



Progression Map - MFL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	A new start Simple questions, numbers 0-10	The calendar and celebrations Days, Months, Age Christmas	Epiphany Animals I like/don't like	Carnivals, colours and playground games Easter	Food we eat everyday Fruit and vegetables/breakfast food Likes and dislikes	Going on a picnic Asking politely Commands Numbers 0-20
Year 4	My school Age, days Introducing teachers and friends, classroom objects	My local area Shops, every day shopping, shopping for gifts Christmas	Epiphany A family tree Faces	Celebrating carnival Parts of the body Descriptions, our own class aliens Easter	Feeling well/unwell Jungle animals	Summer time Weather, seasons, ice-creams
Year 5	My school Subjects Likes/Dislikes	Where I live Buildings and places of interest Christmas shopping	New year celebrations Healthy eating Shopping at the market	Carnival Colours Clothes description fashion show	Weather and countries Weather forecast	Going to the beach
Year 6	My everyday life Routines Time	Where I live House and homes Christmas performance	New year celebrations Playing and enjoying sport	This is me Preferences/feelings All the fun of the fair Fairground rides and opinions/descriptions	Going to the restaurant and cafe	Performances

MFL Long Term Plan and Progression of Skills and Knowledge

Each year group from Years 3 to 6 teach six French topics per year.

Key Stage Two

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

Curriculum Key Stage Two

Listening

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- appreciate stories, songs, poems and rhymes in the language

Speaking

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- describe people, places, things and actions orally

Reading	<ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Writing	<ul style="list-style-type: none"> • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions in writing • 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, for instance, to build sentences; and how these differ from or are similar to English.

Year 3: Unit overviews		
Autumn 1: Getting started	Spring 1: Animals I like and don't like	Summer 1: Hungry Giant
<p>Children will be introduced to France and the idea of speaking in French. They will explore where France is in the world. They will practise basic greetings, feelings and saying their name. They will practise pronunciation and intonation skills and experiment with the speaking, reading and writing of simple phrases.</p> <p>They will learn the numbers 0 – 10 in French.</p> <p>Through songs, pictures and games, they will learn six French colours.</p>	<p>Children will be introduced to new French nouns for animals. They will explore the sounds within these words and link them to already familiar words and sounds. They will explore the vocabulary through songs, games and stories. They will begin discussing French grammar: looking at the difference between masculine and feminine nouns and singular and plural nouns. They will learn how to say what their favourite animal is and which animals they like or dislike. They will practise a simple sentence to say what their favourite animal is.</p> <p>There will be a cultural link to Epiphany.</p>	<p>Children will recognise and understand some nouns for fruits and vegetables in French. They will recognise and try to use the word for 'a' before the noun for fruits (French indefinite article). They will learn to politely ask for a piece of fruit or vegetable. They will join in with songs and games and specifically a story about a hungry giant.</p>
Autumn 2: The calendar and celebrations	Spring 2: Carnival and Playground games	Summer 2: Map Explorers

<p>Children will explore using the vocabulary that they learned through Autumn 1. They will explore additional French colours linked to Autumn and Bonfire Night. They will practise performing a song about Bonfire Night. They will revisit numbers 0 – 10 in French. They will learn to understand and respond to classroom instructions.</p> <p>Children will explore nouns for days of the week and months of the year. They will be able to say their birthday month.</p> <p>There will be a cultural link to Bonfire Night/Christmas.</p>	<p>Children will revisit and remember core language from Autumn 1 and Autumn 2 and build upon this to ask questions and give answers. They will take part in a simple dialogue about themselves, using familiar questions and answers. They will be able to tell someone what their favourite colour is and what their favourite animal is. They will be able to ask someone how old they are and respond with how old they are. They will be able to write some colours and some days of the week. They will be able to understand and say the numbers 11 – 20.</p> <p>There will be a cultural link to Easter.</p>	<p>Children will explore several places on a child friendly Google Earth map of France. They will learn how to ask and say where they live. They will revisit and practise simple dialogues on personal information questions and build new simple dialogues with gingerbread puppets. They will listen to and join in with a simple repetitive traditional tale.</p>
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Year 3: Progression of core skills

Listening	Speaking	Reading	Writing
Children can understand a few familiar spoken words and phrases.	Children can say and repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Children can recognise and read out a few familiar words and phrases.	Children can write or copy a few simple words or symbols as an emergent writer of the target language.
Grammar		Phonics	
Children will begin to understand the use of nouns, adjectives and verbs.		ix i ch/oi ez une/un ons	

Year 4: Unit overviews

Autumn 1: Welcome to our school	Spring 1: Family tree and faces	Summer 1: Feeling unwell/jungle animals
Children will remember how to greet friends and use familiar language to introduce themselves.	Children will listen to and join in with songs and games to explore nouns and adjectives. They will	Children will consolidate their learning of French body parts and will learn how to complain of

<p>They will be able to use questions to find about information about their classmates. They will know and use numbers 0 – 31 in French. They will remember and be able to order months in French. They will explore French nouns for classroom items and identify whether they are masculine or feminine words. They will be able to write the date in French. They will recap using both the definite and indefinite articles.</p>	<p>be able to introduce different members of the family and be able to describe their faces. They will revisit, develop and extend their understanding of singular and plural nouns and have a greater awareness of the gender of nouns. Finally, they will begin to build simple sentences using nouns, verbs and adjectives in the target language.</p> <p>By the end of the topic, they will:</p> <ul style="list-style-type: none"> • Remember and say members of family • Remember and understand parts of the face • Say a simple sentence with a face part and a colour 	<p>different illnesses. They will be able to say phrases to say where or what is hurting.</p> <p>Then, children will learn the nouns for jungle animals. Through this, they will look at masculine and feminine nouns and using adjectives to describe nouns. They will have the opportunity to read aloud and perform a story. They will be able to say a simple sentence to describe a jungle animal using a noun, verb and colour adjective.</p>	
<p>Autumn 2: My local area, your local area</p>	<p>Spring 2: Celebrating carnival/body parts</p>	<p>Summer 2: Summer time</p>	
<p>Children will understand and respond to spoken and written commands. They will practise personal information and build dialogues as both spoken and written activities. They will explore French nouns for places in town and identify whether they are masculine or feminine. They will use commands and directions to give instructions on how to find somewhere. They will learn how to ask where a place is. They will develop listening, speaking, reading and writing practises to understand and describe places around town in simple sentences.</p> <p>There will be a cultural link to Christmas.</p>	<p>Children will consolidate their understanding of nouns (singular, plural, the gender etc.) They will revisit and practise commands and classroom instructions. They will learn the different body parts in French. They will be able to say and write a simple descriptive sentence using adjectives and nouns to describe a monster. Finally, they will begin to explore agreement spelling.</p>	<p>Children will learn how to describe the weather. They will practise asking questions and replying using full sentences. They will join in with stories and also explore the weather forecast in France.</p> <p>Next, children will explore different ice cream flavours and practise simple transactional dialogues to perform. They will improve their pronunciation and intonation. They will develop their ‘listening for information’ skills by asking questions and responding in full sentences.</p>	
<p>Year 4: Progression of core skills</p>			
<p>Listening</p>	<p>Speaking</p>	<p>Reading</p>	<p>Writing</p>

Children can understand a range of familiar spoken phrases and they are able to listen for specific words and phrases.	Children can ask and answer simple questions and give basic information. Children can pronounce familiar words and some new words accurately.	Children can understand simple written phrases. Children can match sounds to familiar written words.	Children can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
Grammar		Phonics	
Children will consolidate their understanding of nouns, adjectives and verbs. Children will begin to understand the use of adverbs.		oi/eu/ou ou/ch in é/ou/oi en ch/en/on	

Year 5: Unit overviews		
Autumn 1: My school, my subjects	Spring 1: Healthy Eating – going to market	Summer 1: Out of this world
Children will extend their learning on emotions and be able to give a greater variety of answers and reasons. Children will learn the French nouns for school subjects. They will ask questions and reply with their favourite subjects and the reasons why. They will develop their reading skills to be able to understand unfamiliar language in a body of familiar text.	Children will recap Y3 learning on different foods and will look at a range of fruit and vegetable French nouns. They will participate in simple market dialogues. They will be able to follow and say simple instructions to make a fruit salad. They will review and consolidate their learning on French money and numbers.	Children will review and extend their Y3 and Y4 learning on personal questions and answers. They will practise building simple dialogues and conversations. They will practise writing descriptive sentences with familiar and unfamiliar words. They will also learn the French names for different planets.
Autumn 2: Time in the city	Spring 2: Clothes, colours, fashion shows	Summer 2: Going to the seaside
Children will give simple sentences to describe a city or town, using nouns. They will practise simple dialogues to buy tickets and ask about places. They will develop 'listening for meaning' and 'reading for meaning' skills.	Children will learn the French nouns for different items of clothing. They will recap their Y3 and Y4 learning on colours and will be able to say simple sentences to describe clothing, using nouns and colour adjectives.	Children will learn and be able to say different activities at the beach, using 'On peut...' plus infinitives of verbs. They will explore nouns and adjectives to do with the seaside and use familiar language (e.g. Y4 weather, ice cream) in new contexts.

<p>Children will study numbers 0 – 100 and also look at prices. They will be able to use numbers 0 – 50.</p> <p>Children will be able to ask for a present and will practise simple dialogues to buy gifts.</p> <p>There will be a cultural link to Christmas in France.</p>	<p>They will consolidate their understanding of nouns (masculine, feminine, singular, plural). They will extend their understanding of the agreement of adjectives after nouns. They will look at the conjugation of the verbs ‘to have’ and ‘to wear’.</p> <p>They will explore building more complex sentences, using nouns, verbs and adjectives.</p>	<p>They will practise writing extended sentences using conjunctions and opinion phrases. They will develop skills in speaking and writing short texts and practise memorising and performing these.</p>
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Year 5: Progression of core skills

Listening	Speaking	Reading	Writing
<p>Children can understand the main points from a series of spoken sentences (including questions). They may require these to be repeated.</p>	<p>Children can ask and answer simple questions on several topics and can express opinions. Children can take part in brief pre-prepared tasks such as short presentations and role plays.</p>	<p>Children can understand the main points from a short-written passage in clear printed script. Children can use bilingual dictionaries independently. They can apply phonic knowledge to find, understand and/or produce spoken and written words.</p>	<p>Children can write two or three short sentences as a personal response, using reference materials/with support. Children attempt to use nouns and adjectives accurately and they show awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p>
Grammar		Phonics	
<p>Children will consolidate their understanding of nouns, adjectives and verbs and adverbs. Children will begin to understand the use of prepositions.</p>		<p>qu/in eu/eau qu/que au/ou ille/é ge/jou</p>	

Year 6: Unit overviews

Autumn 1: Everyday life	Spring 1: Playing and enjoying sport	Summer 1: Café culture and restaurants
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<p>Children will revisit and build confidence in spoken personal information conversations. They will practise listening for information and speaking in sequences of sentences.</p> <p>Children will revisit numbers 0 – 12 and use this knowledge to give an o'clock time in French. They will explore questions and answers based on daily routines, which will consolidate their understanding of time.</p> <p>Children will produce a sequence of sentences to produce a short text of writing.</p>	<p>Children will explore cognates and semi-cognates for nouns of sports. They will explore the conjugation of verbs 'to play' and 'to do'.</p> <p>They will use familiar language (throughout KS2) to express their likes and dislikes of sport. They will also use contradiction phrases to develop debate and express their opinion. They will be able to give simple descriptions of different sports.</p>	<p>Children will build upon familiar language to make polite requests and use simple transactional dialogue. They will be able to politely ask for food and drinks from a menu (building upon Y4 ice cream dialogue etc.) They will practise listening skills with unfamiliar or challenging vocabulary.</p> <p>There will be a cultural link to French food and authentic meals and dishes. They will explore the culture of French dining out.</p>	
<p>Autumn 2: Where I live, where you live</p>	<p>Spring 2: This is me, hobbies and fun</p>	<p>Summer 2: Performance time</p>	
<p>Children will revisit grammar about nouns and their gender. They will revisit and practise the position of adjectives after nouns. Children will explore the cultural differences between French and UK homes. They will read a story and understand the main points and investigate unfamiliar language in context.</p> <p>Children will explore hopes and dreams for the future and be able to say 'I would like to be a...' and a profession. They will look at the conjugation of the verb 'to be', as well as the future conditional. They will extend their reading skills, looking at cognates and semi-cognates.</p> <p>There will be a cultural link to French homes.</p>	<p>Children will revisit asking for an item and expressing opinions, likes and dislikes. They will understand and express simple opinions of funfair rides.</p> <p>Children will say and write a simple description of themselves and perform as a presentation.</p>	<p>Children will gather information about the Tour de France. They will review familiar language, e.g. colours. They will use bilingual dictionaries to gather vocabulary to do with cycling.</p> <p>Children will then take simple sketches and practise these. These are to then be performed in the class.</p>	
<p>Year 6: Progression of core skills</p>			
<p>Listening</p>	<p>Speaking</p>	<p>Reading</p>	<p>Writing</p>

<p>Children can understand the main points and some detail from a short-spoken passage, comprising of familiar language.</p>	<p>Children can take part in a simple conversation and they can express simple opinions. They use generally accurate pronunciation (deemed as accurate to a sympathetic native speaker).</p>	<p>Children can understand the main points and simple opinion of a longer written passage. They can use a bilingual dictionary to access unfamiliar language.</p>	<p>Children can write a short text and they can attempt to use accurately: nouns, adjectives, some commonly used and regular verbs in the present tense on a familiar topic using reference materials for support.</p>
<p>Grammar</p>		<p>Phonics</p>	
<p>Children will consolidate their understanding of nouns, adjectives and verbs, adverbs and prepositions. Children will begin to understand the use of verbal phrases.</p>		<p>ais ai/an/am ais/oue eux/i/é Consolidation of sounds</p>	