



## MFL Curriculum Progression

*At St Peter's we believe that learning a language helps to develop an awareness about the wider world, we believe that MFL teaching during primary school provides the foundation, thus preparing and equipping our children for future language studies.*



	NC expectation	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<b>Listen attentively to spoken language and show understanding by joining in and responding</b>	<ul style="list-style-type: none"> <li>• Responding to single words &amp; short phrases e.g. greetings, numbers</li> <li>• Following classroom instructions</li> <li>• Pointing to objects and repeating a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying items by colour adjective</li> <li>• Listening and selecting information e.g. weather, points of compass</li> <li>• Decoding vocabulary e.g. Shopping items</li> </ul>	<ul style="list-style-type: none"> <li>• Gisting information from an extended text e.g. solar system</li> <li>• Listening and following the sequence of an unfamiliar story</li> </ul>	<ul style="list-style-type: none"> <li>• Indicating the position of objects from a descriptive paragraph</li> <li>• Understanding phrases to describe, e.g. route to school</li> <li>• Recognising present and future tense sentences</li> </ul>
	<b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words</b>	<ul style="list-style-type: none"> <li>• Listening and joining in with rhymes, e.g. puppets and songs e.g. numbers</li> <li>• Beginning to identify vowel sounds and combinations e.g. colours</li> <li>• Listening and noticing rhyming words e.g. travel song</li> </ul>	<ul style="list-style-type: none"> <li>• Joining in with songs and noticing patterns in sounds e.g. days of week</li> <li>• Noticing and beginning to predict word patterns and spellings e.g. numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Matching unknown written words as they hear new vocabulary e.g. body parts</li> <li>• Recognising common spelling patterns and blends and select words by sound</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling and performing an extended song or rhyme</li> <li>• Making increasingly accurate attempts to read unfamiliar words and phrases</li> </ul>

## Speaking

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

- Asking simple questions e.g. feelings, asking if you have something, how many
- Saying if you have or don't have something

- Asking and giving personal information e.g. birthdays
- Asking and giving an opinion e.g. Music
- Conversational phrases e.g. ordering food

- Forming a question in order to ask for information e.g. family
- Presenting factual information in extended sentences including justification e.g. planets

- Expressing and justifying an opinion e.g. sport
- Planning and asking extended questions e.g. rooms in the house
- Engaging in purposeful dialogue e.g. buying a ticket

Speak in sentences, using familiar vocabulary, phrases and simple writing

- Using short phrases to give information e.g. it is ..., age
- Beginning to adapt phrases from a known rhyme/song e.g. travel

- Using a model to form a spoken sentence e.g. Café
- Speaking in full sentences using known vocabulary e.g. weather, temperature

- Rehearsing and recycling extended sentences orally e.g. running dictation
- Planning and presenting a short descriptive text e.g. family

- Planning and presenting a short text e.g. description of route to school
- Modifying, expressing and comparing opinions

## Speaking

<p><b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b></p>	<ul style="list-style-type: none"> <li>• Listening and repeating key phonemes with care e.g. playground games, colours</li> <li>• Repeating short phrases accurately, including liaison of final consonant before vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing sounds and spelling patterns with English</li> <li>• Practising speaking with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Using intonation and gesture to differentiate between statements and questions</li> <li>• Making realistic attempts at pronunciation of new, unknown vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing strategies for remembering and applying pronunciation rules</li> <li>• Speaking and reading aloud with increasing confidence and accuracy</li> </ul>
<p><b>Present ideas and information orally to a range of audiences</b></p>	<ul style="list-style-type: none"> <li>• Introduce yourself with simple phrases e.g. name, age</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and performing a short presentation e.g. weather report</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting a story and retelling to the class e.g. A week in the life</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to questions orally, including giving and justifying opinions e.g. Sport</li> </ul>
<p><b>Describe people, places and things and actions orally and in writing</b></p>	<ul style="list-style-type: none"> <li>• Recognising and using adjectives e.g. colour, size</li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriate adjectives e.g. to describe someone's appearance or character</li> </ul>	<ul style="list-style-type: none"> <li>• Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family</li> <li>• Using language of comparison e.g. planets</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and using a wide range of descriptive phrases e.g. town, sightseeing</li> </ul>

# Reading

<p><b>Read carefully and show understanding of words, phrases and simple writing</b></p>	<ul style="list-style-type: none"> <li>• Recognising some familiar words in written form e.g. numbers, colours, transport</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing and discussing cognates e.g. café</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising features of different text types e.g. recipe, scientific text</li> <li>• Using a range of strategies to decode new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding the main points and some detail from a short written passage e.g. football</li> <li>• Reading short, authentic texts for enjoyment or information e.g. Olympics</li> </ul>
<p><b>Appreciate stories, songs, poems and rhymes in the language</b></p>	<ul style="list-style-type: none"> <li>• Reading aloud a familiar sentence, rhyme or poem</li> </ul>	<ul style="list-style-type: none"> <li>• Following a short familiar text, listening and reading at the same time</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and adapting a range of different format short texts e.g. Monsieur Mangetout</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and responding to e.g. an extract from a story, an e-mail message or song</li> </ul>
<p><b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b></p>	<ul style="list-style-type: none"> <li>• Beginning to develop dictionary skills, e.g. alphabetical animals</li> <li>• Recognising cognates and near cognates</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to use a bilingual dictionary</li> <li>• Making comparisons of word order in French and English</li> </ul>	<ul style="list-style-type: none"> <li>• Using contextual clues and cues to make predictions about meanings e.g. fact file, recipe</li> <li>• Recognising key information within a text</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to recognise different verb form endings</li> <li>• Using a bilingual dictionary to select alternative vocabulary for sentence building e.g. description of a town</li> </ul>

# Writing

<p><b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly</b></p>	<ul style="list-style-type: none"> <li>• Recalling and writing simple words from memory e.g. colours, numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and writing short words and phrases e.g. food menu</li> </ul>	<ul style="list-style-type: none"> <li>• Making a short text using word and phrase cards</li> <li>• Completing a gapped text with key words/phrases, e.g. planets</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing words, phrases and sentences and writing as a text or captions</li> <li>• Using a bilingual dictionary to check the spelling of familiar words</li> </ul>
<p><b>Use familiar vocabulary in phrases and simple writing</b></p>	<ul style="list-style-type: none"> <li>• Experimenting with simple writing, copying with accuracy e.g. classroom signs</li> </ul>	<ul style="list-style-type: none"> <li>• Making short phrases or sentences using word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Making short phrases or sentences using a model</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a short text on a familiar topic</li> </ul>
<p><b>Describe people, places and things and actions orally and in writing</b></p>	<ul style="list-style-type: none"> <li>• Recognising and using adjectives e.g. colour, size</li> </ul>	<ul style="list-style-type: none"> <li>• Using adapted phrases to describe someone's outfit, appearance or character</li> </ul>	<ul style="list-style-type: none"> <li>• Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family</li> <li>• Using language of metaphor and comparison e.g. planets</li> </ul>	<ul style="list-style-type: none"> <li>• Using a wide range of descriptive phrases e.g. town, sightseeing</li> <li>• Recognising and using verbs in different tenses</li> </ul>

## Grammar

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 to build sentences and how these differ from or are similar to English

- Beginning to recognise gender of nouns, definite and indefinite article
- Identifying plurals of nouns
- Recognising placement of adjectives, compared with English
- Beginning to understand that verbs have patterns
- Noticing the negative form

- Using pronouns he/ she
- Recognising and applying rules for placement and agreement of adjectives
- Using indefinite article in the plural 'some'
- Recognising and using possessive adjective 'my'
- Beginning to use regular singular verb endings (l/he/she)
- Recognising and using the negative form

- Applying rules for adjectives to new vocabulary
- Recognising and using the partitive article 'some of'
- Using comparative language
- Exploring verbs in infinitive form and recognising them in the dictionary
- Recognising and applying verb endings for present regular 'er' verbs
- Memorising key verb patterns for 'have' and 'be'

- Identifying word classes within a sentence
- Understanding how word order differs between French and English
- Learning and using some common irregular verbs, e.g. 'to make', 'to go'
- Recognising and beginning to form some verbs in future tense

## Intercultural understanding

Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.

- Recognising that different languages are spoken in the community/world
- Naming the capital of France and some other countries where French is spoken
- Knowing that some of the great artists that come from France
- Appreciating and imitating the works of Matisse

- Recognising landmarks of Paris e.g. Louvre
- Comparing birthday celebrations in France and UK
- Discovering some of the major cities of France
- Comparing shops and high streets of France and UK
- Recognising and using the Euro currency

- Identifying and locating other countries in the world where French is spoken
- Comparing geographical features and climates of different French-speaking countries

- Discovering and researching some French international football players
- Planning a journey to and around France

