



Subject area: MFL French
Progression of Skills

Expressing thoughts and ideas in other languages, understand and respond to its speakers, in speech and in writing.

SKILL	Year 3	Year 4	Year 5	Year 6
Listening	<p>Explore the patterns and sounds of language through songs and rhymes. Repeat words and instructions modelled by teacher, Show understanding with an action. Children can understand and respond to a few familiar spoken words, instructions and short phrases, spoken slowly and clearly. Pick out known words in an 'authentic' conversation</p>	<p>Say a simple rhyme from memory; join in with words of a song or storytelling 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 Children can understand and respond to a range of familiar spoken words and short phrases</p>	<p>Listen to and appreciate poems, songs and rhymes in the language. Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Listen to and appreciate stories and poems in the language. Children can understand a short passage made up of familiar words and basic phrases</p>
Speaking	<p>Develop accuracy in pronunciation, by listening to and repeating recordings of authentic speakers Children will be able to: Say and repeat single words and short simple phrases – e.g. Recognise a familiar question and respond with a simple rehearsed response saying hello and goodbye asking and saying your name asking and saying how you are numbers 1 – 20, colours, saying their age days of the week parts of the body Different animals and pets Giving someone's name Use adjectives e.g. colours, size</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Children perform short role plays on one topic, with several exchanges and secure pronunciation Correctly pronounce the individual sounds of the letters of the alphabet Develop their bank of vocabulary to include: Family members Use adjectives to describe a person Familiar household items Asking for various snacks Talking about leisure activities Saying thank you, please and no thank you Giving opinions about food Telling the time Numbers 21 -31 Months of the year Dates and birthdays Nationalities</p>	<p>Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. Talking about annual festivals/dates Talking about presents which are given Numbers 31 – 60 Giving commands Giving directions Talking about the weather</p>	<p>Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence Children can ask and answer simple questions on a few very familiar topics. Express opinions in short conversations Shopping for food Asking how much something costs Activities at a party Giving likes and dislikes about food and activities Talking about francophone countries Talking about languages we speak Identifying different items of clothing Clothes and colours</p>

Reading	Begin to recognise written vocabulary/ single words Begin to recognise written phrases	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 pull answer questions on what they have read.	
Writing	Copy simple vocabulary Copy simple vocabulary Attempt to write taught vocabulary (single words) from memory Attempt to write simple phrases from memory Children can, with support, substitute one element in a simple phrase to vary the meaning e.g. Monsieur, Madame, Mademoiselle / il,elle	Attempt to write simple, short taught phrases from memory Write simple, short taught phrases from memory Write simple, short taught sentences from memory	Begin to use dictionaries to find the meaning of unknown words and to translate own ideas Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Present ideas and information in writing to an audience Adapt taught phrases to create new sentences To write a series of extended sentences
Basic Grammar	Use un/une with nouns to identify gender Use definite articles la, le, les Use I and you Use adjectives with nouns Can use the high-frequency verb forms Je suis, (I am) J'ai (I have) Begin to use he and she Begin to use verbs in the 3 rd person Begin to use noun/adjective agreement	Begin to use prepositions to describe position (on/sur and in/dans) to form positive and negative versions of phrases. e.g. c'est bon, ce n'est pas bon begin to use 2 nd person singular (familiar form) of a verb Can use correct indefinite and definite articles with singular and plural nouns. gender of different family members spell words using the French alphabet Can use the high frequency verb forms il a /elle a (he/she has) il est / elle est (he/she is) Use noun/adjective agreement Begin to use action words Introducing 1 st person conditional form of the verb to want (je voudrais/I would like	Begin to use 3 rd person plural of verbs Use 1 st person conditional form of the verb to want (je voudrais/I would like Introducing the infinitive plural form of the verb Begin to join two clauses with et/and	Attempts to use all persons of several regular verbs in the present tense (with the support of a frame). Introducing the singular infinitive form of the verb Consolidation of noun adjective agreement

Y3	Unit 1:Bonjour (Hello)	Unit 2: En Classe (In the class)	Unit 3: Mon corps (My body)
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Vocabulary

	<p>bonjour salut au revoir Madame Monsieur Mademoiselle Comment t'appelles-tu? Je m'appelle... Ça va? Ça va bien Ça ne va pas Comme ça comme ça Numbers 1 - 10 un deux trois quatre cinq six sept huit neuf dix une trompette une guitar une flûte à bec un piano un tambour un dragon une fille un garçon</p>	<p>Hello Hi Good-bye Mrs Mr Miss What are you called? I am called How are you? I'm fine/good I'm not fine/good So, so / okay one two three four five six seven eight nine ten a trumpet a guitar a recorder a piano a drum a dragon a girl a boy</p>	<p>une trousse un stylo une règle un crayon un cahier un livre un sac une gomme rouge rose bleu jaune marron orange J'ai... ans écoutez regardez lisez asseyez vous levez-vous écrivez chantez</p>	<p>a pencil case a pen a ruler a pencil an exercise book a text book a bag a rubber red pink blue yellow brown orange I am ...years old listen look read sit down stand up/get up write sing</p>	<p>parts of the body: les yeux le nez la bouche les oreilles les cheveux la jambe le bras la tête colours: vert(s) rouge(s) marron jaune(s) bleu(s) adjectives: long(s) court(s) days of the week: lundi mardi mercredi jeudi vendredi samedi dimanche adjectives describing character: Je suis... grand(e) petit(e) timide bavard(e) drôle, sympa</p>	<p>the eyes the nose the mouth the ears the hair the leg the arm the head green red brp brown blue long short Monday Tuesday Wednesday Thursday Friday Saturday Sunday tall small shy talkative funny nice</p>
Y4	Unit 4: les Animaux (Animals)		Unit 5: La famille (The family)		Unit 6: Bon anniversaire! (Happy birthday)	

Vocabulary

<p>animals: un chien un chat une tortue un lapin un oiseau une souris un dragon numbers 11–20: onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt il/elle s'appelle... adjectives describing character: grand(e) petit(e) drôle sévère timide</p>	<p>a dog a cat a tortoise a rabbit a bird a mouse a dragon</p> <p>elevel twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty he/she is called</p> <p>tall small funny strict shy</p>	<p>family members: ma mère mon père mon frère ma sœur mes parents</p> <p>household objects: le CD le lecteur de CD l'ordinateur le jeu video le DVD la machine la chaise la table prepositions: dans sur</p>	<p>my mother my father my brother my sister my parents</p> <p>the CD the CD player the computer the video gaem the DVD the machine the chair the table</p> <p>in on</p>	<p>snacks: une pomme une banana un jus d'orange un sandwich une pizza un gateau</p> <p>simple opinions (about food): C'est délicieux! C'est bon! Ce n'est pas bon! (It C'est mauvais!</p> <p>numbers to 31 vingt et un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf trente trente et un</p> <p>months: janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p>dates: le premier janvier le 3rd mars; le 6 mai etc</p>	<p>an apple a banana an orange juice a sandwich a pizza a cake</p> <p>It's delicious! It tastes nice! It doesn't taste nice! It tastes bad!</p> <p>twenty-one twenty-two twenty-three twenty-four twenty-five twenty-six twenty-seven twenty-eight twenty-nine thirty thirty one</p> <p>January February March April May June July August September October November December</p> <p>January 1st The 3rd March; 6th May etc</p>
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Y5	Unit 7: Encore! (Again)		Unit 8: Quel heure-est-il? (What time is it?)		Unit 9 Les fêtes (Festivals)	
Vocabulary	<p>descriptive vocabulary: il/elle a ... les cheveux courts/longs les yeux bleus un chien un frère/une sœur il/elle a sept ans</p> <p>nationalities: français(e) canadien(ne) britannique</p> <p>character adjectives: intelligent(e) sportif sévère</p>	<p>he/she has ... short/long hair blue eyes, etc. a dog brother/ sister he/she is seven years old</p> <p>French Canadian British</p> <p>clever sporty strict</p>	<p>activities: je regarde ... la télé un DVD j'écoute... mes CD la radio je joue ... au football au tennis</p> <p>telling the time: il estheure(s)</p> <p>activities at certain times Je regarde la télé à cinq heures. etc</p>	<p>I am watching ... the TV a DVD I am listening to ... my CDs the radio I am playing ... Football Tennis</p> <p>It iso'clock</p> <p>I am watching the tele at five o'clock etc</p>	<p>festivals: le Nouvel An la Fête des Rois la Saint-Valentin Pâques la Fête Nationale Noël</p> <p>presents: un vélo un jeu un livre un ballon un Père Noël en chocolat un œuf de Pâques</p> <p>numbers 31 – 60 trente et un trente deux ... etc quarante ... cinquante ... soixante</p> <p>instructions: touchez le nez/les pieds! comptez! sautez! levez les bras! tournez! hochez la tête!</p>	<p>New Year The feast of Kings/Epiphany St Valentine's day Easter Bastille Day Christmas</p> <p>a bike a game a book a ball a chocolate Father Christmas an Easter egg</p> <p>thirty-one thirty-two... etc forty ... fifty ... sixty ...</p> <p>touch your nose/feet! count! jump! raise your arms! turn around! nod your head!</p>

Y6	Unit 10: Où vas-tu? (Where are you going?)	Unit 11: On Mange! (We are eating!)	Unit 12 Le cirque (The Circus)			
Vocabulary	<p>Saying where you are going: Je vais à Paris Bordeaux Strasbourg Nice Grenoble.</p> <p>directions: tournez à droite tournez à gauche allez tout droit (straight on), arrêtez</p> <p>weather: Quel temps fait-il? Il fait beau. Il fait froid. Il fait chaud. Il pleut. Il neige.</p> <p>weather in a particular town: À Paris/Bordeaux, etc. il fait froid</p>	<p>I am going to ..</p> <p>turn right turn left go straight on stop</p> <p>What's the weather like? It's sunny It's cold It's hot It's raining It's snowing</p> <p>In Paris/Bordeaux, etc. it is cold</p>	<p>Asking and answering what you want: Qu'est-ce que tu veux? Je voudrais</p> <p>food items: du pain du fromage de la lemonade de la crème des fraises des tomates</p> <p>using money: C'est combien? C'est [cinq] euros.</p> <p>party activities: On boit. On mange. On danse. On chante. On s'amuse.</p> <p>opinions: c'est chouette c'est nul c'est bizarre</p>	<p>What do you want? I would like ..</p> <p>some bread some cheese some lemonade some cream some strawberries some tomatoes</p> <p>How much is it? It's [five] euros</p> <p>We are drinking We are eating We are dancing We are singing We are having fun</p> <p>Its great Its rubbish Its weird</p>	<p>Francophone countries: la France la Suisse le Canada la Martinique le Maroc le Sénégal</p> <p>talking about languages: Je parle anglais/français Je ne parle pas anglais/français</p> <p>clothes: un pantalon une veste une chemise un t-shirt un chapeau une jupe</p> <p>describing colour of clothes: colours met so far, plus blanc(he) noir(e)</p>	<p>France Switzerland Canada Martinique Morocco Senegal</p> <p>I speak English/French I don't speak English/French</p> <p>trousers a jacket a shirt a t-shirt a hat a skirt</p> <p>white black</p>