



MFL Knowledge and Skills Progression

Year Group	Listening	Speaking	Reading	Writing	Grammar
3	<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases and sentences. (e.g. simple instructions, nursery rhymes, short stories and songs) Develop understanding of individual letters and groups of letters(phonics) 	<ul style="list-style-type: none"> Speak with others using simple words and phrases (e.g. greetings and basic information about myself) Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	<ul style="list-style-type: none"> Recognise and understand familiar written words and short phrases. (e.g. Basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus. applying knowledge learnt from the first set of phonic sounds taught (CH OU ON OI) 	<ul style="list-style-type: none"> Write familiar simple words and short phrases from memory or using model or vocabulary lists. (e.g. I play piano. I like apples.) 	<ul style="list-style-type: none"> Start to understand the concept of noun gender (masculine, feminine, neuter (if applicable) and the use of articles. Use the first-person singular version of high frequency verbs. e.g. I like, I play, I am called
4 <i>Assuming at least 1 year of previous language learning.</i>	<ul style="list-style-type: none"> Listen for and identify specific phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> Communicate by asking and answering. A wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonics knowledge taught to support speaking (also reading and writing) 	<ul style="list-style-type: none"> Accurately read and understand familiar written words, phrases and short stories (e.g. in fairy tales or character/place descriptions) Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. Read aloud short pieces of text applying knowledge learnt from the first and second set of phonic sounds taught (CH OU ON OI and I IN IQUE ILLE) 	<ul style="list-style-type: none"> Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using word banks) e.g. My name, where I live and my age. 	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce simple adjectival agreement, the negative form and possessive



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<p>5 <i>Assuming at least 2 years of previous language learning</i></p>	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises) Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<ul style="list-style-type: none"> Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. 	<ul style="list-style-type: none"> Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Increase our knowledge of phonemes and letter strings using phonic knowledge learnt from Year 3 and 4 and the third set of phonic sounds taught É È È EAU EUX 	<ul style="list-style-type: none"> Write simple sentences and short paragraphs using familiar language from memory or using supported written materials incorporating conjunctions, a negative response and adjective agreement where required (e.g. using a word bank to support) (e.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.) Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) 	<ul style="list-style-type: none"> Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
<p>6 <i>Assuming at least 3 years of previous language learning</i></p>	<ul style="list-style-type: none"> Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex 	<ul style="list-style-type: none"> Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. 	<ul style="list-style-type: none"> Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises 	<ul style="list-style-type: none"> Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person 	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use



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	<p>phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>	<ul style="list-style-type: none"> • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • Use conjunctions to link together what they say so as to add fluency. 	<p>with set questions, emails, letters from a partner school or internet sites in the target language (supervision required).</p> <ul style="list-style-type: none"> • Be able to tackle unknown language by applying phonics learnt from Year 3 to 5 and the fourth set of phonics sounds taught QU GNE Ç EN AN including accents, silent letters etc.to 	<p>“I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)</p> <ul style="list-style-type: none"> • Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). 	<ul style="list-style-type: none"> • correctly with different nouns. • Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. • Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
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Adjectival agreement: In French, adjectives must agree with (masculine, feminine, singular and plural) nouns. *Un joli chat, une jolie fleur, des jolis arbres, des jolies plantes. A pretty cat, a pretty flower, pretty trees, pretty plants.*

Verb Conjugation: French conjugation refers to the variation in the endings of French verbs (inflections) depending on the person (I, you, we, etc), tense (present, future, etc) and mood (indicative, imperative and subjunctive).

