**MFL French Progression of Skills**

**French is taught on a 2 year cycle**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **EYFS & Keystage 1** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **LISTENING** | It is not statutory to teach MFL in EYFS and KS1. However, at Leavening CP School, we feel that it is important to introduce language learning at this early stage in order to lay the foundations and instil curiosity and enthusiasm for further language learning in KS2. The following list shows some of the ways in which children will be exposed to language (with a focus on French) learning throughout EYFS and KS1• Songs and rhymes • Dual language books• Classroom language and instructions • Labelling of key areas around school• Language displays to celebrate their language learning Topics covered:• Numbers • Greetings• Colours • Animals• Family members• Body parts• Likes/Dislikes• Music• Fruit• Days of the week• Months• Sports• Weather• Christmas vocabulary• Ice cream• Beach objects• French culture• Countries Different languages can be explored in these early years to engage and interest the children and begin to equip them with language learning skills they will need as they progress through into KS2.  | Children will be able to understand a range of familiar spoken words and some basic phrases:GreetingsWords and phrases in a song or rhyme.ColoursDays of the weekMonthsBasic verbs – I have, I eat, I like and I playFamily membersNumbers 1- 10AnimalsTypes of weatherFruit and vegetablesIce creams and flavoursExpressing an opinionSportsMusical instrumentsBirthdaysBasic adjectivesParts of the body/ faceCultural awareness | Children will be able to understand a range of familiar spoken phrases:Basic phrases about myself, family, weather, food including I eat and I drink, breakfast items.sport, animals, Opinions including I love and I hate5 adjectives that break the grammar rulesNumbers 1 – 20HolidaysParts of the body/ face and clothesColoursCultural awareness | Children will be able to understand the main points from a short spoken passage made up of familiar language in simple sentences.A short rhyme or songA telephone messageAnnouncement of a weather forecastDescriptions of what people are wearingDescriptions of animalsShort orders of foodNumbers in 10s to 50, 1 -20What people have seen at the zooDescriptions of peopleColoursCultural awareness | Children will be able to understand and respond to spoken language from a variety of authentic sources with some repetition in smaller sections.Recordings of French speakers eg television clips or radioColoursMore fluent French songsCovering all the information previously taught, not necessarily broken down as much.Cultural awareness |
| **SPEAKING**  | Children will be able to say and repeat single words and short simple phrases eg.Greeting people: bonjour, salut, ça va? And respond appropriately.Je m’appelle …Saying oui, non, merciDays of the weekMonthsColoursSaying what the weather is likeNaming a variety of animalsSaying types of sportExpressing whether they like something – J’aime/ Je n’aime pasFamily membersSaying the alphabet in FrenchNumbers to 10Parts of the body Adding the adjectives for small and big. | Children will be able to answer simple questions and give basic information eg.Saying who they live with and what they are calledTalking about petsSaying the dateDescribing the weather for different days of the weekExpressing whether they like something – J’aime/ Je n’aime pas and J’adore Je détesteDescribing parts of the body with numbers or coloursAdding the 5 adjectives: big small fat pretty and good. | Children will be able to ask and answer simple questions and talk about their interests eg.Holding a conversation about their family including pets,Talking to a friend about the food they like to eat or the hobbies they have.Discussing/ describing a picture including colours, numbers, parts of body, food, animals, weather, pets.Combining adjectives with nouns in addition to the 5 that break the rules.Expressing likes and dislikes and asking what others like/ dislike. | Children will be able to:Speak with increasing confidence with developed pronunciation, fluency and intonation.They will find ways to communicate what they want to say, through discussion, asking questions.They may give a brief prepared talk or presentation on a topic eg animals/ hobbies |
| **READING** | Children will be able to recognise and read out a few familiar words eg.From stories or rhymesLabels on objects/ peopleNumbersDays and months – the dateSimple words with prompts – on powerpoints | Children will be able to understand and read out familiar written phrases egSimple phrases about people’s family members,Animals and the number size and colourThe clothes and their colourTypes of food available on a menuSimple descriptions of objectsWhether something is masculine or feminine – understanding the use of le (un) or la (une)  | Children will be able to understand the main points and some of the details from short written texts or passages in clear script eg.WebsiteSimple messages on a postcard or in a letterParts of a story3 or 4 sentences about family, animals, food, days/weather, clothes, masculine/ feminine with adjectives, sports including simple opinionsPerfect tense | Children will be able to understand the main points and opinions in written texts from various contextsA postcard/ letterA poem or part of a story.They will develop an awareness of a variety of French writingFuture tense |
| **WRITING** |  | Children will be able to copy simple words correctly or reorder sentences of given words. EgGreetingsNumbers Days/ monthsAnimal namesParts of the body labelsFamily membersColoursSports labellingFood – fruit and veg labelling | Children will be able to write one or two short sentences following a model and fill in the words on a simple form. Eg.Description of an animal to include size and/or colour.Basic sentences about family Simple sentence about food – je mange \_\_\_\_\_\_Simple sentences about sport – je joue \_\_\_\_\_\_\_Simple sentences about what someone is wearing – il porte \_\_\_\_\_\_\_\_\_\_Understand and use the rule that the 5 adjectives : big small fat pretty and good are placed before the noun and colours go after following a model. | Children will be able to write a few short sentences with support/ model using expressions which they have already learned eg.A postcard/ letterA short 3 or 4 sentence description on a familiar topic eg. animals, family, hobbiesUnderstand and use the rule that the 5 adjectives : big small fat pretty and good are placed before the noun and colours go after following a model. Also using further adjectives. | Children will be able to write at a reasonable length for different purposes and audiences with some modelling. They will use French grammatical structures they have learned.Paragraphs of 3 to 4 sentences about themselvesAbout a visitAbout a story or pictureTo write a postcard or a letter |
| **CULTURE** |  | Capital of France and tourist attractionsChristmas in France – vocabulary and some traditionsEaster in France – basic knowledgeBasic awareness of school in France, living in France and some French celebrities. | Capital of France and additional tourist attractions, understanding what these are and what they look likeChristmas in France – aware of the pére fouettard and the importance of EpiphanyEaster continue to add to knowledgeBastille DayAdd to knowledge of a typical French school, celebrities and a typical day. | Some knowledge of the geography of France ( places)More knowledgeable about traditions at Christmas and Easter in FranceBastille Day and the French RevolutionMore knowledge about life in France eg types of shops | Confident awareness of France and the regions famous for different thingsBe able to describe different landmarksGood knowledge of events in France – Christmas Easter and Bastille Day.Aware of pastimes in France and famous people throughout history from France. |