



MFL- French Progression



Our French Curriculum – Based on Language Angels



	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
Speaking Children should be taught to speak in the target language with increasing confidence, fluency and spontaneity, finding ways of communicating what they say, including through discussion and asking questions. They should work to continually improve the accuracy of their pronunciation and intonation.	Very simple phrases Hello, please, thank you and primary colours	-Speak with others using simple words, phrases and short sentences (eg greetings and basic information about myself). Speak aloud using familiar words or short phrases in chorus. Use correct punctuation when speaking and start to see links between pronunciation and spelling.	-Communicate by asking and answering a wider range of questions, using longer phrases and sentences. - Present short pieces of information to another person. - Apply phonic knowledge to support speaking (also reading and writing)	-Take part in short conversations using sentences and familiar vocabulary -Present to another person or group of people using sentences and authentic pronunciation - Understand and express simple opinions using familiar vocabulary and topics.	-Take part in short conversations using sentences and familiar vocabulary -Present to another person or group of people using sentences and authentic pronunciation - Understand and express simple opinions using
Listening Children should be taught to listen attentively and respond to spoken language from a variety of authentic sources.	Very simple phrases Hello, please, thank you	-Listen and respond to familiar spoken words, phrases and sentences (e.g simple instructions, rhymes, songs) - Develop understanding of the sounds of individual letters and groups of letters (phonics)	-Listen for and identify specific words and phrases in instructions, stories and songs. - Follow a text accurately whilst listening to it being read.	-Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g instructions, stories, fairy tales, songs and extended listening exercises) - Undertake longer listening exercises and be able to identify key words or phrases to answer questions.	-Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g instructions, stories, fairy tales, songs and extended listening exercises) - Undertake longer listening exercises and be able to identify key words or phrases to answer questions.
Reading Children should be taught to discover and develop		-Recognise and understand familiar written words and short phrases (e.g basic nouns and first person 'I' form of	-Accurately read and understand familiar written words, phrases and short sentences (e.g in fairy tales or	-Read a variety of simple texts in different but authentic formats (e.g covering familiar topics), reading exercises with	- Read aloud with expression and accurate pronunciation -Read and understand the main points of more specific details

<p>an appreciation of a range of texts such as stories, rhymes and poems in the target language, broaden their vocabulary and develop their ability to understand new words.</p>		<p>simple verbs) in written text.</p> <ul style="list-style-type: none"> - Read aloud familiar words or short phrases in chorus. 	<p>character/place descriptions)</p> <ul style="list-style-type: none"> - Accurately read a wider range of familiar written words, phrases or short sentences aloud to another person. 	<p>set questions, emails or letters from a partner school)</p>	<p>from a variety of simple texts in different but authentic formats (e.g stories, reading exercises with set questions)</p>
<p>Writing</p> <p>Children should be taught to write in the target language and express ideas clearly at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.</p>		<ul style="list-style-type: none"> - Write some simple words from memory or using supported written materials (e.g familiar nouns). 	<ul style="list-style-type: none"> - Write some familiar words, phrases and simple sentences from memory or using supported written (e.g using a word bank) 	<ul style="list-style-type: none"> -Write simple sentences and short paragraphs from memory or using supported written materials (e.g using a word bank) - 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 like, do, etc. -Check spellings using a bilingual dictionary 	<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 I or third person he, she you and plurals we and they to express what they and other people do, like etc.
<p>Grammar</p>		<ul style="list-style-type: none"> -Start to understand the concept of gender (masculine, feminine) and how this is shown in the language being studied. -Introduction to definite/indefinite articles - Have better knowledge and recall of first person singular (je) of high frequency verbs. 	<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. -Understand better the concept of adjectives. -Understand better the use of the negative form. 	<ul style="list-style-type: none"> - Understand better the use of the possessive -Begin to look at what a fully conjugated verb looks like - Understand adjectival agreement - Use the negative form, possessives and connectives. 	<ul style="list-style-type: none"> -Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with nouns - Understand and begin to use verb conjugation (personal pronouns and verb endings) - Formulating opinions and justifications -Be able to identify and correctly use adjectives (e.g colours and size) and connectives and understand the concept of adjectival agreement