



MFL Progression

Strand	Year 4	Year 5	Year 6
Speaking and Listening			
a. Children listen attentively to spoken language and show understanding by joining in and responding.	<p>Repeat modelled words;</p> <p>Listen and show understanding of single words through physical response;</p> <p>Repeat modelled short phrases;</p> <p>Listen and show understanding of short phrases through physical response.</p>	Listen and show understanding of simple sentences containing familiar words through physical response;	Listen and understand the main points from short, spoken material in French;
b. Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<p>Recognise a familiar question and respond with a simple rehearsed response;</p> <p>Ask and answer a simple and familiar question with a response;</p> <p>With support express simple opinions such as likes, dislikes and preferences;</p> <p>With support ask and answer at least two simple and familiar questions with a response.</p>	Express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response.	<p>Engage in a short conversation using a range of simple, familiar questions;</p> <p>Ask and answer more complex questions with a scaffold of responses;</p> <p>Express a wider range of opinions and begin to provide simple justification;</p> <p>Converse briefly without prompts.</p>
c. Children speak in sentences, using familiar vocabulary, phrases and basic language structures.	<p>Name objects and actions</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold;</p> <p>With support and after rehearsal, speak about everyday activities and interests</p>	<p>Say a longer sentence using familiar language;</p> <p>Use familiar vocabulary to say several longer sentences using a language scaffold;</p> <p>Refer to everyday activities and interests, recent experiences using a scaffold;</p>	<p>Say a longer sentence using familiar language taken from different topics;</p> <p>Use familiar vocabulary to say several longer sentences</p> <p>Refer to everyday activities and interests, recent experiences</p> <p>Produce extended responses</p>
d. Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	<p>Identify some individual sounds in words and have some accuracy in pronunciation</p> <p>Start to recognise the sound of some graphemes in familiar words and pronounce when modelled;</p> <p>Adapt intonation to ask questions or give instructions;</p>	<p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</p> <p>Adapt intonation, for example to mark questions and exclamations.</p>	<p>Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</p>
e. Children present ideas and information orally to a range of audiences.	<p>With support, name some common objects or animals</p> <p>Present a simple rehearsed statement to a partner or group with support retell a well-rehearsed story</p>	<p>With some support present a range of ideas and information to an audience</p> <p>Retell a rehearsed story with minimal support</p>	<p>Begin to manipulate familiar language to present ideas and information in simple sentences;</p> <p>Retell a story independently and with expression</p>
f. Children describe people, places, things and actions	With support, children begin to identify and use adjectives within a scaffolded sentence eg from language learned in Story making projects.	Children use a wider range of adjectives for description using a vocabulary bank.	Children use and apply descriptive language taken from different contexts (stories they have learnt.
Storymaking / songs: Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.			
Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>Listen and begin to identify specific words in songs and stories demonstrating understanding by their response</p> <p>Listen and begin to identify specific phrases in songs and stories and demonstrate understanding by their response</p> <p>With support join in by reading and speaking most of a story or song</p>	<p>Listen and identify words and specific sounds in songs and stories;</p> <p>Follow the text of familiar stories identifying the meaning of words;</p> <p>Read the text of familiar songs and stories beginning to identify patterns of language and link sound to spelling.</p>	<p>Read the text of familiar songs stories and identify patterns of language and link sound to spelling.</p> <p>Recognise phrases and vocabulary from different contexts</p> <p>Begin to predict the meaning of unfamiliar words based on previous experience.</p>
Cultural awareness			
	<p>Become aware of some the similarities and differences between English and French schools</p> <p>Be aware that French is spoken in different countries</p>	<p>Identify some of the similarities and differences between English and French schools</p> <p>Understand that French is spoken in different countries, naming and locating</p>	<p>Identify similarities and differences between English and French schools</p> <p>Understand that French is spoken in different countries, naming and locating examples</p>



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	Learn about a city in France	examples With support Identify simple similarities and differences between a French and English city	Identify simple similarities and differences between a French and English city
Grammar			
Children understand basic grammar including (where relevant): feminine, and masculine forms, some conjugation of avoir and etre; 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	<p>Show awareness of word classes – determiners, nouns, adjectives, verbs relating this understanding P and G learnt in English</p> <p>Know that nouns may be m or f</p> <p>Be aware and begin to identify the indefinite and definite articles for both genders;</p> <p>Name the first and third person singular subject pronouns; ;</p> <p>Be aware of the simple negative form (ne... pas);</p> <p>Be aware of the position and masculine/feminine agreement of adjectives as found in story-making activities</p>	<p>With some support, identify word classes – determiners nouns, adjectives, verbs and connectives; relating this understanding to P and G learnt in English Identify the gender of nouns; using, with support, the appropriate definite or indefinite article.</p> <p>Understand how the plural form of nouns is formed;</p> <p>Name the first and second person singular subject pronouns; with support, use the correct form of avoir and etre in the present tense with first and second person;</p> <p>With support, use a simple negative form (ne... pas);</p> <p>With support, identify agreement of adjectives and start to demonstrate use;</p> <p>Begin to recognise and use the first person possessive adjectives (mon, ma, mes);</p>	<p>Identify word classes – determiners nouns, adjectives, verbs and connectives; relating and comparing this to P and G learnt in English Identify and recall the gender of some nouns; using, with some support, the appropriate definite or indefinite article.</p> <p>Begin to identify and use the partitive article as modelled in story making texts and activities: a la au aux, de la du</p> <p>Name the first and second person singular subject pronouns;; with some support, use the correct form of avoir and etre in the present tense with first, second and third person;</p> <p>Use a simple negative form (ne... pas);</p> <p>With support recognise and use the first person possessive adjectives (mon, ma, mes);</p>
Reading and writing			
Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.	<p>Identify some individual sounds in words and pronounce accurately when modelled;</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</p> <p>Show awareness of silent letters; begin to pronounce words accordingly.</p>	<p>Identify individual sounds in words and pronounce accurately when modelled;</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</p> <p>Adapt intonation to ask questions;</p> <p>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p>	<p>Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</p> <p>With support recognise the impact of elisions on sound and apply increasingly confidently when pronouncing words;</p> <p>With support start to predict the pronunciation of unfamiliar words in a with support sentence using knowledge of letter strings, liaison and silent letter rules;</p> <p>Read rehearsed story with appropriate expression</p>
Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	<p>Write a few single familiar words from memory with understandable accuracy;</p> <p>Using a scaffold and word bank, create short sentences by replacing familiar vocabulary.</p>	<p>Write a few familiar short phrases from memory with understandable accuracy;</p> <p>Using a scaffold and word bank, create short sentences</p>	<p>Write a simple sentence from memory using familiar language;</p> <p>Replace vocabulary in more complex sentences to create new sentences with understandable accuracy</p>
Children describe people, places, things and actions in writing.	<p>Copy simple familiar words to describe people, places, things and actions using a model;</p> <p>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</p>	<p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p>	<p>Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</p>