



Modern Foreign Languages (MFL) - Progression of Key Skills and Knowledge

EYFS to Year 6

KNOWLEDGE ABOUT FRANCE				
EYFS	Year 1	Year 2	End of KS1 Expectations	
			Knows a little about France. Can locate France on a map and how to get there from UK.	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> Name and identify France and countries of UK on a map; name their capital cities and key landmarks 	<ul style="list-style-type: none"> Name and identify more landmarks of Paris 	<ul style="list-style-type: none"> Know that France is in a different time zone to the UK Know about some of the traditional food of France Know about places in a typical French town 	<ul style="list-style-type: none"> Name railway stations of Paris Describe arrondissements of Paris Know about some of the festivals and sporting events in France. Know about the French school-day 	Be able to talk about some of the differences between life in the UK and life in France.

LISTENING				
EYFS	Year 1	Year 2	End of KS1 Expectations	
<ul style="list-style-type: none"> Respond appropriately to greetings, register, follows classroom instructions (regardez, écoutez etc) by using appropriate actions. Listen carefully and identify some nouns (eg body parts) by joining in a song Begin to identify numbers to 10 by pointing / showing fingers, when in sequence (Y2) Identify basic colours : bleu, rouge, jaune by pointing / finding an object (Y2) 			Understand and respond to a few familiar words and phrases, spoken slowly and clearly.	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> Understand and respond to a few familiar words and phrases spoken slowly and clearly, eg: simple greetings / personal introductions follow simple classroom instructions countries of UK, their capital cities, landmarks 	<ul style="list-style-type: none"> Understand and respond to a range of familiar words and phrases. Follow longer instructions eg: Maintenant, posez vos crayons et regardez-moi identify known adjectives in feminine and masculine form by listening (eg vert/ verte, gris/ grise) numbers to 31 days and months 	<ul style="list-style-type: none"> Understand main points of a short, spoken passage made up of a few familiar words and phrases spoken slowly and clearly, eg: Children talking about their favourite foods or describing their bedroom. A passage comparing Carcassonne and Marple Bridge Numbers to 50. 	<ul style="list-style-type: none"> Understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly, eg: understand a range of spoken positive and negative opinions heard in sentences or short text Numbers to 60 	Be able to listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhyme. Link the spelling, sound and meaning of words.



<ul style="list-style-type: none"> • known masculine nouns eg masculine • animals numbers to 12 in and out of sequence • basic colours – bleu, rouge, jaune, vert • Listen to and join in with key words or phrases in familiar short songs, rhymes and poems. • Join in with action associated with words, phrases and phonemes eg: ch, eu, j, an/en 	<ul style="list-style-type: none"> • Identify key information from a 2 or 3 sentence description • Listen out for certain words or sounds in a story, song or rhyme. Recite some parts of a song or rhyme by memory. • Can hear known phonemes in a word and suggest another word with the same phoneme/ grapheme eg: noir/ poisson 	<ul style="list-style-type: none"> • Put selected lines from a story, song or rhyme in the right order 	<ul style="list-style-type: none"> • Produce from memory familiar parts of known stories, songs, rhymes or poems when listening to the source material, eg: fill in missing words. • Anticipate with some accuracy the spelling of new words that they hear by applying their phonic knowledge. 	
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SPEAKING

EYFS	Year 1	Year 2	End of KS1 Expectations	
<ul style="list-style-type: none"> • Give basic personal information when asked in French (name, age, how are you, hello, goodbye). • Join in with songs and finger rhymes (Voici ma main, petit escargot etc). May not know all the words but can join in with actions. • Know that the French 'r' and 'j' have a different sound. 			<p>Can ask and answer simple pre-learned questions from memory.</p> <p>Can repeat familiar words, phrases and rhymes with accurate pronunciation and intonation.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> • Exchange simple greetings and personal information – how are you, how old are you, what is your name, where do you live? • Alphabet • Masculine nouns – animals Numbers 0 – 12 	<ul style="list-style-type: none"> • Continue to build up conversational skills • days of the week, months of the year, what is the date, when is your birthday? • More colours (adjectival agreement) • Masculine and feminine nouns – animals • Numbers 0 – 31 	<ul style="list-style-type: none"> • Continue to practise conversational skills • weather and seasons, places in Marple Bridge and Carcassonne, what is in the classroom, • telling the time to the nearest hour, favourite foods, planets • Seek clarification and help: Je peux aller aux toilettes? Je n'ai pas de crayon. Je ne comprends pas. • Numbers 0 – 50 	<ul style="list-style-type: none"> • Take part in a short conversation using familiar questions and responses. • Can use a repertoire of classroom language with teachers and peers. • Talk about their school timetable and preferences. • Describe family members. • Numbers to 60 	<p>Be able to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<ul style="list-style-type: none"> • Say a short sentence using known nouns, using visual clues and mimes as a prompt, eg: 	<ul style="list-style-type: none"> • Use a given structure/ speaking frame to use a negative to answer 	<ul style="list-style-type: none"> • Express simple opinions in French, giving reasons (exceeding), eg: <i>J'aime/ Je n'aime</i> 	<ul style="list-style-type: none"> • Express opinions and respond to those of others eg: agree (moi aussi) or ask why they have this opinion: 	

<p><i>Voici un lapin ; Dans le jardin, il y a un lapin; À Paris, il y a la Tour Eiffel</i></p> <ul style="list-style-type: none"> • Use intonation to differentiate between question and statement: <i>C'est un renard? -v- c'est un renard.</i> 	<p>questions, eg: <i>Il y a une méduse? Non, il n y a pas de méduse.</i></p> <ul style="list-style-type: none"> • Use compound sentence, eg: <i>Dans la mer, il y a ...mais il n y a pas de...</i> 	<p><i>pas</i> (foods/ seasons); <i>Je n'aime pas l'hiver parce qu'il fait froid et il pleut. (exceeding)</i></p> <ul style="list-style-type: none"> • Use inversion eg <i>Quelle heure est-il ? v Il est quelle heure ?</i> • Use purpose clauses : <i>Lundi, elle va à la piscine pour nager.</i> • Begin to use spoken complex sentence structure: <i>Quand il est deux heures à Paris, il est une heure à Londres.</i> • <i>Parce que...</i> 	<p><i>pourquoi?</i></p> <ul style="list-style-type: none"> • Use complex sentences, eg: <i>Je n'aime pas les maths parce que c'est difficile.</i> • Use complex sentences including relative clauses eg: <i>Ma soeur, qui a les yeux bleus, s'appelle Sophie.</i> 	<p>Present ideas and information orally to a range of audiences</p>
<ul style="list-style-type: none"> • Listen carefully to new phonemes and develop accurate pronunciation. • <i>'j' as in bonjour</i> • <i>'r' as in France</i> • <i>'an' as in France</i> • <i>'tu'</i> • <i>Rule of final consonant silent</i> 	<ul style="list-style-type: none"> • Know the pronunciation rules for a wider range of phonemes: • <i>'ch' as in chef, 'eu' as in bleu, 'qu' as in quelle, 'oi' as in bois / poisson, 'in' as in lapin, 'on' as in mouton / pont</i> • Rule of liaison 	<ul style="list-style-type: none"> • Listen carefully to new phonemes and suggest another word with the same phoneme • Understand principle of liaison and elision 	<ul style="list-style-type: none"> • Use knowledge of phonemes and pronunciation rules to attempt to pronounce unknown words when reading aloud. 	

READING

Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> • Understand familiar single written words and some short phrases. • Join in with reading repeated phrases in story books. • Can match words/ short phrases to pictures. • Identifies if simple phrases are true or false in stories using oui/ non, vrai/faux • Pronounces known words accurately and can explain rules for j, r, an/en, tu (and others if exceeding) 	<ul style="list-style-type: none"> • Read and understand simple sentences, eg: about what somebody likes or dislikes. • Join in and read whole sentences and repeated phrases in storybooks. • Show understanding of whole sentences and phrases; match sentences to pictures, eg: <i>Le monstre a une bouche verte.</i> • Pronounces known words accurately and beginning to apply known rules of phonics and pronunciation to unknown words: 	<ul style="list-style-type: none"> • Understand the gist of a written passage and find specific information • Continue to read a range of texts and join in with reading or whole sentences and phrases. • Can answer specific questions and find information eg about planets • Pronounces known words accurately; confident in applying known rules and GPC to unknown words 	<ul style="list-style-type: none"> • Understand a short text made up of short sentences with familiar language on a familiar topic, eg: Answer specific and complex questions based on a text about a French child's day at school • Continue to read a range of texts and join in with reading or whole sentences and phrases. • Spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning • Pronounces known words accurately; confident in applying 	<p>Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language</p>

<ul style="list-style-type: none"> • Silent final consonants. 	<ul style="list-style-type: none"> • ‘ch’ as in chef, ‘eu’ as in bleu, ‘qu’ as in quelle, ‘oi’ as in bois / poisson, ‘in’ as in lapin, ‘on’ as in mouton / pont • Rule of liaison 		known rules and GPC to unknown words	
<ul style="list-style-type: none"> • Know that a bilingual dictionary has equivalent words in two languages. • Can sort words into dictionary order by first letter. 	<ul style="list-style-type: none"> • Understand what a headword is in a bilingual dictionary • Place words into alphabetical order by their first two letters 	<ul style="list-style-type: none"> • Use a dictionary to check spellings and look up new words 	<ul style="list-style-type: none"> • Use a bi-lingual dictionary to look up unknown nouns and adjectives, check the gender of nouns and spelling of familiar words. Appreciate that FL words do not always have a direct equivalent in English and begin to ‘think around’ it – ie what could I look up instead? 	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Understand the gist of stories and song, using visual clues and context to support Apply known sound / spelling patterns in reading				

WRITING

Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> • Write some single words from memory, with plausible spelling eg labelling a picture with masculine animal names • Colours • Numbers 0 - 6 	<ul style="list-style-type: none"> • Write some words in French from memory / using phonic knowledge to support spelling • Can unjumble sentences, eg: la Semaine d’Uki matching activities with days of the week. 	<ul style="list-style-type: none"> • Adapt a model to write new sentences. • Change the noun or adjective or verb, eg: <i>Lundi, je vais au supermarché pour acheter des fruits ; Mardi, il va au parc pour jouer au football.</i> 	<ul style="list-style-type: none"> • Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling, eg: <i>write about their school week – favourite days/ subjects etc</i> 	Write phrases from memory and adapt these to create new sentences, to express ideas clearly Describe people, places and things in writing
<ul style="list-style-type: none"> • Write a phrase or simple sentence using a writing frame, visual prompts or mime to support, eg: <i>Voici un lapin.</i> 	<ul style="list-style-type: none"> • Write phrases or simple sentences from memory with plausible spelling and correct word order. • Use a writing frame to write sentences including a connective, adjectives and fronted adverbial phrases, eg: <i>Dans les bois, il y a un lapin gris et une araignée noire.</i> 	<ul style="list-style-type: none"> • Express simple opinions in French, using the negative form and co-ordinating conjunctions, eg: <i>J’aime le fromage et la pizza mais je n’aime pas les frites.</i> 	<ul style="list-style-type: none"> • Write complex sentences (including <i>parce-que</i>) or containing a relative clause (using relative pronoun <i>qui</i>), eg: <i>Ma mère, qui a les cheveux blonds, s’appelle Marie.</i> • Adapt a model to write new sentences eg: swap in a different noun, verb or adjective, eg: <i>Mon père, qui a les cheveux gris, habite à Bredbury.</i> 	

GRAMMAR

Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> • Use punctuation correctly and relate it to English – sentences begin with a capital letter and end with a full stop. Proper nouns have capital letters. • Use conjunction ‘et’ • Use 4 determiners accurately with learned nouns – le, la, l’, les • Use some high-frequency verb forms correctly: je m’appelle, tu t’appelles • Can put colour adjectives after the noun • Eg un perroquet rouge, un lapin gris 	<ul style="list-style-type: none"> • Know that days of the week and months of the year do not need a capital letter in French. • Understand about gender in French and can explain masculine / feminine when asked. • Use definite articles – le/ la/ les and indefinite articles – un/ une/ des • Can explain adjectival agreement - that we add ‘e’ to grise and verte for feminine animals and how this changes how it sounds. • Use of negative adverb and indefinite article: Il n y a pas de .. 	<ul style="list-style-type: none"> • Understand how adjectives change according to the noun they are describing and that some go before the noun in a French sentence, eg: <i>Jupiter est une planète bleue. Mars est une petite planète rouge.</i> • Identify a verb, a noun and an adjective in a sentence. • Coordinating conjunction ‘mais’ • Conjugate the verb aller • Infinitive form of a verb – basic unconjugated form eg: to watch = regarder • (used in purpose clauses) • Possessive pronouns • my = mon/ ma/ mes • your = ton / ta / tes • Pronouns je/ tu/ il/ elle/ ils/ elles 	<ul style="list-style-type: none"> • Understand how adjectives change according to the noun they are describing and that some go before the noun in a French sentence. • Can explain adjectival agreement when asked. • Use a relative clause introduced by relative pronoun ‘qui’, eg: J’ai un frère qui s’appelle Paul. • Conjugate the verbs être and avoir. May not be confident with all parts of the verb but aware of their existence. Confident with ‘je’ and ‘tu’ forms. 	<p>Understand basic grammar appropriate to the language being studied, including feminine, masculine nouns, the conjugation of high frequency verbs, key features and patterns of the language, how to apply these, for instance to build sentences. Recognise how these differ or are similar to English.</p>