**MFL KNOWLEDGE AND SKILLS PROGRESSION- FRENCH**

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| Pillars of progression in MFL | | |
| **Phonics:**  There should be explicit teaching of how letters and words sound and teaching around the difference between French and English. Pupils should be provided with practice of GPCs (grapheme-phoneme correspondences). It is important to show how small differences in words can affect the sound (eg m and f) and how small differences in sounds can affect meaning (homophones and near homophones). | **Vocabulary:**  There is strong correlation between vocabulary knowledge and reading ability. Knowing high-frequency words will enable pupils to access more. Words chosen to learn should be the ones that are most useful to learners. It is useful to teach vocabulary that can be used in a number of different contexts. Less frequent words and themes (eg weather, food) should be taught to be used alongside high-frequency words rather than teaching separately and not returning to again. | **Grammar:**  Pupils should learn increasingly complex structures and concepts over time. Once a pupil has learned a new component or grammar, they need plentiful opportunities for practice so that they can embed into their long-term memory. Teaching fixed phrases is limited in its use as pupils should be taught to manipulate the language (eg teaching sentence starts then rules around m and f adjectives). |

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|  | KS1 | LKS2 | | UKS2 | |
|  | Listening | | | | |
| Core skills | Repeat words modelled by teacher, show understanding with an action.  Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly | Repeat words modelled by teacher, show understanding with an action.  Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).  Pick out known words in an ‘authentic’ conversation.  Understand and respond to a range of familiar spoken words and short phrases. | | Listen to and show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.  Understand a short passage made up of familiar words and basic phrases | |
| Threads of learning | Pupils can listen carefully and identify familiar words or phrases. | | | | |
|  | Speaking | | | | |
| Core skills | Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.  Recognise a familiar question and respond with a simple rehearsed response.  Repeat and say familiar words and short simple phrases, using understandable pronunciation. | Use common phrases.  Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.  Perform short role plays on one topic, with several exchanges and secure pronunciation.  Produce short pre-prepared phrases on a familiar topic, with secure pronunciation. | | Ask and answer simple questions on a few very familiar topics.  Engage in short scripted conversations.  Produce phrases independently (without written support) within a familiar topic, with good pronunciation.  Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence. | |
| Threads of learning | Pupils can say words or phrases with correct pronunciation.  Pupils can respond to questions and read prepared passages aloud. | | | | |
|  | Reading | | | | |
| Core skills | Begin to recognise written vocabulary/ single words. | Begin to recognise simple written phrases.  Recognise simple written phrases and understand a range of familiar written phrases. | | Read and show understanding of more complex written phrases.  Read and show understanding of a piece of writing based on the current topic.  Read short passages and answer questions on what they have read. | Practice reading longer texts aloud, containing taught phrases and vocabulary.  Understand a short text made up of short sentences with familiar language on a familiar topic.  Use a dictionary or word list. |
| Threads of learning | Pupils can recognise and read familiar words or phrases and use their knowledge of the language to translate unknown parts of a sentence. | | | | |
|  | Writing | | | | |
| Core skills | Copy simple vocabulary. | Write simple words and several short phrases from memory.  Can, with support, substitute one element in a simple phrase to vary the meaning.  Use understandable spelling. | | Use dictionaries to find the meaning of unknown words and to translate own ideas.  Adapt taught phrases to create new sentences.  Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. | |
| Threads of learning | Pupils can use their knowledge of the language to write words or passages.  Pupils can use their knowledge of letters and sounds in French to write plausible spellings of unknown words. | | | | |
|  | Grammar | | | | |
| Core skills |  | Use indefinite articles in the singular with masculine and feminine nouns (un/une).  Use the high-frequency verb forms (I have, it is, there is/are). | Use indefinite and definite articles with singular and plural nouns (un/une; le/la/ les).  Use prepositions of place and sequencers. | Use all persons of several regular verbs in the present tense (with the support of a frame). | Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. |
| Threads of learning |  | Pupils can apply their knowledge of French grammar to listening, speaking, reading and writing.  Pupils can choose the correct form for masculine and feminine words. | | | |

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| Core knowledge | | | | | |
| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Greetings- hello, goodbye; yes, no; please and thank you; numbers 1-5 | Greetings; how are you?; what is your name/ my name is…; numbers 1-10; well done | Colours; **numbers 1-20**; animals (pets); animals (zoo); emotions- **I am… (Je suis…); preferences** | **Numbers 21-30**; family; **common adjectives**; weather; the face; **ages**; **my**; **He is/ she is…**; **I have** | Food and drink; **common adjectives**; months and days; **basic prepositions**; sports; numbers 31-69 (pattern); **preferences** | Places; clothes; **adjectives and prepositions**; countries (UK and France); life in France; alphabet; numbers 70-101 (pattern); **because and reasons** |

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| Vocabulary | |
| Year 1:  Bonjour  Au revoir  Oui  Non  S'il vous plaît  Merci  Un, deux, triose, quatre, cinq | Year 2:  Salut  ça va?  ça vabien/ mal  Comment t’appelles-tu?  Je m’appelle…  Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix  Tres bien; super; fantastique |
| Year 3:  Les couleurs; rouge; rose; jaune; bleu(e); vert(e); noir(e); blanc(he); marron; orange.  **Un, deux, trois, quatre, cinq, sixe, sept, huit, neuf, dix, onze, douze, treize, quatorze; quinze; seize; dix-sept, dix-huit, dix-neuf, vingt.**  Tu as une animaux? J’ai… chien; chat; lapin; hamster; poisson rouge; perruche  Le zoo; lion; tigre; l'éléphant; manchot; rhinocéros ; girafe ; singe  **Je suis…** content; triste; fatigué; tout excité  **Tu aimes…? J’aime… Je n’aime pas…**  Masculine and feminine | Year 4:  **Vingt-et-un, vingt-deux, vingt trois, vingt quatre, vingt cinq, vingt-six, vingt sept, vingt-huit, vingt-neuf, trente.**  Ma famille; mère ; père ; maman ; frère ; sœur ; grand-mère ; grand-père  **Adjectives: gros/grosse; grand/grande; petit/petite;** etc.  Conditions météorologiques : chaud ; froid ; il pleut ; ensoleillé ; venteux  La face: un nez; une bouche; des yeux; les cheveux; les oreilles  **Je suis… ans.**  **Mon/ma/ Il est…/ Elle est…; Il s’appelle/ Elle s’appelle**  **Masculine and feminine**  **J’ai…** |
| Year 5:  Nourriture et boisson : pain ; du fromage ; chocolat ; gâteux ; le yoaurt ; le poisson ; une pomme ; jus d’orange ; l’eau etc  **C’est combien?**  **Adjectives for food- choose correct m or f**  **Time prepositions- avant; après ; au**  Trente-et-un; quarante; cinquante; soixante  La semaine: lundi, mardi, mecredi, jeudi, vendredi, samedi, dimanche.  Mois de l'année : janvier ; février ; mars ; avril ; mai ; juin ; julliet ; août ; septembre ; octobre ; novembre ; decembre.  Des sports: football; nager; le rugby; tennis;  **Tu aimes…? J’aime… Je n’aime pas… J’adore… Je déteste** | Year 6:  Cinéma ; magasin ; supermarché ; l'école etc.  Les vetements : robe ; des pantalons ; le sauteur ; la chemise ; des chaussettes etc  **Adjectives: vieux/vieille; nouveau/nouvelle; favori/favourite etc**  **Prepositions: à côté de ; à proximité etc**  Des pays: Angleterre; Pays de Galles; Irlande du Nord; Écosse ; La France ; Nord, Est, Sud, Ouest  Soixante-dix; quatre-vingt; quatre-vingt-dix; cent  **Parce que…** |