

THE GROVE PRIMARY SCHOOL



MFL - French

Progression of knowledge and skills

Skills progression

LISTENING

RELEVANT NC OBJECTIVES: Listen attentively to spoken language; Show understanding by responding and/or by joining in; appreciate stories, songs, poems and rhymes in the language

Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>To listen attentively to the spoken word</p> <p>To follow simple instructions such as levez la main, je peux aller au toilettes</p>	<p>To listen and show understanding of single words through physical response</p> <p>To listen and identify rhyming words and sounds in songs and rhymes</p> <p>To listen to short stories</p> <p>To listen to some basic questions and show understanding by appropriate response.</p>	<p>To communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>To listen to and follow a short story</p> <p>To begin to use a bilingual dictionary</p>	<p>To listen attentively and understand more complex phrases</p> <p>Take part in conversations using familiar structures and vocabulary</p> <p>To appreciate stories and relate to the words and sounds</p> <p>To listen to a range of questions and show understanding by responding appropriately</p>	<p>To listen attentively and understand more complex phrases and short texts</p> <p>To take part in short conversations without prompts</p> <p>To listen to and understand the main points in a story</p>

SPEAKING

RELEVANT NC OBJECTIVES : Ask & answer questions; engage in conversations; respond to the questions of others; seek clarification and help; speak in sentences using familiar vocabulary or phrases; present ideas and information to a range of audiences; describe people, places, things and actions; appreciate stories, songs, poems and rhymes.

Year 2	Year 3	YEAR 4	YEAR 5	YEAR 6
<p>To answer with a single word or short phrase</p> <p>To appreciate the sounds of the language and focus on pronunciation</p> <p>To take part in simple songs and stories</p>	<p>To understand and respond to simple classroom instructions</p> <p>To ask and answer simple questions</p> <p>To explore the patterns and sounds of language to help develop accurate pronunciation and intonation when addressing an audience</p> <p>To repeat words modelled by a teacher</p> <p>To show understanding of a range of familiar spoken words phrases</p> <p>To be able to greet someone appropriately and say please and thank you.</p> <p>To be able to take part in a short conversation</p> <p>To take part in songs and stories</p>	<p>To pronounce some words accurately</p> <p>Ask and answer questions with a rehearsed response using appropriate intonation and pronunciation</p> <p>To act out a short conversation</p> <p>To apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation</p> <p>To take part in songs and stories</p>	<p>To ask and answer a greater range of questions with a greater range of responses.</p> <p>To give their opinion of something</p> <p>Take part in conversations using familiar structures and vocabulary</p> <p>To give instructions to someone else</p> <p>To take part in scripts</p> <p>Take part in songs and stories</p>	<p>To use spoken language with more confidence</p> <p>To ask and answer a greater range of questions with a greater range of responses</p> <p>To use different language learning strategies to help de-code unfamiliar language</p> <p>To manipulate language to create and say sentences of own choice</p> <p>To engage in a short conversation using familiar questions and express opinions</p> <p>To take part in poems and songs</p> <p>To act out a section from a book / play script</p>

RELEVANT NC OBJECTIVES: Read carefully and show understanding of words and phrases and simple writing; appreciate stories, poems and rhymes in the language; broaden vocabulary through reading; develop the ability to understand new words that are introduced in familiar written material; find out the meaning of new words through using a dictionary ; link spelling and sound.

Year 2	Year 3	YEAR 4	YEAR 5	YEAR 6
<p>To be able to read simple phrases</p> <p>To recognise masculine and feminine nouns</p>	<p>To recognise and understand some familiar written words and phrases</p> <p>To read aloud familiar sounds, phonemes</p> <p>To follow the text of a book read by the teacher and join in with some repeated phrases</p> <p>To be able to use a family tree</p>	<p>To recognise simple written phrases, begin to show understanding of more complex written phrases</p> <p>To read and understand familiar written words, phrases and short texts made of simple sentences</p> <p>To read a wider range of words, phrases and sentences aloud</p> <p>To follow texts while listening and reading at the same time.</p> <p>To use a dictionary to look up unknown words</p>	<p>To be able to read sentences containing familiar words out loud</p> <p>To understand and express simple opinions</p> <p>To follow a simple recipe in French</p> <p>To make comparisons between French and English stories and fables</p> <p>To read and understand different genres of writing</p> <p>To be able to read a sentence containing familiar and unfamiliar words</p> <p>To read more complex sentences</p> <p>To read a text and answer questions</p> <p>To develop use of a bilingual dictionary to look up unknown words</p>	<p>To be able to read sentences with familiar vocabulary out loud eg from own writing or from a book</p> <p>To read and understand the main points and some details from a short-written passage</p> <p>To be able to read a sentence containing familiar and unfamiliar words using knowledge of letter strings and silent letter rules</p> <p>To be familiar with the use of a bilingual dictionary</p> <p>To read a text and answer questions about it or draw a picture to show understanding</p> <p>To sing songs and say poems following a script</p> <p>To manipulate language using a language proforma to present their own ideas / information</p> <p>To use the context of sentences to try to understand unknown words and learn new words</p>

				To read and show understanding of more complex sentences using familiar language
WRITING				
RELEVANT NC OBJECTIVES: write words and phrases from memory; express ideas in writing through substituting words and phrases; adapt words and phrases to create new sentences; describe people, places, things and actions; express ideas clearly.				
Year 2	Year 3	YEAR 4	YEAR 5	YEAR 6
<p>To copy individual words</p> <p>To label a picture</p>	<p>To write some familiar words with a model or memory</p> <p>To recognise the main word classes noun, verb and adjectives</p> <p>Accurately copy simple words, phrases and sentences</p> <p>To understand some basic grammar such as word order</p> <p>Use strategies for memorisation of vocabulary</p> <p>Start to write words and phrases independently</p> <p>To write simple sentences adapting from a given structure</p>	<p>To write a short text using a model</p> <p>To write a few simple sentences from memory</p> <p>To apply phonic knowledge to support writing</p> <p>To Identify adjectives in a text and recognise that they can change spellings</p> <p>To develop basic grammar n,v,adj ,adv</p>	<p>To use simple conjunctions to build more complex sentences and present information to others</p> <p>To recognise how cognates can help to understand new language</p> <p>To write a few sentences using a model which are joined using simple conjunctions</p> <p>To know that adjectives agree with the noun</p> <p>To know how to make a sentence negative</p> <p>To know how to make use of a bilingual dictionary</p> <p>To write familiar complex sentences from memory with understandable accuracy</p>	<p>To write a more complex sentence manipulating familiar language , using a dictionary for new language</p> <p>To write several sentences from memory including using 1st and 3rd person singular forms of familiar verbs</p> <p>To write complex sentences from memory manipulating familiar vocabulary with understandable accuracy</p> <p>To read a passage about someone and answering questions about it</p> <p>To present simple information on a familiar topic to the class</p> <p>To write sentences and construct short texts using a model</p> <p>To write a few sentences from memory, using knowledge of words, text and structure</p>

				<p>To write using correct word order.</p> <p>To use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>To use the eight points of a compass</p> <p>To use four and six figure grid references</p>
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Main vocabulary per year group

<p>Je il elle moi bonjour je m'appelle les oiseaux les chiffres un deux trois quatre cinq, cochon, loup souffle, maison, paille, bois</p> <p>Les animaux e.g grenouille, rat, poisson rouge les couleurs, arc en ciel, les plantes, les fleurs, les feuilles la terre les légumes le pollen, les grains, la fruit, le soleil, l'eau, la pluie, une plante, un pot, pousser l'arrosoir</p>	<p>Previous vocab plus Je il elle, être, Je / J'ai Je m'appelle Il/elle s'appelle Ils/ells s'appellent J'aime Je n'aime pas la lune, vive le vent les arbres, le ciel, la neige, les étoiles, numéro, chiffres un a dix, l'église le jardin, le coq, le parking, aimer, la famille- la mère le père etc, l'arbre de la famille, la Chenille qui fait des trous vocabulary, les fruits, le la les mon ma mes j'aime je n'aime pas,</p>	<p>Previous vocabulary -Je joue c'est est-ce que....comment il elle s'appelle, comment ça va, bien très bien comme ci comme ça, formidable, pas mal pas bien, bonsoir, bon après midi, les mois - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre L'épiphanie, la famille, Mardi Gras, les crêpes, le sucre, la beurre, la confiture, le citron, les oeufs, la farine</p> <p>le bonhomme story E.g Froid chaud, les saisons - le printemps, l'été, l'automne, l'hiver je mets, j'enlève, le manteau etc, Le carnaval des animaux, le lion, le kangourou, le poisson, l'éléphant, l'oiseau, la</p>	<p>Build on vocabulary from previous year-e il elle nous ils(aimer) je n'aime pas, les célébrations de Mardi Gras et Pâques, les verbes simple être, aimer, jouer les planètes et Mimi la Fourmi story, adjectives to describe the planets les animaux, Le Petit Chaperon Rouge story and vocabulary, Le jeu de Cendrillon</p>	<p>Build on previous vocabulary Les émotions, les monuments principaux de France Noël, conjugaison des verbes simple être, aimer, jouer, faire, la géographie de l'Europe et le Monde,</p> <p>Où est...? Where is...?</p> <p>C'est dans le nord (north), le sud (south), l'est (east), l'ouest (west), le centre, près de cote de loin de ...</p> <p>Les montagnes (the mountains) Les rivières (rivers), les mers (the seas), les villes (towns), les grandes villes (cities)</p> <p>(France has seven neighbouring countries)</p> <p>l'Allemagne, l'Angleterre, l'Espagne, la Grande-Bretagne, l'Italie, la Suisse, le Luxembourg, la Belgique, l'Europe</p> <p>Les passe-temps les sports Olympique conjugaison of</p>
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		lortue, la poule, le coucou, les parts du visage,		aller, jouer, faire
Progression of knowledge for MFL				
Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>To join in with songs such as Arc en Ciel and Deux Petit Oiseaux</p> <p>To know Christmas vocabulary</p> <p>To know that people may speak different languages</p> <p>To know that there are different celebrations around the world</p> <p>To know vocabulary relating to myself such as je m'appelle</p> <p>To know the colours</p> <p>To know the numbers to 5</p> <p>To know nouns relating to the Ours Brun story</p>	<p>To be able to say who you are</p> <p>To be able to say how you are feeling</p> <p>To be able to pronounce the alphabet sounds clearly and accurately</p> <p>To know the numbers above 10</p> <p>To be able to position adjectives le chien brun etc</p> <p>To complete gapped texts such as La Chenille qui.....</p> <p>To understand that nouns can be masculine or feminine-play le la games</p> <p>To know that children in our school speak different languages</p> <p>To take part in whole school survey on languages</p>	<p>To recap on year 3 vocabulary</p> <p>To know phonemes in songs and rhymes</p> <p>To know a simple rhyme by memory</p> <p>To know a range of classroom instructions and use them with confidence</p> <p>To know how to form the negative</p> <p>To know and use a wider range of familiar nouns and adjectives to talk about themselves, animals, story character</p> <p>To explain a preference</p> <p>To know how to write sentences with the aid of word banks</p>	<p>To recap on Year 4 vocabulary</p> <p>To know how to say j'aime je n'aime pas</p> <p>To know the numbers to 100</p> <p>To know the Mimi la Fourmi story</p> <p>To know the musical instruments</p> <p>To know the vocabulary relating to feelings</p> <p>To know the Cendrillon story</p> <p>To know how to express opinions using je prefere, je deteste etc</p> <p>I recognise similarities and difference between our everyday lives and those of others</p>	<p>To recap on Year 5 vocabulary</p> <p>To know the vocabulary related to feelings</p> <p>To know the celebrities who speak / are French</p> <p>To know the vocabulary for Christmas</p> <p>To know geographical terms in French</p> <p>To know how to use some basic Ordnance Survey map symbols</p> <p>To know how time zones, work and calculate time differences around the world</p> <p>To know the sports and verbs associated with them</p> <p>To use adjectives and adverbs, being aware of position within a sentence and gender agreement</p> <p>To know which</p>

To know vocabulary related to growing things		To know about French customs and traditions	To compare customs and traditions	<p>letters are silent when reading in French</p> <p>To know about customs and traditions around the world</p>
Key grammar and phonics per year group				
Year 2	Year 3	YEAR 4	YEAR 5	YEAR 6
<p>Je / moi</p> <p>Je m'appelle</p> <p>Il/Elle</p> <p>Noun and verb</p> <p>vowels</p> <p>Recognise key nouns</p> <p>Basic sounds</p> <p>Questions</p> <p>Understand and respond to commands</p>	<p>Recap vowels</p> <p>Intro alphabet</p> <p>Simple sentences with connectives</p> <p>Un une le la les l'</p> <p>Into to bilingual dictionary</p> <p>Masc / fem</p> <p>To be able to position adjectives le chien brun etc</p> <p>Start to recognise the sounds of some letters & letter strings and be able to read them. (eg. On, un, eu, in, qu, oi, ch, ou, i, eau, u, ez, ze)</p> <p>Understand some silent letter rules eg 'h' and most consonants on the end of words.</p>	<p>Recap alphabet</p> <p>Develop using letter sounds and blends/rules</p> <p>Plural nouns</p> <p>Silent letter rules</p> <p>Je joue au a la</p> <p>Questioning</p> <p>Negatives</p> <p>Write a short text using a model</p> <p>Write words from memory</p> <p>Intro c'est</p> <p>Intro conjunctions</p>	<p>Revise alphabet sounds</p> <p>Develop question techniques</p> <p>Est-ce que, c'est</p> <p>3rd person</p> <p>Develop sentences structures to include own construction</p> <p>Develop phonics</p> <p>Use of bilingual dictionary</p> <p>Gender agreements</p> <p>Preferences</p> <p>Adjective agreements</p> <p>Silent letter rule continued</p> <p>Sentence building</p>	<p>Sing/ plural nouns</p> <p>Developing questioning</p> <p>Verbs – etre, aimer, aller</p> <p>3rd person sing</p> <p>Develop sentences to include negatives, connectives and adverbial phrases</p> <p>Develop French phonics</p> <p>Use of bilingual Dictionaries</p> <p>Write words from memory</p> <p>Sentence building</p> <p>Agreement of adjectives</p> <p>Develop adjectives and adverbs</p>

	<p>Construct own sentences</p> <p>Tu / vous forms</p> <p>Likes dislikes using given vocabulary</p> <p>noun verb adjectives adverb</p> <p>write words from memory</p>	<p>Develop questioning</p> <p>Adjectives after or before nouns</p>	<p>Negatives</p> <p>Etre</p> <p>Pronouns</p> <p>Questions and answers</p> <p>Various verbs</p> <p>Basic conjunctions</p> <p>More complex sentences building</p> <p>Develop use of bilingual dictionary</p> <p>Negatives</p> <p>Write words from memory</p>	<p>Etre revisited</p> <p>Develop French phonics</p> <p>Indefinite article</p> <p>Questions and answers</p> <p>Relative clauses</p> <p>Er verbs</p> <p>conjunctions</p> <p>prepositions</p> <p>J'aime Je n'aime pas ... parce que....</p> <p>French phonics review</p> <p>Pronouns</p> <p>Verb ending for 3rd</p> <p>person sing / plural</p> <p>Verbs- etre, aimer, faire,</p>
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