

MFL Progression

	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> • Communicate orally with others using simple words, phrases and short sentences. E.g. What the weather is like, colours, classroom objects and commands. • Understand that it is important to pronounce words accurately. • Ask and answer simple questions about self e.g. name/age/birthday. • Express simple likes and dislikes e.g. food and drink. • Perform a song or rhyme in a group. 	<ul style="list-style-type: none"> • Communicate orally using several simple phrases. • Ask and answer a wider range of question forms e.g. time, date, food, hobbies. • Express a simple opinion e.g. I love/like/dislike/hate. • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. • Ask for a simple clarification e.g. for something to be repeated. • Recite a few lines from a story, poem or song with good pronunciation. 	<ul style="list-style-type: none"> • Communicate orally using a range of sentences. • Hold simple conversations on themes they have been learning about. • Seek help and clarification, for example for the meaning of a word. • Use simple conjunctions to build more complex sentences. • Give simple instructions and directions e.g. to a place, the route to school. • Perform a role play or recites a short poem with confidence and with accurate pronunciation and intonation. 	<ul style="list-style-type: none"> • Hold longer conversations and initiates different themes of conversation. • Understands and uses numbers in context e.g. saying the year, 24 hour clock, quantities. • Express and justifies an opinion on a range of themes. • Ask for clarification using a range of phrases e.g. I'm sorry I don't understand, what do you mean, can you speak more loudly/slowly? • Use pronunciation and intonation confidently when speaking when using familiar language. • Present to an audience e.g. information on a familiar topic to the class.

<p>Vocabulary</p>	<p>Bonjour - Hello Salut – Hi Bonsoir – Good evening Au revoir – Goodbye À bientôt – See you later Bonne nuit – Good night S’il vous plaît – Please Merci – Thank you Comment t’appelles-tu? – What is your name? Je m’appelle – My name is Je suis – I am Ça va? – How are you? Ça va. – I’m okay. Ça va bien – Very good Ça va mal – Not very good Comme ça comme ça – So-so Et toi? – And you? J’aime le – I like Je n’aime pas le – I don’t like Mon anniversaire est le... - My birthday is on the... Je comprends – I understand Je ne comprends pas – I don’t understand</p>	<p>Quel est ta matière préférée? – What is your favourite subject? Ma matière préférée est..... My favourite subject is.... J’aime – I like J’aime bien – I really like J’adore – I love Je n’aime pas – I don’t like Je n’aime pas du tout – I really dislike Je déteste – I hate car - because Répétez s’il vous plaît – Can you repeat that please? J’ai – I have et – and Premièrement – Firstly Puis – Then Finalement – Finally</p>	<p>Qu’est-ce que ça veut dire? – What does that mean? C’est quoi en français? – What is it in French? Qu’est-ce que tu penses de ça? – What do you think about that? Les instructions Allez – go Marchez - walk À gauche – to the left À droite – to the right De l’avant – forwards Passez devant – go past Arrêtez – stop Dans ma ville – In my town Il y’a – there is Il n’y a pas – there isn’t</p>	<p>Pardon? – Sorry? Pardon, je ne comprends pas, est-ce que vous répétez la question? – Sorry I don’t understand, can you repeat the question? Pouvez-vous parler plus lentement/fort? – Can you speak more slowly/loudly? Qu’est-ce tu veux dire? – What do you mean? Aujourd’hui, c’est le trois septembre deux-mille-dix-neuf - Today it’s the 3rd of September 2019 Je suis en accord – I agree Je suis en désaccord – I disagree Quel heure est-il? What time is it? Il est _____ heures – It’s ____ o’clock. Il est _____ heures et demie. – It’s half past _____.</p>
<p>Listening</p>	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words and phrases e.g. numbers, colours, days of the week, introductions and greetings, teachers instructions. • Recognise, with confidence, numbers 1 to 10. • Use gesture, holds up a picture to identify specific words when listening to songs, poems and stories. • Understand and respond to 	<ul style="list-style-type: none"> • Listen for specific phonemes, words and phrases in songs, stories and rhymes. • Understand and use higher numbers (up to 31) e.g. for prices, dates, telling the time and begins to recognise multiples of 10 up to 100. • Listen to up to three simple sentences using 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences. • Note the main points after listening to a short recording/video. • Understand and use numbers from 30 to 70. • Follow instructions and directions e.g. a recipe. 	<ul style="list-style-type: none"> • Listen to longer texts of different types, identifying the main points e.g. descriptions, stories, information, instructions. • Follow a wide range of classroom instructions. • Listen to spoken language for details

	<p>simple classroom instructions e.g. hands up, listen carefully, show me, do an action.</p>	<p>familiar vocabulary and answers questions e.g. How old is Nicole?</p> <ul style="list-style-type: none"> Respond to a wider range of classroom instructions e.g. open the window/door, put your pens down. 		<p>and gist.</p>
<p>Vocabulary</p>	<p>Un, Deux, Trois, Quatre, Cinq, Six, Sept. Huit, Neuf, Dix</p> <p>Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Levez la main – Hands up Écoutez – Listen Silence – Be quiet Ouvrez/fermez vos cahiers – Open/close your books Pensez – Think Asseyez-vous – Sit down Levez-vous – Stand up</p> <p>Quel jour est-il? What day is it? C'est..... It's.... lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>21-31 vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p> <p>multiples of ten dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingts-dix, cent</p> <p>Ouvrez/fermez la porte – Open/close the door</p> <p>Ouvrez/fermez la fenêtre – Open/close the window</p> <p>Posez les stylos – Put down your pens</p>	<p>Une recette – a recipe Les ingrédients – ingredients Les ustensiles – equipment Il faut – you will need</p> <p>Examples of numbers up to 70:</p> <p>Trente-trois – 33 Cinquante-et-un – 51 Quarante-neuf – 49</p>	<p>Choisis quelqu'un avec.... – Choose someone with...</p> <p>les cheveux marrons – brown hair les yeux bleus – blue eyes</p> <p>Choisis quelqu'un qui est.... Choose someone who is....</p> <p>court – short grand – tall amusant – funny gentil – kind</p>
<p>Reading</p>	<ul style="list-style-type: none"> Read and understand a short list of familiar words and phrases e.g. parts of the body, animals, adjectives – size and colour. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. Use a simple word list to find the meaning of unfamiliar words. Uses visual clues to help with 	<ul style="list-style-type: none"> Read and understand familiar written words, phrases and short texts made of simple sentences. Begin to find out key information from a simple text. Look for clues to find out the meaning of new words. Use a glossary/simple dictionary to find out the 	<ul style="list-style-type: none"> Read a variety of short simple texts in different formats e.g. stories, poems, non-fiction, emails etc which contain both familiar and new vocabulary. Understand the main points of a text after reading. Find out the meaning of an unfamiliar word using 	<ul style="list-style-type: none"> Read and understand texts with some unfamiliar language with appropriate grammatical complexity. Recall the main points and details from a short written passage on a familiar topic.

	reading (To see similarities with words in English)	meaning of unfamiliar words.	a range of sources or strategies.	<ul style="list-style-type: none"> Decode a familiar text using their vocabulary, grammatical knowledge and a dictionary.
Vocabulary	<p>Bleu – blue Vert – green Rouge – red Jaune – yellow Noir – black Blanc – white Rose – pink Violet – purple Orange – orange Marron – brown Gris – grey</p> <p>Les animaux – Animals</p> <p>Je vois – I see</p> <p>un cheval – a horse un mouton – a sheep un oiseau – a bird un lion – a lion un lapin – a rabbit</p> <p>un singe – a monkey un cochon – a pig un canard – a duck une vache – a cow une souris – a mouse</p>	<p><i>Cognates – words from two different languages that look similar, e.g. chocolat/chocolate, dentist/dentist, dictionnaire/dictionary</i></p> <p><i>Bilingual dictionary – a dictionary used for translating words and phrases from one language to another</i></p>	<p>Il y avait une fois – Once upon a time there was</p> <p>Fin – the end</p> <p>Cher/Chère/Chers/Chères... – Dear.... (letters only – in emails start with Bonjour or Bonsoir)</p> <p>Cordialement – Regards Merci beaucoup – Many thanks</p>	<p>Example text:</p> <p>Derrière la maison il y a un joli jardin où il y a des fleurs et un grand arbre. J'aime manger dans le jardin parce que c 'est relaxant. J'aime aussi jouer au tennis avec mes copains dans le jardin parce que j'adore le sport. De plus, il y a un petit garage. Ce qui est bizarre, c'est que mon papa n'a pas de voiture !</p> <p>Highlighted vocab indicates unknown vocabulary that children must decode through other means (cognates, common sense, dictionary etc).</p>
Writing	<ul style="list-style-type: none"> Write or copy simple words and or symbols correctly with developing awareness of punctuation e.g. accents. Eg names/age/days of the week/labels (Including gap 	<ul style="list-style-type: none"> Write 3-5 simple sentences using a word bank. Write short descriptions with models to support e.g. describe a sports star. 	<ul style="list-style-type: none"> Write simple sentences and short texts using a model. Use simple conjunctions such as and, but, because to form more 	<ul style="list-style-type: none"> Write a simple text from memory starting to use complex sentences. Use adjectives accurately to add

	<p>filling tasks e.g. invitations)</p> <ul style="list-style-type: none"> Build a personal bank of familiar words and phrases including numbers, days of the week, months, colours. 	<ul style="list-style-type: none"> Experiment with writing new words. 	<p>complex and interesting sentences.</p> <ul style="list-style-type: none"> Use a dictionary to check the spelling of words. 	<p>interest and detail.</p> <ul style="list-style-type: none"> Use self and peer assessment strategies to edit and redraft their own writing. Use a dictionary, glossary or online tools to check for spellings and meaning of new words. Show understanding of past and future tense in writing.
<p>Vocabulary</p>	<p>Les mois – Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>	<p>Il/elle s'appelle – He/she is called...</p> <p>Elle est... - She is... Il est... - He is...</p> <p>amusant/amusante - funny beau/belle - beautiful gentil/gentille - kind intelligent/intelligente - clever</p>	<p>Mais – but Parce que / car – because Et – and Ou - or Aussi - also</p>	<p>Hier – yesterday Demain – tomorrow Ce soir – this evening La semaine prochaine – next week La semaine dernière – Last week</p> <p>Je suis allé.... I went... Je vais... I'm going to...</p> <p>J'ai mangé – I ate J'ai joué – I played</p> <p>Je vais manger – I'm going to eat Je vais jouer – I'm going to play</p>
<p>Grammar</p>	<ul style="list-style-type: none"> Understand some basic grammar appropriate to the language being studied – gender masculine and feminine nouns (singular) Start to recognise that most nouns have a plural form which can change how it is 	<ul style="list-style-type: none"> Begin to place familiar adjectives e.g. size and colour in the correct order. Show understanding of 1st, 2nd and 3rd person in present tense. Begin to use possessive 	<ul style="list-style-type: none"> Begin to use 3-5 familiar adjectives correctly in terms of word order and endings. Recognise simple ways of conveying future intent e.g. I am going swimming on 	<ul style="list-style-type: none"> Use adverbs when expressing an opinion e.g. I really like football. Start to recognise the past tense and begin to use it. Apply understanding

	<p>pronounced and spelt.</p> <ul style="list-style-type: none"> Develop an understanding of present tense in the first and second persons. Begin to understand how the negative is formed e.g. I don't like... Recognise that nouns have a gender which is signposted by the definite and indefinite article and can match familiar nouns e.g. fruits and vegetables. 	<p>pronouns and understands how they change according to the gender of the noun (e.g. family my mum, my dad, my parents, my sister/sisters)</p> <ul style="list-style-type: none"> Match correctly definite/indefinite article to singular and plural familiar nouns 	<p>Wednesday; tomorrow it is going to rain.</p> <ul style="list-style-type: none"> Form a negative in simple present tense sentences e.g. I don't eat meat. Identify personal pronouns – I/you/he/she/we/they Conjugates one regular and one irregular verb e.g. to eat, to play, to have, to be. 	<p>of conjugation to two or three familiar verbs in the present tense e.g. They eat chocolate, we wear shorts, you have brown eyes.</p> <ul style="list-style-type: none"> Use the correct form of 'you' in spoken and written language for formality.
<p>Vocabulary</p>	<p>le, la, les – the (m,f,pl) un, une – a (m,f) des – some</p> <p>une pomme – an apple des pommes – some apples la pomme – the apple</p> <p>J'aime – I like Je n'aime pas – I don't like</p> <p>Tu aimes – You like</p> <p>Je mange – I eat Je bois – I drink</p> <p>Tu manges – You eat Tu bois – You drink</p>	<p><i>Adjectives in French:</i> <i>The general rule is that the adjective comes after the noun, except BANGS adjectives (beauty, age, number, goodness and size). There exceptions to the rule but in Year 4 pupils should focus on the rule (e.g. knowing that colour comes after the noun but size comes before).</i></p> <p>Ma famille – My family Voici... – Here is...</p> <p><i>Pronouns: mon/ma/mes</i> <u>Ma</u> mère – my mum <u>Mon</u> père – my dad <u>Mes</u> parents – my parents</p> <p>Le corps – the body</p> <p><i>Definite articles:</i> La jambe – the leg Les jambes – the legs Le bras – the arm</p> <p><i>Indefinite articles:</i> Une jambe – a leg Un bras – an arm</p>	<p><i>Adjectives – basic rule for making the endings agree:</i> un chat noir – a black cat une chemise noire – a black shirt des chats noirs – black cats des chemises noires – black shirts</p> <p><i>Lots of adjectives don't follow this simple rule, there are many different endings that change to feminine differently. Some common ones:</i> bon/bonne – good, nice blanc/blanche – white heureux/heureuse – happy gentil/gentille – nice gros/grosse – big/fat long/longue – long roux/rousse – red headed beau/belle – beautiful/lovely/ handsome</p>	<p>Really – bien Toujours – always Parfois – sometimes</p> <p>Je porte – I wear J'ai porté – I wore Je vais porter – I'm going to wear</p> <p><u>You</u> Vous – formal/plural Tu – informal</p> <p><u>Manger – to eat</u> Je mange – I eat Tu manges – You eat Il/elle/on mange – He/she/people eat Nous mangeons – We eat Vous mangez – You eat (formal/pl) Ils/Elles mangent – They eat</p>



Des bras – arms/some arms

