



Progression Document MFL – French

Prior knowledge from KS1

Although Pupils will not have had direct, formal teaching of French language while in KS1, they will have been taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

And while these skills are still being developed throughout KS2, they are applicable in order for children to successfully learn a foreign language.

Year 3	Year 4	Year 5	Year 6
Unit 1			
Getting to know you	All around town	Getting to know you	Let's visit a French town
This unit will teach the class about basics of the French language. The class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.	In this unit, the class will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French.	In this unit, the class will apply previous skills and knowledge of topic areas such as spellings and jobs. They will learn to express their emotions and to talk about the future, using two different tenses.	In this unit, the class will apply previous skills and knowledge of topic areas to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language.
Vocabulary			
Bonjour / Bon Soir Je m'appelle Comment ca va? Quel age as-tu? Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	Il y a Il n'y a pas Du Dans Supermarche, Eglise, Ecole	Majuscule Minuscule Je suis Triste Heureux Enchante	Habiter Il Elle Tu Nous Vous
Unit 2			
All about me	On the move	All about ourselves	Let's go shopping
This unit will teach the class to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.	In this unit, the class will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.	In this unit, the class will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills.	In this unit, the class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking questions when going shopping.
Vocabulary			
Voici Oui Non Rouge, Vert, Bleu Pantalon Jupe Chemise	Voiture Velo Pied Avion Droite Gauche Je vais	Mal Fatigue Fache Il/Elle Porte Cheveux Yeux	Les magasins Entre A cote de C'est combine Je voudrais Et toi?
Year 3	Year 4	Year 5	Year 6
Unit 3			

Food Glorious Food	Going shopping	That's tasty	This is France
This unit uses an easy-to-follow story as its inspiration and is designed to pick up and develop the class's learning from the previous Year 3 French units. By joining in with the story, the class will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.	In this unit the class will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.	In this unit, the class will learn key vocabulary related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and the opening and closing times of shops.	This unit will teach the class key vocabulary related to France and, in particular, Paris. The class will describe France's geographical neighbours, learn the French names for famous French landmarks and how to describe what to do when they visit Paris. The class will also learn famous French people and the French names for the areas that they were/are famous for.

Vocabulary

Merci Voila S'il vous plait Grande Petit Pomme Frais	J'aime Je n'aime pas Je voudrais Patisserie Boulangerie Marche Magasin de jouets	Les boissons Le petit dejeuner The Café L'eau Pain	Nord Sud L'est L'ouest Royaume-Uni
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Unit 4

Family and friends	Where in the world	Family and friends	All in a day
This unit will teach the class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.	This unit will teach the class key vocabulary related to countries, continents and animals and a country's position related to the equator. They will learn key phrases connected to the themes.	In this unit, the class will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender.	In this unit, the class will learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. They will learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times.

Vocabulary

Moi Frere, Soeur Mere, Pere Chien Chat Maison	Angleterre Ecosse Pay de galles Nord Sud	Famille Maison Enfant Fils/Fille	Quel heure est-il? Matin L'apres-midi Soir Depart Arrive
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Year 3

Year 4

Year 5

Year 6

Unit 5

Our school	What's the time?	School life	French Project
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This unit will teach the class key vocabulary and phrases around the theme of school. The class will learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.	In this unit, the class will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between two times.	This unit will teach the class key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson for 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes.	Complete a research project about France. Produce a tourist guide for s location in France. Include: <ul style="list-style-type: none"> • How to get there • Street map • Places to visit • Places to stay • Food to eat • Key vocabulary
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Vocabulary

J'aime Je n'aime pas Ou est? La sale de classe Ecole	Heure Et demie Et quart Et mains le quart	Porte Fenetre Table Chaise Ou est? Bibliotheque	
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Unit 6

Time	Holidays and hobbies	Time travelling	French Project
In this unit, the class will learn to say the days of the week, months and dates and also count on from 11 to 31.	In this unit the class will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary and key phrases for what the weather is like, temperatures, names of different sports and hobbies.	In this unit, the class will apply previous skills and knowledge such as numbers and dates, extending this to talk about key events in French history. They will learn to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb.	Plan holiday in France Explore: <ul style="list-style-type: none"> • How to get there (Costs, times, comparison of different ways) • Places to stay • Excursions • What to pack • Costs • Spending money needed

Vocabulary

Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche Janvier, Fevrier, Mars, Avril, Mai, Juin, Juillet, Aout, Septembre, Octobre, Novembre, Decembre	Saison Pintemps L'ete L'automne L'hiver Vacances	Cent Mille Quel age L'an Mois Je suis	
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LKS2	UKS2
KS2 Languages National Curriculum I know how to listen attentively to spoken language and show understanding by joining in and responding. I can: a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response.	KS2 Languages National Curriculum I know how to listen attentively to spoken language and show understanding by joining in and responding. I can: a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French; c listen and understand the main points and some detail from short, spoken material in French.
KS2 Languages National Curriculum I know how to engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can: a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response.	KS2 Languages National Curriculum I know how to engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can: a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
KS2 Languages National Curriculum I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures. I can: a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans.	KS2 Languages National Curriculum I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures. I can: a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
KS2 Languages National Curriculum I know how to develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. I can: a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.	KS2 Languages National Curriculum I know how to develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. I can: a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum</p> <p>I know how to present ideas and information orally to a range of audiences.</p> <p>I can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. <p>KS2 Languages National Curriculum</p> <p>I know how to describe people, places, things and actions orally.</p> <p>I can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum</p> <p>I know how to present ideas and information orally to a range of audiences.</p> <p>I can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people. <p>KS2 Languages National Curriculum</p> <p>I know how to describe people, places, things and actions orally.</p> <p>I can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum</p> <p>I know how to read carefully and show understanding of words, phrases and simple writing.</p> <p>I can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. <p>KS2 Languages National Curriculum</p> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>I can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>KS2 Languages National Curriculum</p> <p>I know how to read carefully and show understanding of words, phrases and simple writing.</p> <p>I can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material. <p>KS2 Languages National Curriculum</p> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>I can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

Reading and Writing/Literacy	<p>KS2 Languages National Curriculum</p> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>I can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum</p> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>I can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>KS2 Languages National Curriculum</p> <p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>I can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>KS2 Languages National Curriculum</p> <p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>I can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>KS2 Languages National Curriculum</p> <p>I know how to describe people, places, things and actions in writing.</p> <p>I can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum</p> <p>I know how to describe people, places, things and actions in writing.</p> <p>I can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
	<p>KS2 Languages National Curriculum</p> <p>I know how to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>I can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>KS2 Languages National Curriculum</p> <p>I know how to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>I can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum</p> <p>I know how to appreciate stories, songs, poems and rhymes in the language.</p> <p>I can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>KS2 Languages National Curriculum</p> <p>I know how to appreciate stories, songs, poems and rhymes in the language.</p> <p>I can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	<p>KS2 Languages National Curriculum</p> <p>I know 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.</p> <p>I can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d 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; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form (ne... pas); g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first person possessive adjectives (mon, ma, mes); i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; k use simple prepositions in their sentences; l use the third person singular and plural of the verb 'être' in the present tense. 	<p>KS2 Languages National Curriculum</p> <p>I know 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.</p> <p>I can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f 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; g explain and use elision; state the differences and similarities with English; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m name all subject pronouns and use to conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.