

MFL - French Progression of Skills

Skill	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Enjoy listening to spoken language</p> <p>Start to recognise familiar spoken phrases or song/story.</p>	<p>Show understanding of a range of familiar phrases, through role play especially.</p> <p>Start to make spelling links with familiar phonemes in songs or rhymes.</p>	<p>Show understanding of a range of familiar phrases, through role play especially.</p> <p>Listen to and accurately repeat phonemes in songs and rhymes making spelling links,</p> <p>Notice that French has different phonemes and that some letters are not sounded out (especially ends of words - ez/s/t</p>	<p>Gain an overall understanding of an extended spoken text/instruction using some familiar language - be able to summarise in English the key points.</p> <p>Identify the different ways to spell key sounds, and use the correct spelling of a familiar word- quel/qu'est-ce qu/ est-ce que...Je suis/Je vais bon/bonne/un/une</p>	<p>Understand longer and more challenging texts/recognising details and opinions - be able to summarise.</p> <p>Apply phoneme knowledge to read unfamiliar words.</p>
Speaking	<p>Be able to repeat simple sounds and words spoken clearly by the teacher</p>	<p>Ask and answer simple questions - greetings/personal information.</p> <p>Repeat sentences after teacher.</p> <p>Make simple</p>	<p>Ask and answer a range of questions on different topic areas, using familiar sentences as models, make changes to create new sentences.</p>	<p>Take part in conversations and express some simple opinions (starting to give reasons). Je pense que.... C'est bien.... Ce n'est pas bien ...</p> <p>Be able to adapt familiar sentences/questions to</p>	<p>Engage in longer conversations, asking for clarification - je ne comprends pas. Repetez s'il vous plait.</p> <p>Create own sentences using knowledge of basic sentence</p>

		changes to them. Mostly accurate pronunciation used.	Read aloud with accurate pronunciation. Present a short piece for performance (song, poem, speech).	reflect a change in meaning. Start to use intonation to differentiate between statements and questions (voice goes up for questions.)	structure. Intonation and pronunciation is used effectively.
Reading	Start to read basic words that have been practised consistently.	Start to recognise words and phrases in written form. Read some familiar words with some accuracy. Learn and remember new words.	Show understanding of a range of familiar spoken phrases, and using them in role play. Begin to make clearer spelling links between songs and sentences listened to and the written word.	Read aloud a short text with familiar language, with fairly accurate pronunciation. Learn a song or poem by heart with written text for support. Use dictionaries to find unfamiliar words and translate/extend vocab?	Read aloud and understand short text with unfamiliar words - using increasing accuracy. Start to read independently using strategies to understand meaning. Use vocab from range of different contexts and dictionary to find a wide range of words.
Writing	GD will be able to write some of the practised vocabulary. Most will be able to copy simple	Start to write single words from memory. Use colours and size to describe nouns orally. Use written	Write words and simple phrases from memory. Regularly use adjectives to describe nouns - petit/grand/rouge/vert/noir/blanc etc	Write phrases and simple sentences mostly from memory - write a short letter/email with support from model/word bank. Use a wider range of adjectives to describe nouns, verbs -	Write a range of phrases and sentences from memory - begin to adapt them for own use. Select adjectives to describe people, places and some actions - lent/vite/gentillement/-

	vocab.	worksheets/books to record and assess learning	Write descriptive sentences using a model but also using own memory	gros/heureux/gentil/mechant	ment words (adverbs)
Grammar	N/A	<p>Start to recognise nouns, adjectives and verbs.</p> <p>Notice that nouns may have different genders from clues in articles (le,la, un, une).</p> <p>Recognise the basic structure of a sentence.</p>	<p>Recognise pronouns (mon, ma, mes, ton, ta, tes, votre, vos, notre, nos)</p> <p>Recognise determiners (Articles) ie le, la, les, un and une.</p> <p>Start to recognise that colours may change spelling depending on gender of noun.</p> <p>Recognise questions</p> <p>Recognise negative (ne...pas)</p>	<p>Start to use correct gender for familiar nouns.</p> <p>Start to conjugate common verbs that are regularly used. Je m'appelle/tu t'appelles Je suis/tu es/il est Je vais/tu vas/il va</p> <p>Recognise and start to change spelling of adjectives according to gender - vert/verte/verts/vertes</p> <p>From modelling, start to change statements into questions - Tu vas a l'ecole = Vas-tu a l'ecole ? or change intonation.</p>	<p>Be increasingly confident conjugating common verbs - regular endings (re/er/ir and etre/avoir/aller.)</p> <p>Start to use some adverbs in a sentence e.g. (Il court vite Il court lentement, elle parle gentilleme nt. Il travaille bien/mal)</p> <p>Begin to have a clear awareness of the similarities and differences in grammar between different (latin) languages e.g. gender/adjective placement in sentence</p>

EYFS/Year 1 to start to explore different languages - register/simple songs and nursery rhymes. Year 1 can start to meet and greet each other in French.