

# Progression ladder: MFL



	Lower Key Stage 2		Upper Key Stage 2	
National Curriculum	<p><b>Key stage 2 Pupils should:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding;</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</li> <li>present ideas and information orally to a range of audiences;</li> <li>read carefully and show understanding of words, phrases and simple writing;</li> <li>appreciate stories, songs, poems and rhymes in the language;</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly;</li> <li>describe people, places, things and actions orally and in writing; understand 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.</li> </ul>			
	Y3	Y4	Y5	Yr 6
Autumn 1-	<p><b>Getting to know you</b></p> <p><i>Greet each other, exchange names, ask how someone is, count to 10 and say how old they are.</i></p>	<p><b>All Around Town</b></p> <p><i>Describe places in a town, count to 100 and give their address in French.</i></p>	<p><b>Getting to know you</b></p> <p><i>To express their emotions and to talk about the future, using two different tenses</i></p> <p>(Recognise the difference between English and French future tenses.)</p>	<p><b>Let's visit a French Town</b></p> <p><i>Apply previous skills and knowledge of places in a town, directions, homes and numbers 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.</i></p>
Autumn 2-	<p><b>All about Me</b></p> <p><i>Name parts of the body, identify colours and say what they are wearing.</i></p> <p>(Say that un/une relate to masculine &amp; feminine nouns.)</p>	<p><b>On the Move</b></p> <p><i>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</i></p> <p>(Use Je... and Tu... correctly in a simple sentence; use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun.)</p>	<p><b>All about ourselves</b></p> <p><i>To describe their own appearance and are introduced to some key grammatical features of French, such as the position and agreement of adjectives. Children will develop their conversational skills, learning to talk about emotions and health.</i></p>	<p><b>Let's go Shopping</b></p> <p><i>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 the questions needed when going shopping.</i></p> <p>(Use the preposition à côté de and choose the correct masculine and feminine form, use adjectives (colours) and place them after the noun.)</p>
Spring 1	<p><b>Food Glorious Food</b></p> <p><i>vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns</i></p> <p>(Modify a colour adjective.)</p>	<p><b>Going Shopping</b></p> <p><i>Specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping</i></p> <p>(Choose the correct form when changing le to du; la to de la and les to des. • Use adjectives (colours) and place them after the noun.)</p>	<p><b>That's Tasty!</b></p> <p><i>Key vocabulary related to food and drink built on from previous learning. Specific vocab on how to say what drinks they like, what they like to eat for breakfast, sandwich fillings and pizza toppings. Opening and closing times of shops.</i></p> <p>(Use the correct masculine/feminine form of adjectives and for 'some'.)</p>	<p><b>This is France</b></p> <p><i>Key vocabulary related to France and, in particular, Paris. Your class will learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris.</i></p>
Spring 2	<p><b>Family and Friends</b></p> <p><i>Identify and introduce family and pets and spell their names. They will also learn the names for places in their own home</i></p>	<p><b>Where in the World?</b></p> <p><i>Vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator</i></p>	<p><b>Family and Friends</b></p> <p><i>Apply previous learning about animals, homes and family. Expand their vocabulary and consolidate their understanding of descriptive language. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. They</i></p>	<p><b>All in a Day</b></p> <p><i>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. The children use airport arrival and</i></p>

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	(Consider whether nouns are masculine or feminine, make new sentences by substituting other vocabulary appropriately, use masculine/feminine articles and possessive pronouns.)	(Understand that because a continent is always feminine the preposition 'en' is always used for 'in'.)	<i>will find out more about possessive adjectives and explain a family network in detail.</i>	<i>departure boards and a school timetable to consolidate and practise the skills learned.</i>
			(Join two clauses with 'et' or 'mais' appropriately.)	(Understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir.)
Summer 1	<p><b>Our School</b> <i>vocabulary for school places and classroom objects;</i></p> <p>(write sentences converting le/la to un/une; express opinions with accurate use of 'J'aime/Je n'aime pas...'. write a sentence with an adverbial phrase, e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'.)</p>	<p><b>What's the time?</b></p> <p><i>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</i></p> <p>(understand and use the terms avant and après.)</p>	<p><b>School Life</b></p> <p><i>Key vocabulary related to objects, subjects and prepositional language, including the names of 2D shapes.</i></p> <p>(Use the pronouns 'il' and 'elle' to replace a person's name.)</p>	
Summer 2-	<p><b>Time</b> <i>say the days of the week, months and dates and also count on from 11 to 31</i></p> <p>(Identify the correct language for 'yesterday' and 'tomorrow'.)</p>	<p><b>Holidays and Hobbies</b></p> <p><i>Key vocabulary related to holidays, weather and seasons, sports and hobbies, to say what the weather is like, temperatures, names of different sports and hobbies.</i></p> <p>(Choose the correct preposition: en for feminine countries, au for masculine countries, choose whether the mode of transport needs en or à.)</p>	<p><b>Time Travelling.</b></p> <p><i>Apply previous skills and knowledge of numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb.</i></p>	
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	<p>Listen out for and respond to familiar words or phrases in a text, song or story</p> <p>Respond physically to show understanding of spoken / sung phrases</p> <p>Identify specific sounds / phonemes / words</p>	<p>Understand a range of familiar spoken phrases to do with a variety of topics</p> <p>Respond physically to a range of classroom instructions</p> <p>Listen for and recall specific words and phrases</p> <p>Listen for sounds, rhymes and rhythm within spoken words.</p>	<p>Understand the main points from a series of spoken</p> <p>Understand more complex phrases and sentences</p>	<p>Listen attentively and understand more complex phrases and sentences</p> <p>Understand the main points from longer spoken passages</p> <p>Understand specific details and main points from longer texts or stories with some unfamiliar language</p> <p>Identify some grammatical features from a spoken text</p>
<b>Speaking</b>	<p>Recall and say familiar words and phrases</p> <p>Ask and answer a question</p> <p>Perform simple communicative tasks using words and set phrases from memory</p> <p>Engage in simple role plays with a partner responding appropriately to questions</p> <p>Pronounce familiar words accurately</p>	<p>Answer simple questions and give basic information about self</p> <p>Ask simple questions to elicit responses from partners</p> <p>Say a whole sentence including a noun, verb and adjective</p> <p>Memorise and present a short spoken text</p> <p>Imitate authentic pronunciation</p>	<p>Ask and answer simple questions on a range of topics</p> <p>Say more than one sentence about various aspects of a topic being studied</p> <p>Give opinions on a range of topics</p> <p>Devise and perform brief role-plays or simple presentations on a familiar topic</p> <p>Explore and practise the use of regular verbs and commonly used irregular verbs in speaking</p> <p>Imitate pronunciation accurately</p>	<p>Engage in conversations on familiar topics and justify opinions</p> <p>Ask appropriate questions in a conversation</p> <p>Use generally accurate pronunciation</p> <p>Include personal responses with connectives in conversation</p> <p>Say complex sentences with appropriate grammar</p> <p>Present ideas to an audience using a model to devise the presentation describing people, places or things orally</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading</p>	<p>Recognise and understand some familiar words and phrases in written form.</p> <p>Read familiar words or phrases aloud.</p> <p>Make links between some phonemes, rhymes and spellings.</p>	<p>Understand simple written phrases</p> <p>Follow a short text, listening and reading at the same time</p> <p>Read some familiar words and phrases and pronounce them accurately</p> <p>Order written language correctly e.g. days of the week, months of the year, objects by size, objects by age.</p>	<p>Understand the main points from a short written passage in clear written script</p> <p>Read and understand a range of familiar and unfamiliar phrases</p> <p>Use bilingual dictionaries independently</p> <p>Use phonic knowledge to read/locate words</p>	<p>Understand the main points of longer paragraphs or messages</p> <p>Read familiar words aloud with confidence and accuracy</p> <p>Read some unfamiliar words and use bilingual dictionaries to help understand unfamiliar words in passages</p> <p>Work out meaning of some unfamiliar language through context, prior learning, cognates, dictionaries</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>Label items generally accurately</p> <p>Select familiar words or complete short phrases or sentences</p> <p>Use a model to write a few short sentences about self or a familiar topic</p>	<p>Can write more than one complete sentence using a noun, adjective and verb from memory</p> <p>Fill in words on a simple form</p> <p>Make adjectives agree with nouns some of the time</p>	<p>Write two or three short sentences as a response, using reference materials</p> <p>Use nouns and adjectives mostly accurately</p> <p>Use verbs in sentences written by themselves</p> <p>Use verbs in 3rd person singular to describe someone else</p> <p>Explore and practise the use of regular verbs and commonly used irregular verbs in writing</p>	<p>Write short paragraphs on familiar topics from memory</p> <p>Extend use of conjunctions</p> <p>Use time and sequencing structures in written sentences</p> <p>Use bilingual dictionaries to find adjectives, nouns and gender and apply this to writing</p> <p>Adapt and extend a modelled piece of writing</p> <p>Use appropriate grammar in writing independently</p>
<p><b>Intercultural Understanding:</b></p> <p>Know where target languages are spoken in the world          Identify some social conventions at home and in other countries          Know different languages spoken in my class</p> <p>Recognise similarities and differences between places          Compare symbols, objects or products which represent their own culture with those of another country</p> <p>Compare attitudes towards aspects of everyday life          Recognise and understand some of the differences between people          Present information about an aspect of culture</p>				