

Curriculum Progression – MFL (French)

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Listening</u>	<ul style="list-style-type: none"> -Be able to translate single spoken nouns and short phrases from teacher, peers and short video clips. -Be able to follow a few short classroom instructions in French -Be able to hear and recognise differences in English and French phonics 	<ul style="list-style-type: none"> -Be able to translate single spoken nouns and short phrases from teacher, peers and short video clips. -Be able to follow a few short classroom instructions in French -Be able to hear and recognise differences in English and French phonics -Be able to pick out key information given in short phrases e.g.; 'J'habite dans un bateau' Where do I live? 	<ul style="list-style-type: none"> -Be able to translate short phrases and sentences from teacher, peers and video clips. -Be able to follow short classroom instructions in French -Be able to hear and recognise differences in English and French phonics -Be able to translate and understand short phrases and sentences -Be able to recognise masculine and feminine nouns 	<ul style="list-style-type: none"> -Be able to translate short phrases and sentences from teacher, peers and video clips. -Be able to follow short classroom instructions in French -Be able to hear and recognise differences in English and French phonics -Be able to translate and understand short phrases and sentences with more detail -Be able to recognise masculine and feminine nouns
<u>Speaking</u>	<ul style="list-style-type: none"> -Be able to pronounce spelling pattern sounds through MTYT and repetition -Use MTYT and repeating after teacher to experiment with accent in new vocab' -Be able to recall and say single noun vocab from memory -Be able to use short phrases in a set order to describe something 	<ul style="list-style-type: none"> -Be able to pronounce spelling pattern sounds through MTYT and repetition -Use MTYT and repeating after teacher to experiment with accent in new vocab' -Be able to recall and say single noun vocab and short phrases from memory -Be able to use short phrases to describe something. Confidence in understanding to vary order of phrases. 	<ul style="list-style-type: none"> -Be able to pronounce new words with some accuracy and confidence using their phonic knowledge and recognising spelling patterns in similar words -Use MTYT and repeating after teacher to experiment with accent in new vocab' -Be able to recall and say single noun vocab, short phrases and sentences from memory 	<ul style="list-style-type: none"> -Be able to pronounce new words with some accuracy and confidence using their phonic knowledge and recognising spelling patterns in similar words -Use MTYT and repeating after teacher to experiment with accent in new vocab' -Be able to recall and say single noun vocab, short phrases and sentences from memory

		<p>-Be able to use 'and', 'but' and 'or' to join two given phrases.</p>	<p>-Be able to use short phrases to describe something. Confidence in understanding to vary order of phrases</p> <p>-Be able to construct their own sentences using a given sentence structure and word bank, correctly using masculine and feminine differences, e.g.; 'du' / 'de la'</p> <p>-Be able to say several sentences using a template format and word bank and be able to connect phrases independently using 'and', 'but' and 'or'.</p> <p>-Be able to offer answers and talk in partners confidently</p> <p>-Have confidence in having a go. Not being afraid to make mistakes!</p>	<p>-Be able to use short phrases to describe something. Confidence in understanding to vary order of phrases</p> <p>-Be able to construct their own sentences using a given sentence structure and word bank, correctly using masculine and feminine differences, e.g.; 'du' / 'de la' e.g.; word endings.</p> <p>-Be able to say several sentences using a template format and word bank and be able to connect phrases independently using 'and', 'but' and 'or'.</p> <p>-Be able to offer answers and talk in partners confidently</p> <p>-Have confidence in having a go. Not being afraid to make mistakes!</p> <p>-Be able use vocab' from previous topics within new phrases and sentences</p>
<u>Reading</u>	<p>-Be able to recognise and translate individual words / word groups within a given topic.</p> <p>-Be able to recognise topic words and the word 'préféré' within a question and understand what is being asked.</p> <p>-Be able to select and order single word vocab' on sight, e.g.; days of the week.</p>	<p>-Be able to recognise, read and translate with meaning individual words / word groups / phrases within a given topic.</p> <p>-Be able to differentiate between é and è.</p> <p>-Be confident enough to attempt reading at least at single word level, not being afraid to make mistakes which help further learning.</p>	<p>-Be able to recognise, read with meaning and translate individual words / word groups / phrases / short paragraphs within a given topic.</p> <p>-Be able to differentiate between é and è and other now familiar spelling patterns in new vocab'</p> <p>-Be confident enough to attempt reading short phrases and sentences</p>	<p>-Be able to recognise, read with meaning and translate individual words / word groups / phrases / short paragraphs within a given topic.</p> <p>-Be able to differentiate between é and è and other now familiar spelling patterns in new vocab'</p> <p>-Be confident enough to attempt reading sentences, not being afraid to</p>

		-Be able to read short phrases within an activity that follow a similar structure to input in a small group or pairs	(plural), not being afraid to make mistakes which help further learning. -Be able to read phrases within an activity that follow a similar structure to input in a small group / pairs and sometimes independently	make mistakes which help further learning. -Be able to read phrases within an activity that follow a similar structure to input mostly independently but with help from a small group or partner if needed.
<u>Writing</u>	<p>-Be able to copy single words and short phrases accurately from the board / word bank, including accents</p> <p>-Begin to use and 'et' to connect two phrases.</p> <p>-Begin to experiment and vary phrase / sentence order using given examples, e.g. 'Red is my favourite colour', 'My favourite colour is red.'</p> <p>-To be able to connect a few words from different topics learned in one short phrase e.g.; 'one yellow triangle', 'five black cats' with support or visual resources</p>	<p>-Be able to copy single words, short phrases and sentences accurately from the board - including accents - with their own chosen ending from a word bank.</p> <p>-Use and 'et', 'mais' and 'ou' to connect two short phrases. (and, but, or)</p> <p>-Begin to experiment and vary phrase / sentence order using given examples, e.g. 'Today it is raining', 'It is raining today'.</p> <p>-To be able to make simple connections between topics learned with previously learned vocab in short phrases'. Especially when writing in books with previous work readily available.</p> <p>-Be able to use French phonics / spelling patterns to spell single words including é and è with some success</p>	<p>-Be able to copy single words, short phrases accurately from the board / word bank, including accents</p> <p>-Be able to write some words and short phrases from memory</p> <p>-Use simple connectives within writing, (mainly and, but, or).</p> <p>-Begin to experiment and vary phrase / sentence order using given examples as a starting point for their own ideas</p> <p>-To be able to use the French dictionary to find definitions or translations with some support</p> <p>-Be able to use French phonics / spelling patterns to spell single words including é and è with some success</p>	<p>-Be able to copy single words, short phrases and sentences accurately from the board / word bank, including accents</p> <p>-Be able to write some words and short phrases from memory</p> <p>-Use simple connectives within writing, - mainly and, but, or – but also experimenting with some different connectives</p> <p>-Independently change sentence order so that writing is more interesting to read and less repetitive.</p> <p>-To be able to use the French dictionary independently to find interesting vocabulary for their writing going beyond what is given on the board.</p> <p>-Be able to use French phonics / spelling patterns to spell single words including é and è with regular success</p>
<u>Grammar</u>	-An introduction to mas' and feminine To know there are 'boy' nouns and 'girl'	-To be fully aware of masculine and feminine and that sometimes it can	-To have an understanding of masculine, feminine and plural nouns, how they	-To have an understanding of masculine, feminine and plural nouns, how they can

<p>***</p>	<p>nouns. That masculine nouns are written in blue and feminine nouns written in pink.</p> <p>-An introduction to the adjective following the noun in French and being able to show this in all aspects of learning when saying the colour of a noun. E.g.; A black cat = Un chat noir.</p>	<p>determine the spelling of other words around it.</p> <p>-To use the correct masculine, feminine and plural determiners e.g.; 'le' / 'un' for masculine nouns, 'la' / 'une' for feminine nouns</p> <p>-To be able to use a different number instead of 'un' / 'une' for plural, e.g.; 'deux chats' not 'deux un chats'</p> <p>-To know that often the adjective follows the noun in French except in certain situations and begin doing this independently in translating from French – English and with support in writing / speaking.</p>	<p>can affect other word endings and spellings of words around them and how they must all agree.</p> <p>-To use the correct masculine, feminine and plural determiners e.g.; 'le' / 'un' for masculine nouns, 'la' / 'une' for feminine nouns and 'les' / 'des' for plural nouns</p> <p>- Some spelling patterns use 'x' instead of 's' for plural</p> <p>-To know that often the adjective follows the noun in French except in certain situations and do this with support in writing / speaking. (Independently if the adjective is a colour.)</p> <p>-To be able to use the French dictionary to find definitions or translations with some support if needed within a dictionary activity.</p>	<p>affect other word endings and spellings of words around them and how they must all agree. Also to be able to explain why.</p> <p>-To use the correct masculine, feminine and plural determiners e.g.; 'le' / 'un' for masculine nouns, 'la' / 'une' for feminine nouns and 'les' / 'des' for plural nouns</p> <p>- Some spelling patterns use 'x' instead of 's' for plural</p> <p>-To know that often the adjective follows the noun in French except in certain situations and to do this with minimal support in writing / speaking.</p> <p>-To be able to use the French dictionary to find correct definitions or translations with some support if needed, but mostly independently to up level writing. They need to be able to tell if it's masculine or feminine.</p>
<p><u>Culture</u> + Anything else topical that year. E.g., following France in the Euro's / World Cup.</p>	<p>-Christmas and New Year nouns</p> <p>-Mardi Gras intro</p> <p>-Easter cards</p> <p>-Tour de France intro</p>	<p>-Christmas and New Year traditions in France</p> <p>-Mardi Gras</p> <p>-Easter</p> <p>-Tour de France</p>	<p>-Christmas – letter to Pere Noel</p> <p>-Mardi Gras + La Chandeur</p> <p>-Easter</p> <p>-French Music Day</p> <p>-Tour de France</p>	<p>-Christmas nouns bingo and carols</p> <p>-Mardi Gras</p> <p>-Easter</p> <p>-Tour de France</p> <p>-Bastille Day</p>

			-Bastille Day intro	-Petanque
<u>Topics covered</u>	Greetings Alphabet Numbers Colours Days of the week Months Birthdays Shapes Pets Appearance	Weather Hobbies and sports Family members Homes The café My town Transport	School The body Clothes Music Holidays Personality and appearance	In the morning Daily routines Food The town Directions Animals Careers Paris