



## Progression of Skills in MFL at MPS



### Intent

Our aim is to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. The content enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of our language learning is the desire to expose children to authentic French, so we offer regular opportunities to listen to native speakers through our use of resources.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. It is vital that children have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

We intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

### Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are taught, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities.

The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary may then be included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Opportunities to celebrate learning and French culture are planned into the year through a Languages day. This is to make learning purposeful; connect with the wider community, by introducing children to French speakers; and foster a love for languages and cultures outside of our own.

Cross-curricular opportunities may also be delivered in order to enrich areas of the curriculum currently taught. It should showcase the successes, the traditions, the history, geography and culture in French speaking countries and allow children to make links in their learning to the rest of the world.

Children with Special Educational Needs will have challenge provided at an appropriate level through differentiation and scaffolding.

### Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners.

We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies.

Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and traffic light assessments, KWL grids and through the feedback and monitoring of recorded and written work (in line with the school's marking policy) aimed at targeting next steps in learning.

Assessment grids will be used to track the progress of children throughout Key Stage 2. This information may be given to the secondary school so that there is effective communication in order to further their learning and build upon skills in Key Stage 3.



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Strand	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Communicate with others using simple words, phrases and short sentences e.g. greetings, simple personal information (name nouns, present a simple rehearsed statement to a partner and present simple rehearsed statements about themselves)</li> <li>Develop accuracy in pronunciation when speaking and show awareness of sound spelling links</li> <li>Recognise a familiar question and respond</li> <li>Read aloud familiar text in chorus</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others using phrases to describe people, places and things with a language scaffold as well as be confident to do the same without support</li> <li>Ask several simple and familiar questions</li> <li>Perform short role play in one topic with several exchanges</li> <li>Begin to express simple opinions such as likes, dislikes and preferences</li> <li>Secure pronunciation for more spoken words and phrases - learn letter string sounds and listening to native speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Children can ask and answer questions on the current topic</li> <li>Can produce some spoken phrases (without written support) with a familiar topic and good pronunciation</li> <li>Express opinions such as likes, dislikes and preferences</li> </ul>	<ul style="list-style-type: none"> <li>Engage in short, scripted conversations</li> <li>Speaking in longer sentences (without written support) with a familiar topic and accurate pronunciation</li> <li>Use particular sentence structures more flexibly to create own sentences</li> <li>Children can ask and answer simple questions on a few very familiar topics.</li> <li>Express opinions such as likes, dislikes and preferences and reasons why</li> <li>Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge</li> <li>Decode an unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen and respond to familiar spoken words, phrases and sentences e.g. simple instructions, rhymes, songs</li> <li>Act out actions to match vocabulary in songs/stories</li> <li>Repeat words modelled by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Understand and respond to a range of familiar spoken words, phrases and sentences</li> <li>Show understanding of short phrases, instructions and songs whilst listening attentively. Use actions to help.</li> <li>Pick out known words in a conversation</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show understanding of more complex sentences in 'authentic' conversations - pick out specific vocabulary</li> <li>Understand the main points of a short spoken passage - made up of some familiar words and phrases when spoken slowly and clearly</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and show an understanding of more complex sentences in 'authentic' conversations – Picking out specific vocabulary.</li> <li>Can understand short passages read out that include familiar words and phrases</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Recognise and understand some familiar written words and phrases e.g. familiar nouns, adjectives and simple</li> </ul>	<ul style="list-style-type: none"> <li>Understand familiar written words and phrases e.g. familiar nouns, adjectives and simple</li> </ul>	<ul style="list-style-type: none"> <li>Read and show understanding of more complex written phrases</li> </ul>	<ul style="list-style-type: none"> <li>Practice reading longer sentences aloud containing taught phrases and vocabulary with accurate pronunciation</li> </ul>



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	<p>verb forms in poems and rhymes</p> <ul style="list-style-type: none"> <li>• Read aloud familiar text in chorus</li> <li>• Read familiar nouns and phrases on display around the school</li> </ul>	<p>verb forms in poems and rhymes</p> <ul style="list-style-type: none"> <li>• Read aloud short familiar sentences using knowledge of phonics</li> <li>• Use a bi-lingual dictionary to find the meaning or translation of a word</li> </ul>	<ul style="list-style-type: none"> <li>• Read and show an understanding of a piece of writing based on the current topic</li> <li>• Read short passages and answer questions on what has been read</li> <li>• Use a bi-lingual dictionary to find the meaning or translation of a word</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a short text made up of familiar language on a familiar topic</li> <li>• Use a bi-lingual dictionary to find the meaning or translation of a word</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write some familiar simple words using a model and from memory e.g. familiar nouns, adjectives</li> <li>• Write single familiar words and a connective with support and confident to attempt it without</li> <li>• Use plausible spelling for words</li> <li>• With support, vary one element in a simple phrase to change the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Write familiar simple vocabulary from memory</li> <li>• Write a simple phrase to describe people, places and things with a language scaffold</li> <li>• Apply some learning of silent letters and sounds to their spelling to make plausible spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Use a bi-lingual dictionary to find the meaning of unknown words and to translate own ideas</li> <li>• Can write short sentences and phrases from memory using understandable spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Use a bi-lingual dictionary to find the meaning of unknown words and to translate own ideas</li> <li>• Adapt taught phrases to create new sentences</li> <li>• To use learnt sentence structure to write short, simple sentences from memory on one familiar topic</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Introduce concept of gender and indefinite articles e.g. un stylo, une feutre The imperative e.g. listen for the 'ez' in écoutez</li> <li>• Introduce concept of J'ai with age as well as possession</li> <li>• No capitalisation for days/months</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> person pronouns of avoir and être introduced</li> <li>• Introduce the two forms of 'you' (tu and vous).</li> <li>• Awareness that letters in French can make a different sound to English and silent letters are frequent</li> </ul>	<ul style="list-style-type: none"> <li>• Secure concept of gender and indefinite articles e.g. un stylo, une feutre</li> <li>• Formation of a question with rising intonation e.g. Ca va bien?</li> <li>• Pattern of questions with question words e.g. Comment t'appelles tu?</li> <li>• Better understanding of silent letters</li> <li>• Awareness of elision e.g. l'école/l'eau/ Je m'appelles</li> <li>• Rules for making nouns plural e.g. adding and s for plurals but if ending eau or eu, add an x.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concept of the definite article e.g. le, la, les to add to indefinite article</li> <li>• Introduce adjectival agreement and position (most adjectives come after the noun, must agree with the gender of the noun and whether it is singular or plural)</li> <li>• Position of majority of adjectives in a sentence</li> <li>• Concept of liaison e.g. ont (on) = ont-ils (on teel) or un (uhn) = un homme (uh nohm)</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently use the definite and indefinite articles</li> <li>• Understand and use adjectival agreement and position (most adjectives come after the noun, must agree with the gender of the noun and whether it is singular or plural)</li> <li>• Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences</li> <li>• Formal use of 'you' with regular and irregular high frequency verbs</li> <li>• Formation of a relative clause</li> <li>• Consolidation of grammatical knowledge from Years 3 to 5</li> </ul>



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		<ul style="list-style-type: none"> <li>• All personal pronouns with avoir and etre introduced</li> <li>• Making a sentence say not</li> <li>• Position of colour adjectives in a sentence e.g. colours usually come after the noun – la voiture rouge</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and 3<sup>rd</sup> person plural of an irregular high frequency verb e.g. faire / aller</li> <li>• Develop understanding of formation of questions</li> <li>• 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular pronouns and 3<sup>rd</sup> person plural pronouns</li> <li>• verb conjugation for regular -er verbs e.g. jouer/manger and an irregular high frequency verb e.g. faire/aller</li> </ul>	
<b>Cultural Links</b>	<ul style="list-style-type: none"> <li>• Awareness that French is spoken in other countries besides France</li> <li>• Mardi Gras – Carnival Celebration</li> <li>• French foods</li> <li>• Francophone Facts (1 a term)</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the traditions of Christmas and New Year in France</li> <li>• French stories</li> <li>• French musicians</li> <li>• Francophone Facts (1 a term)</li> </ul>	<ul style="list-style-type: none"> <li>• Regions and rivers in France</li> <li>• Easter in France</li> <li>• Famous French artists</li> <li>• French school system</li> <li>• Francophone Facts (1 a term)</li> </ul>	<ul style="list-style-type: none"> <li>• Bastille Day Celebrations</li> <li>• Landmarks and Cities</li> <li>• Famous French inventors</li> <li>• French sports people/ la tour de France</li> <li>• May Day Celebrations</li> <li>• Francophone Facts (1 a term)</li> </ul>
<b>Cross – curricular Opportunities</b>	<ul style="list-style-type: none"> <li>• Geography – Use atlases to locate French speaking countries. Research why they are French speaking.</li> <li>• DT – French meals and traditional foods</li> </ul>	<ul style="list-style-type: none"> <li>• RE – Christmas and religions in France</li> <li>• Music – French musicians</li> </ul>	<ul style="list-style-type: none"> <li>• Geography - Link regions and rivers to Rivers topic</li> <li>• RE – Easter celebrations</li> <li>• Art – French artists – Recreate some artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• History - Link with Bastille Day celebrating the French revolution</li> <li>• History - Link inventors to industrial revolution</li> <li>• Geography – Landmarks and cities</li> <li>• PE – French sporting heroes/la tour de France</li> </ul>