



## Progression of Knowledge and Skills in MFL - French



	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p><b>Knowledge:</b>            Understand basic details about others e.g., name, age.            Understand classroom commands.            Understand when greeted in French.            Understand what day things are happening.            Understand basic raps and songs.</p> <p><b>Skills:</b>            Recognise familiar words and short phrases.            Begin to link the spelling, sound and meaning of words.            Show understanding by joining in and responding.            Recognise teacher's spoken French when instructions are given in French.            Follow verbal instructions given in French.            Understand key words when heard on a recording.</p>	<p><b>Knowledge:</b>            Understand people talking about their pets.            Pick out previous learning e.g., colours of pets/someone saying their pet's name.            Recognise numbers in dates.            Decode new adjectives used to describe monsters.            Understand details of people talking about their family.</p> <p><b>Skills:</b>            Listen to longer passages and pick out key phrases about current topics.            Pick out key phrases from a previous topic from a recorded passage.            Listen and select information.            Use detective skills to decode new vocabulary.</p>	<p><b>Knowledge:</b>            Recognise the names of food and drinks when mixed into a conversation.            Understand people's opinions of food in context.            Understand what subjects people study at school and their opinions of them.            Understand why people have opinions of subjects.            Understand information about schools in France or French speaking countries.            Pick out people's hobbies, when they do them and why what they think of them.            Understand what people wear to school and other places.</p> <p><b>Skills:</b>            Listen to longer passage and understand the gist by picking out key words from current and previous topics.            Understand a passage with some unfamiliar language by gist listening.            Respond to a wider range of classroom commands.            Understand more complex sentences/passages.</p>	<p><b>Knowledge:</b>            Understand people talking about their home and bedroom.            Show understanding of people's physical looks and characteristics.            Live listening- understand the 'waiter' or 'waitress' asking questions as they order their breakfast.</p> <p><b>Skills:</b>            To listen for clues to meaning e.g., tone of voice, key words.            To make predictions based on previous knowledge/gist comprehension.            Listen to longer texts and have confidence to pick out familiar as well as unfamiliar words.</p>

<p><b>Speaking</b></p>	<p><b>Knowledge:</b>  Ask someone their name and age and say their own name and age.  Ask for things they need in class, e.g., pen please, go to toilet please etc.  Say what colour the items in their pencil case are.  Greet each other and say how they are feeling.  Engage in a short role play saying their name and how they feel.  Join in songs and raps.</p> <p><b>Skills:</b>  Ask and answer simple questions.  Say short sentences using familiar vocab.  Practise speaking with their partner.  Use short phrases to give information.  Repeat single words correctly.  Repeat short phrases accurately.  Begin to develop correct pronunciation and intonation.</p>	<p><b>Knowledge:</b>  Ask and say what pets they have.  Give opinions of pets.  Say when your birthday is.  Say which family members are in their family.  Say how many brothers and sister they have.  Say the parts of an imaginary monster.  Recognise more words with silent letters e.g., chat, juilliet,</p> <p><b>Skills:</b>  Use a model to form spoken sentences.  Speak in full sentences using known language.  Develop accurate pronunciation and intonation.  Communicate with increasing confidence.  Recall and reuse a larger number of nouns.  Begin to say phrases in French e.g., 'I've finished' 'repeat please' 'toilet please'.  To take part in short role plays.  Ask questions.</p>	<p><b>Knowledge:</b>  Know a broad variety of food and drink.  Express their/other people's opinion of food and drinks.  Say their opinions of school subjects giving reasons for their opinions.  To talk about what they do in their free time.  To say what they wear to school and compare it with what they wear to other places.</p> <p><b>Skills:</b>  To manipulate language to change an element of a sentence.  To develop further accuracy of pronunciation and intonation.  Develop confidence of expressing their opinions.  Adapt known language to create new ideas.  Develop confidence in using target language in lessons.  Develop confidence to ask questions.  Report back information about others.</p>	<p><b>Knowledge:</b>  Use words for politeness in a café e.g., bon appétit!  Ask for things using je voudrais...  Describe their house and room in detail using adjectives.  Say what they look like and what type of person they are.</p> <p><b>Skills:</b>  To as for other things not just classroom objects e.g., food in French café. Adapt phrases.  Memorise a short text to say orally.</p>
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<p><b>Reading</b></p>	<p><b>Knowledge:</b>  Read short texts with information about people ages and names.  Pick out information about colours.  Understand the gist of a short story &amp; take part in games &amp; activities based on it.  To learn key vocab from a short story</p> <p><b>Skills:</b>  Read familiar words and short phrases accurately.  Understand the meaning in English of some short words read in French.  Begin to learn to gist read by hunting for key or known words and cognates.  Recognising some familiar words in written form  Reading aloud some words from simple songs and stories.</p>	<p><b>Knowledge:</b>  Answer questions about someone's family.  Pick out details about brothers or sisters.  Draw a monster from a description they have read.  Read and understand birthdays and dates.  Understand people's opinions about pets.</p> <p><b>Skills:</b>  Begin to read sentences aloud.  Begin to learn the gist by using words they do know to help with unfamiliar vocab.  Show understanding of short texts by completing tasks about it.</p>	<p><b>Knowledge:</b>  Read and understand menus.  Read and understand school timetables.  Read people talking about what they eat for various meals.  Understand people talking about their school day and opinions of subjects.  Understand details about activities, sports and opinions.  Read details about fashion, clothes, colours and other descriptions of clothes.</p> <p><b>Skills:</b>  Use a bilingual dictionary more frequently.  Work out the meaning of unfamiliar text.  Gist information from an extended text.  Notice the position of adjectives in sentences.</p>	<p><b>Knowledge:</b>  Read a longer text about someone home and pick out relevant information.  Read a breakfast menu and understand the use of Euros.  Match a description of someone to the correct picture.  Recognise key phrases in texts e.g., il y a.  Note the position of adjectives in sentences.</p> <p><b>Skills:</b>  To understand familiar language from one topic to another.  Work well with a partner to understand longer texts.</p>
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<p><b>Writing &amp; Grammar</b></p>	<p><b>Knowledge:</b> Identify the nouns in sentences. Talk about themselves-Je</p> <p><b>Skills:</b> Use of nouns. Use of first person</p>	<p><b>Knowledge:</b> Correct use of the masculine or feminine forms when talking about pets -un/une. Correct use of the word for 'my'. Recognising and using the 3 forms of 'the'. Write about their family-saying who's in their family and their names. Use adjectives to describe their monster.</p> <p><b>Skills:</b> Recognise and use the correct indefinite article. Use of the possessive article. Use of the definite article. Write a short paragraph of a couple of sentences. Use adjectives in correct positions in the sentence.</p>	<p><b>Knowledge:</b> Express their opinion of food and school subjects using various phrases j'aime, j'adore, je n'aime pas, je deteste. Link sentences with conjunctions -mais, et Inform what other people think. Write what other people wear. Create their timetable in French.</p> <p><b>Skills:</b> Use conjunctions in their work-mais/but et/and Begin to use the 3<sup>rd</sup> person Create full sentences/short with aid of examples or templates. Show confidence with key verbs e.g., j'ai, il/ elle a, + opinion verbs in 1<sup>st</sup> and 3<sup>rd</sup> person.</p>	<p><b>Knowledge:</b> Link sentences with more various language and conjunctions e.g., however/cependant, parce que/because, car/because Use adjectives with confidence placing them in the correct place before or after the noun. Confident use of il y a to mean there is/are. Describe furniture in their bedroom using adjectives adding simple correct endings.</p> <p><b>Skills:</b> Use more conjunctions to link work e.g., cependant. Position of adjectives in sentences. Create short paragraphs with aid of examples or templates. Translate sentences from or to French. Recognise gender (masculine and feminine) more readily and adjectival endings. Begin to write a short piece of language from memory. Begin to translate to/from French.</p>
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