French: Progression of Skills and Knowledge

Overview of French (MFL) curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**A New Start** – greetings, numbers and colours	**Calendar** – dates, days of the week and months	**Animals** – nouns, singular and plural	**Traditions** – carnival, age, numbers to 20, core language recap	**Fruit and Veg** – fruit/veg names, counting, asking politely	**Going on a Picnic** – lang recap, asking questions, polite conversation
Year 4	**School** – lang recap, school rooms, classroom objects	**Around Town** – places, shops, commands and directions	**Families** – family members, facial descriptions, recap numbers	**Bodies** – face and body parts, commands and yoga.	**Jungle Animals** – animal names, aches and pains, doctor role play	**Weather** – seasons, weather phrases, forecast, ice cream, recap ordering/ polite conversation
Year 5	**My Friends** – lang recap, personal information, introduce a friend, conversation and opinions	**In the City** – French cities, buying a ticket, getting around, shopping for souvenirs	**At the Market** – food recap, prices, market dialogue, recipes	**Clothes** – clothing nouns, verb 'to wear', descriptive language (adjectives), design	**Space** – personal info lang recap, planet names, descriptions	**At the Seaside** – beach language, facts and conversation. Persuasive language.
Year 6	**This is Me** – personal info recap, adjectives to describe personality and appearance, aspirations and professions	**Homes and Houses** – rooms in a house, furniture, description. Castles and castle story	**Sports** – sports names, descriptions and opinions. Verb 'to play'	**My Best Day Ever** – lang recap, times of the day, activities during the day, favourite things	**Café Culture** – typical French café foods, opinions, menus, ordering politely and general conversational language	**Let's Celebrate** – language recall/recap, personal information, family, opinions and favourites

Progression of French (MFL) Skills and Knowledge

Aims

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

DfE Attainment targets

Reading / Phonics

- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing.

Speaking

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences

Listening

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patters and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Grammar

- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year 3 Skills	**Speaking** - To say/repeat a few words and short simple phrases. - To name objects and actions and may link words with a simple connective. - To begin to identify individual sounds in words and pronounce accurately when modelled. - To start to recognise the sound of some letter strings in familiar words and pronounce when modelled.	**Year 3 Grammar** - Show awareness of word classes – nouns, adjectives, verbs and connectives and be - aware of similarities in English. - Name the first and second person singular subject pronouns. - Use the correct form of some regular and high frequency verbs in the present tense with first and second person. - Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use. - Recognise and use the first-person possessive adjectives (mon, ma, mes).
	Writing - To write or copy a few simple words or symbols. - To use familiar vocabulary to write a short sentence using a language scaffold. - To replace familiar vocabulary in short phrases written from memory to create new short phrases.	
	Listening - To understand a few familiar spoken words and phrases. - To listen and show understanding of single words through physical response. - To listen and identify specific words in songs and rhymes and demonstrate understanding.	**Reading/Phonics** - To recognise and read out a few familiar words and phrases. - To make links with English or known language to work out the meaning of new words. - To start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 3 Knowledge	- To say hello and goodbye - To say what my name is - To say how I am feeling - To ask someone else their name and how they are - To count to 10 and understand numbers I hear and read - To write hello and goodbye - To recognise some colours	- To recognise days of the week and months of the year - To say what day it is - To write some days of the week and months of the year - To ask and say what month it is - To say some colours - To respond to a classroom command	- To recognise and name different animals - To say I like / dislike something - To write 4 animal words - To ask someone what animal they like - To say what my favourite animal is - To recognise some animal plurals - To say what animals I can see and where they are	- To answer two questions about myself - To say how old I am - To use familiar greetings and farewells accurately - To write a full sentence about myself - To describe some things that happen at Mardi Gras - To say and write numbers 1 – 15 - To read and write the date - To perform a poem	- To say the names of 4 familiar fruits and vegetables - To identify 4 different types of fruit and vegetables - To ask politely for 3 different fruits and vegetables - To identify a noun in a sentence - To identify plural fruits and vegetables	- To listen to a story in French and join in - To read and write 5 words including 2 numbers and colours from memory - To ask and answer the question 'Where do you live?' - To write a sentence saying where I live - To say and write some picnic food and drink items - To identify different places I could live
Year 3 Vocabulary	Bonjour - Au revoir Ca va? Comment t'appelles-tu? C'est de quelle coleur? C'est quel jour aujourd'hui? Quand est ton anniversaire?	Hello – Goodbye How are you? What is your name? What colour is this? What day is it today? When is your birthday?	Tu aimes…? Quel age as-tu?	Do you like…? How old are you?	Je voudrais… S'il vous plait Merci J'ai faim Ou habites-tu? Et toi? Il y a…	I would like… Please Thank you I am hungry Where do you live? And you? There are…

Year 4 Skills	**Speaking** - To ask and answer simple questions and give basic information. - To pronounce familiar words and some new words accurately. - To listen and show understanding of short phrases through physical response. - To speak about everyday activities and interests and refer to recent experiences or future plans. - To begin to pronounce words accordingly.	**Year 4 Grammar** - Identify word classes. - Name the gender of nouns and the indefinite and definite articles for both genders and use correctly. - Say how to make the plural form of nouns. - Recognise and use partitive articles (du, de la, de l', des) - Use a simple negative form (ne… pas); - Give different forms of a high frequency verb (aller – to go) - Use simple prepositions in sentences. - Use the third person singular and plural of the verb 'être' in the present tense.
	Writing - To spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	
	Listening - To understand a range of familiar spoken phrases and is able to listen for specific words and phrases. - To listen and identify specific words and phrases in songs and rhymes and demonstrate understanding	**Reading/Phonics** - To understand simple written phrases. - To match sounds to familiar written words. - To use context to predict the meaning of new words. - To begin to use a bilingual dictionary to find word meaning in French and English.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 4 Knowledge	- To say hello and goodbye - To say what my name is - To say how I am feeling - To ask someone else their name and how they are - To count to 10 and understand numbers I hear and read - To write hello and goodbye - To recognise some colours	- To recognise days of the week and months of the year - To say what day it is - To write some days of the week and months of the year - To ask and say what month it is - To say some colours - To respond to a classroom command	- To recognise and name different animals - To say I like / dislike something - To write 4 animal words - To ask someone what animal they like - To say what my favourite animal is - To recognise some animal plurals - To say what animals I can see and where they are	- To answer two questions about myself - To say how old I am - To use familiar greetings and farewells accurately - To write a full sentence about myself - To describe some things that happen at Mardi Gras - To say and write numbers 1 – 15 - To read and write the date - To perform a poem	- To say the names of 4 familiar fruits and vegetables - To identify 4 different types of fruit and vegetables - To ask politely for 3 different fruits and vegetables - To identify a noun in a sentence - To identify plural fruits and vegetables	- To listen to a story in French and join in - To read and write 5 words including 2 numbers and colours from memory - To ask and answer the question 'Where do you live?' - To write a sentence saying where I live - To say and write some picnic food and drink items - To identify different places I could live
Year 4 Vocabulary	Bienvenue Voici… As -tu…? Tu as… J'ai Je n'ai pas…	Welcome Here is… Do you…? You have… I have I don't have	Qui es -tu? Je suis… De quelle coleur est…? De quelle couleur sont? Le/la… est… Les… sont…	Who are you? I have… What colour is… Which colour is… It is They are	Qu'est -ce qu'il ya? Je ne me sens pas bien. J'ai mal Qu'est -ce que tu peux voir? Quel temps fait -il? Il fait…	What's the matter? I don't feel well I am in pain What can you see? How is the weather? It is…

Year 5 Skills	**Speaking** - To ask and answer simple questions on several topics using a scaffold of responses. - To express simple opinions. - To take part in brief pre-prepared tasks such as short presentations and role plays. - To adapt intonation to ask questions or give instructions. - To say a longer sentence using familiar language. - To pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. - To appreciate the impact of accents and apply increasingly confidently when pronouncing words.	**Year 5 Grammar** - Demonstrate understanding of gender and number of nouns and use appropriate determiners. - Name and use a range of conjunctions to create compound sentences. - Demonstrate the use of first-, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement. - Explain and use elision; state the differences and similarities with English. - Recognise and use the simple future tense of a high frequency verb; compare with English. - Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular. - Recognise and use the first- and third-person singular possessive adjectives (mon, ma, mes, son, sa, ses).
	Writing - To write two or three short sentences as a personal response, using reference materials / with support. - To attempt to use nouns and adjectives and show awareness of the use of conjugation of some commonly used and regular verbs in the present tense. - To replace vocabulary in sentences written from memory to create new sentences.	
	Listening - To listen and show understanding of simple sentences containing familiar words through physical response. - To listen and understand the main points from short, spoken material in the target language. - To listen and identify rhyming words and specific sounds in songs and rhymes.	**Reading/Phonics** - To understand the main point(s) from a short-written passage. - To use bi-lingual dictionaries independently. - To apply phonic knowledge to find, understand and/or produce spoken and written words. - To read and show understanding of simple sentences containing familiar/unfamiliar language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Knowledge	- To explain how I am feeling with extended phrases - To listen to and understand days and school subjects - To listen to and understand different opinions of school subjects - To say 3 statements about school subjects, including conjunction and an opinion - To read and understand 3 written statements about subjects and opinions - To write 3 mainly accurate short sentences using subjects, opinions and conjunctions - To give details about someone else	- To listen to a description of a town and identify 4 places - To read a simple description of a city and use a bilingual dictionary to find unfamiliar places - To politely ask for an entrance ticket using 'please' - To write 3 short sentences to describe my local town / city - To ask and answer questions about places in a town - To understand and perform a dialogue - shopping for Christmas gifts - To use colours to write a description	- To listen to a market dialogue and identify items and prices of fruit and vegetables - To give opinions of fruits and vegetables - To participate in a shopping dialogue to buy fruit and vegetables - To write a simple recipe or description using familiar foods - To read the instructions for a simple recipe. - Use a bilingual dictionary to find 2 unfamiliar words and add ingredients to my written work	- To understand and use some nouns for items of clothing - To understand nouns and adjectives in a description of an outfit - To use the verb 'to wear' to sentences to explain what people are wearing - To use the correct sentence structure when describing the colour of clothes people are wearing - To read and understand a simple description of what other people are wearing and use a dictionary to look up 2 unfamiliar items - To use nouns and adjectives to describe a sports kit	- To give important information about myself. - To understand important information about someone else. - To ask and answer questions about important information - To read and understand information about planets - To read a short text describing a place and understand information about the weather , places to visit , food you can eat there. - To recognise and use names for planets - To write a short presentation about a location, including the weather, places, foods and why I like it there	- To understand a spoken description of a seaside holiday - To give a short, spoken presentation of 5 sentences describing a seaside holiday - To write 3 sentences to describe items in a beach bag and use a dictionary to include a new adjective - To read and identify facts from a seaside holiday description - To write sentences to describe the seaside - To use conjunctions to extend simple sentences
Year 5 Vocabulary	Je suis… Tu aimes…? Tu prefers…? J'aime… Je n'aime pas… J'adore… Je prefere…	I am… Do you like…? Do you prefer…? I like… I don't like… I love… I prefer…	Vous desirez? Aves -vous…? Qu'est -ce que tu voudrais? Qu'est -ce que tu portes? Je porte…	Do you want? Have you got…? What would you like? What are you wearing? I am wearing…	n peut + verbs Ca va etre + opinions Il y a…	We can… It will be… There are…

Year 6 Skills	**Speaking** - To take part in a simple conversation without prompts. - To express a wider range of opinions and begin to provide some simple justification. - To use familiar vocabulary to say several longer sentences using a language scaffold. - To vary language and produce extended responses. - To adapt intonation, for example questions and exclamations. - To start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.	**Year 6 Grammar** - Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. - Use some adverbs. - Recognise and use a range of prepositions. - Follow a pattern to conjugate a regular verb in the present tense. - Choose the correct tense of a verb according to context. - Use the third person plural of a few high frequency verbs in the present tense. - Name all subject pronouns and use to conjugate a high frequency verb in the present tense. - Recognise and use a high frequency verb in the perfect tense and compare with English.
	Writing - To write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic using reference materials, support if necessary. - To use a wider range of descriptive language in their descriptions of people, places, things and actions.	
	Listening - To listen and understand the main points and some detail from short, spoken material in French.	**Reading/Phonics** - To understand the main points and simple opinion of a longer written passage (e.g., letter, recipe, poem, story, an account). - To use a bilingual dictionary to access unfamiliar language. - To read the text of songs and rhymes and identify patterns of language and link sound to spelling.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 6 Knowledge	- To use phrases to talk about my feelings - To use phrases to describe myself - To use and understand numbers 0-60 - To ask and understand simple time phrases and say what time something happens - To ask and answer questions about simple daily routines - To write a description of daily routine and use opinions - To understand written and spoken information about someone else's daily routine	- To understand and use nouns for rooms of the house - To ask and answer questions about houses: 'Is there?' and 'Here is' - To understand a short description of somebody else's house - To identify masculine and feminine nouns - To write a description of an imaginary house - To understand and use Christmas language - To use prepositions	- To identify nouns for sports - To identify some cognates - To say which sports I play and give my opinions on sports - To understand spoken opinions about sports - To identify variations of the verb 'to play' - To read how to play a sport and explain the answer to a friend - To explain simply how to play a sport - To understand someone else describing their favourite things	- To use nouns to write sentences about food and drink at the funfair - To use a bilingual dictionary to help me understand a text about someone else's favourite things and why they like them - To describe a funfair and give my opinions of the rides - To write extended sentences describing my favourite things, giving opinions and using conjunctions - To learn about the traditions of April Fools Day	- To learn about café culture in France - To give my opinions of typical French food and drinks - To take part in a café dialogue, order 3 foods and 2 drinks and understand prices - To listen to a café dialogue and understand what is ordered and how much each item costs - To identify traditional French breakfast foods and write sentences about them - To write a short dialogue 'At the café' including 3 foods, 2 drinks, prices and table language	- To answer questions about a text - To use familiar language to write a sketch - To use the language I have learnt to give a performance - To use nouns for fruits and vegetables to write a recipe
Year 6 Vocabulary	Quelle heure est -il? Il est __ heure(s) Quand tu te leves? Quand te manges tu? Je mange… Je me leve… Je vais… Je rentre…	What time is it? It is ___. What time do you get up? What time do you eat? I eat… I get up… I go… I come home…	Je n'aime pas car c'est… J'aime car c'est…	I don't like it because it is I like it because it is	Je prends… Encore s'il vous plait	I take… More please