her own sentences using knowledge of basic sentence structure. Use pronunciation and intonation effectively to accurately express meaning and engage an audience. |
| Reading | N/A | Match simple and familiar words with pictures e.g. colours | Read some familiar words and phrases in written form using pictorial or visual prompts | Read some familiar words and phrases in written form Read some familiar words aloud using mostly accurate pronunciation Learn and remember new words encountered in reading | Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately Follow the written version of a text he/she is listening to Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues | Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation Learn song or poem using the written text for support Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different | Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation Attempt to read a range of texts independently, using different strategies to make meaning Use vocabulary learnt from reading in different contexts and |

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| | | | | | | strategies to work out the meaning of unfamiliar words | use dictionaries to find a wide range of words. |
| Writing | N/A | Label pictures using a word bank with adult support | Label pictures using a word bank | Write some single words from memory Use simple adjectives such as colours and sizes to describe things in writing Record descriptive sentences using a word bank. | Write words and short phrases from memory Use a range of adjectives to describe things in more detail, such as describing someone's appearance Write descriptive sentences using a model but supplying some words from memory | Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Use a wide range of adjectives to describe people and things, and use different verbs to describe actions | Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. Begin to use some adverbs |
| Grammar | N/A | N/A | N/A | Recognise the main word classes e.g. nouns, adjectives and verbs Understand that nouns may have different genders | Recognise a wider range of word classes including pronouns and articles, and use them appropriately | Know how to conjugate some high frequency verbs Understand how to make changes to an adjective in | Know how to conjugate a range of high frequency verbs Understand how to use some adverbs in sentences |

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| | | | | and can recognise clues to identify this, such as the difference in articles Have basic understanding of the usual order of words in sentences in the target language. | Understand that adjectives may change from according to the noun they relate to and select the appropriate form Recognise questions and negative sentences | order for it to agree with the relevant noun Adapt sentences to form negative sentences and begin to form questions | Have an awareness of similarities and differences in grammar between different languages |
| Intercultural Understanding | Understand that some people speak a different language to my own. | Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own. | Begin to explore similarities and differences in everyday life, social conventions, traditional stories and celebrations; | Describe the life of children in the countries where the language is spoken; | Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own | Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others; Recognise and mistrust stereotypes, and understand and respect cultural diversity. | Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war |

* *teaching MFL is non statutory at KS1*