Progression of Knowledge and Skills in the teaching of MFL at Ladygrove Primary School

EYFS - ELG: Understanding the World – People, Culture and Communities: *"Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps."*

- *I know that France is a country.*
- *I can sing a song in French*

KS1 –

- *I know France is a country near to us.*
- *I know that French is a language.*
- *I can sing songs in French.*
- *I can answer the register using "Bonjour"*
- *I have tasted some French food.*

Knowledge and Skills Progression By Term				
Autumn 1				
Mini Topics	**Year 3 (LKS2)**	**Year 4 (LKS2)**	**Year 5 (UKS2)**	**Year 6 (UKS2)**
	• Greetings and Feelings • Numbers 0 – 10 • Colours	• Welcome to the School	• Saying more about ourselves • School subjects and opinions	• Time • Daily Routine
Knowledge	I know where France is on a world map. I know to change the pitch of my voice when asking a question. I know the key vocabulary for numbers 0-10. I know the key vocabulary for colours. I know how to greet and respond.	I know the key vocabulary for classroom items. I know how to ash questions. I know the verb "I have" and the negative "I have not".	I know that the spelling of adjectives change to match the masculine or feminine noun. I know the key vocabulary for feelings. I know the key vocabulary for school subjects. I know how to give an opinion.	I know that France is one hour ahead of England. I know the key vocabulary for telling the time. I know the key vocabulary for numbers 0-60. I know the key vocabulary for daily routine.
Autumn 2				
Mini Topics	**Year 3 (LKS2)**	**Year 4 (LKS2)**	**Year 5 (UKS2)**	**Year 6 (UKS2)**
	• Days • Months	• Classroom/commands • Town and shops	• In the City • Buying a present	• House
Knowledge	I know how Bonfire Night and Christmas are celebrated in France. I know the key vocabulary for the days of the week. I know the key vocabulary for months. I know that when writing dates in French, we do not use capital letters.	I know the key vocabulary for places in town. I know some basic commands. I know that apostrophes contract La/le/les when used with nouns beginning with vowels, e.g. l'ecole.	I know that "il y a" is used for both there is and there are. I know the key vocabulary for places in the city. I know that Paris is the capital city of France. I know some famous landmarks in France. I know that we change the noun you from "tu" hen we know someone to "vous" when we don't. I know how to use the verb "to have" in the present tense. I know how to use "some" and "the" (des/les).	I know the key vocabulary for house items.
Spring 1				
Mini To	**Year 3 (LKS2)**	**Year 4 (LKS2)**	**Year 5 (UKS2)**	**Year 6 (UKS2)**

	• Animals	• Family • Alien Faces	• Going to the market	• Sports
Knowledge	I know how Epiphany is celebrated in France. I know the key vocabulary for animals. I know that there are two words for "a" in French (un/une) I know that when we use "the" with a plural noun, we use the word "les".	I know that the noun hair is plural in French. I know how Epiphany is celebrated in France. I know the key vocabulary for family members. I know the key vocabulary for parts of a face. I know which parts of language are adjectives. I know the masculine and feminine forms of " (les).	I know the key vocabulary for asking for items. I know about food markets in France. I know how to use the verb "to be" in the present tense.	I know how to use the correct masculine, feminine, singular and plural pronouns with a verb. I know about the French sport boules. I know the key vocabulary for sports. I know how to use the verb "to play" in the present tense.

Spring 2				
Mini Topics	**Year 3 (LKS2)**	**Year 4 (LKS2)**	**Year 5 (UKS2)**	**Year 6 (UKS2)**
	• 11-20 and ages	• Parts of the body and monsters	• Clothes and fashion shows	• Fun at the Fair • Hobbies and this is me
Knowledge	I know how carnivals are celebrated in France. I know the key vocabulary for numbers 11-20. I know that in French, we use the verb "have you?" with ages.	I know that we say and write colours as adjectives after the noun in French. I know the key vocabulary for parts of the body. I know how Easter is celebrated in France.	I know that the adjectives "grand" and "petit" are said and written before the noun in French. I know the key vocabulary for clothes. I know how to use the verb "to wear" in the present tense.	I know that I use "mon, ma or mes" for "my" depending on the noun. I know the key vocabulary for hobbies. I know the key vocabulary for funfair.
Summer 1				
Mini Topics	**Year 3 (LKS2)**	**Year 4 (LKS2)**	**Year 5 (UKS2)**	**Year 6 (UKS2)**
	• Hungry giant	• I don't feel well • Jungle animals	• Planets • Travellers' ID	• Café dialogues and food • Restaurant
Knowledge	I know about different French foods and café customs. I know the key vocabulary for some breakfast items. I know that in French we often add "s" at the end of a noun to make it plural. I know about masculine and feminine nouns.	I know that the spellings of adjectives may change when describing a masculine or feminine noun. I know the key vocabulary for illness. I know the key vocabulary for jungle animals.	I know that I can add "ne" before a verb and "pas" after a verb to change it to negative. I know the key vocabulary for Planets. I know the key vocabulary for personal details.	I know about French café culture I know some facts about favourite French recipes and meals. I know the key vocabulary for café dialogue and food. I know the key vocabulary for Restaurants.
Summer 2				
Mini Topics	**Year 3 (LKS2)**	**Year 4 (LKS2)**	**Year 5 (UKS2)**	**Year 6 (UKS2)**
	• Gingerbread man • Picnics	• Weather • Ice creams	• Seaside	• N/A - consolidation
Knowledge	I know where some towns are in France. I know what some French towns are known for and what their customs are. I know the key vocabulary for some different leisure settings.	I know the key vocabulary for weather types. I know the key vocabulary for flavours. I know how to ask for something.	I know that if I say or write "on peut" before a verb written as an infinitive, I can make a simple persuasive sentence. I know where there are some beaches in France. I know how to use the modal verb structure : You can + verbs.	Consolidation

Skills Progression by Year Group				
	Year 3 (LKS2)	**Year 4 (LKS2)**	**Year 5 (UKS2)**	**Year 6 (UKS2)**
Listening	Listen attentively to spoken language and show understanding by joining in and responding. - I can listen and respond to rhymes/songs/stories. - I can listen attentively and understand instructions/praise. - I can listen for specific words and phrases.	Listen attentively to spoken language and show understanding by joining in and responding. - I can listen attentively and understand more complex phrases and sentences. - I can identify specific sounds, phonemes and words. - I can listen for specific words and phrases.	Listen attentively to spoken language and show understanding by joining in and responding. - I can listen attentively and understand more complex phrases and sentences. - I can listen for specific words and phrases. - I can understand the main points and simple opinions in a spoken story, song or passage.	Listen attentively to spoken language and show understanding by joining in and responding. - I can listen attentively and understand more complex phrases and sentences. - I can listen for specific words and phrases. - I can understand the main points and simple opinions in a spoken story, song or passage.

Speaking	Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words. - I can recognise and respond to sound patterns/words. - I can identify specific sounds/phonemes/words. - I can focus on correct pronunciation. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - I can perform simple communicative tasks using single words/phrases/short sentences. - I can ask and answer a question. - I can ask and answer a question (on more than one topic). Speak in sentences, using familiar vocabulary, phrases and basic language structures. - I can perform simple communicative tasks using single words/phrases and sentences. Develop accurate pronunciation and intonation, so that others understand. - I can recognise and respond to sound patterns and words. - I can identify specific sounds, phonemes, words and Imitate pronunciation. - I can perform simple communicative tasks using single words/phrases and sentences. - I can focus on correct pronunciation. Present ideas and information orally to a range of audiences. - I can perform simple communicative tasks using single words/phrases and sentences. - I can memorise and present a short spoken text.	Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words. - I can listen for sounds, rhyme and rhythm. - I can identify specific sounds/phonemes/words. - I can focus on correct pronunciation and intonation. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - I can prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts). - I can ask and answer questions on several topics. - I can devise and perform simple roleplays). Speak in sentences, using familiar vocabulary, phrases and basic language structures ask and answer questions on several topics. - I can prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts). - I can perform simple communicative tasks using single words, phrases and short sentences. Develop accurate pronunciation and intonation, so that others understand. - I can imitate pronunciation. - I can identify specific sounds, phonemes, words. - I can perform simple communicative tasks using single words/phrases and sentences. - I can develop accuracy in pronunciation. Present ideas and information orally to a range of audiences. - I can perform simple communicative tasks using single words/phrases and sentences. - I can memorise and present a short spoken text. - I can prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts).	Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words. - I can imitate pronunciation. - I can identify specific sounds/phonemes/words. - I can focus on correct pronunciation. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - I can use spoken language confidently to initiate and sustain simple dialogues and conversations. - I can ask and answer questions on several topics. - I can understand and express opinions. - I can devise and perform simple roleplays. Speak in sentences, using familiar vocabulary, phrases and basic language structures. - I can use spoken language confidently to initiate and sustain simple dialogues and conversations. - I can ask and answer questions on several topics. - I can understand and express opinions. Develop accurate pronunciation and intonation, so that others understand. - I can recognise and respond to sound patterns and words. - I can identify specific sounds, phonemes, words and imitate pronunciation. - I can recite a short piece of narrative text by reading aloud. - I can focus on correct pronunciation. Present ideas and information orally to a range of audiences. - I can prepare a short presentation on a familiar topic. - I can memorise and present a short spoken text. - I can understand and express opinions. - I can memorise and present a short spoken text.	Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words. - I can imitate pronunciation. - I can identify specific sounds/phonemes/words. - I can recite a short piece of narrative either from memory or by reading aloud from a text. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can use spoken language confidently to initiate and sustain simple dialogues and conversations. - I can ask and answer questions on several topics. - I can understand and express opinions. - I can devise and perform simple roleplays. Speak in sentences, using familiar vocabulary, phrases and basic language structures. - I can use spoken language confidently to initiate and sustain simple dialogues and conversations. - I can ask and answer questions on several topics. - I can retell using familiar language a sequence of events from a spoken passage containing complex structures. - I can use time and/or sequencing structures in spoken sentences. - I can understand and express opinions. Develop accurate pronunciation and intonation, so that others understand. - I can identify specific sounds, phonemes, words and imitate pronunciation. - I can recite a short piece of narrative text by reading aloud. - I can focus on correct pronunciation. Present ideas and information orally to a range of audiences. - I can prepare a short presentation on a familiar topic. - I can memorise and present a short spoken text. - I can understand and express opinions. - I can use familiar language and some unfamiliar language re-tell or present a story to an audience.
Reading	Read carefully and show understanding of words, phrases and simple writing. - I can recognise some familiar words in written form. - I can recognise and respond to sound patterns and words. - I can identify specific sounds phoneme and words and imitate pronunciation. - I can read and understand a range of familiar phrases. Appreciate stories, songs, poems and rhymes in the language. - I can listen and respond to rhymes/songs/stories. - I can recognise some familiar words in written form. - I can read and understand a range of familiar phrases. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. - I can recognise and respond to sound patterns and words. - I can identify specific sounds phoneme and words and imitate pronunciation. - I can read and understand a range of familiar phrases. - I can apply phonic and whole word knowledge of the new language in order to locate words in a reference source.	Read carefully and show understanding of words, phrases and simple writing. - I can read a range of familiar written phrases. - I can apply phonic and whole word knowledge of the new language in order to locate words in a reference source. - I can attempt to recite a short piece of narrative by reading aloud from the text. - I can read and understand a range of familiar phrases. Appreciate stories, songs, poems and rhymes in the language. - I can listen and respond to rhymes/songs/stories. - I can attempt to recite a short piece of narrative by reading aloud from the text. - I can read and understand a range of familiar phrases. Broaden their vocabulary and develop ability to understand new words introduced into familiar written material, and the use of a dictionary. - I can identify specific sounds phoneme and words and imitate pronunciation. - I can read and understand a range of familiar phrases. - I can apply phonic and whole word knowledge of the new language in order to locate words in a reference source.	Read carefully and show understanding of words, phrases and simple writing. - I can read and understand the main points and some detail from a short written passage (mainly familiar words). - I can identify specific sounds phoneme and words and imitate pronunciation. - I can read and understand a range of familiar phrases. Appreciate stories, songs, poems and rhymes in the language. - I can listen and respond to rhymes/songs/stories. - I can read and understand the main points and some detail from a short written passage (mainly familiar words). Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. - I can recognise and respond to sound patterns and words. - I can read and understand the main points and some detail from a short written passage (mainly familiar words). - I can read and understand a range of familiar and unfamiliar phrases. - I can apply phonic and whole word knowledge of the new language in order to locate words in a reference source.	Read carefully and show understanding of words, phrases and simple writing. - I can read and understand the main points and some detail from a short written passage (mainly familiar words). - I can identify specific sounds, phoneme and words and imitate pronunciation. - I can read and understand a range of familiar phrases. Appreciate stories, songs, poems and rhymes in the language. - I can listen and respond to rhymes/songs/stories. - I can read and understand the main points and some detail from a short written passage (mainly familiar words). Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material, and with the use of a dictionary. - I can read and understand the main points and some detail from a short written passage (mainly familiar words). - I can read and understand a range of familiar and unfamiliar phrases. - I can apply phonic and whole word knowledge of the new language in order to locate words in a reference source.

Writing	*Write phrases from memory and adapt these to create new sentences to express ideas clearly.* - *I can experiment with the writing of simple words.* - *I can experiment with the writing of simple sentences.* - *I can write words and phrases using a reference.* *Describe people, places, things and actions orally and in writing perform simple communicative tasks using single words/phrases and sentences.* - *I can recognise some familiar words in written form.* - *I can experiment with the writing of simple words.* - *I can experiment with the writing of simple sentences.* *Understand basic grammar.* - *I can use question forms.* - *I can begin to explore nouns.* - *I can identify and understand commands.*	*Write phrases from memory and adapt these to create new sentences to express ideas clearly.* - *I can prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts).* - *I can write simple words and phrases using a model and some words from memory.* - *I can write words and short sentences using a reference.* *Describe people, places, things and actions orally and in writing.* - *I can write word, phrases and short sentences using a ref.* - *I can write simple words and phrases using a model and some words from memory.* *Understand basic grammar.* - *I can use nouns/ gender and in singular and plural.* - *I can begin to explore agreement of adjectives.* - *I can understand and use the question form "have you ..?" and give a positive/ negative response "I have/ haven't".* - *I can construct simple sentences using nouns, verb (to be) and an adjective.*	*Write phrases from memory; adapt these to create sentences expressing ideas clearly.* - *I can write words, phrases and sentence (using a reference).* - *I can experiment with the writing of words and phrases from memory.* *Describe people, places, things and actions orally and in writing.* - *I can construct a short text e,g create a ppt/ presentation or short passage to give a description.* - *I can attempt to memorise and present a written text as a spoken text.* *Understand basic grammar* - *I can use verbs in 3rd person singular to describe someone else.* - *I can explore the verb to be in the present tense.* - *I can explore and practise a regular present tense verb:"to wear".* - *I can explore and practise the present tense verb "to have".* - *I can practise accurate use of adjectives in agreement with nouns.*	*Write phrases from memory and adapt these to create new sentences to express ideas clearly.* - *I can write words, phrases and sentence (using a reference).* - *I can use time and sequencing structures in written sentences.* - *I can experiment with the writing of words and phrases from memory.* *Describe people, places, things and actions orally and in writing.* - *I can construct a short text e,g create a ppt/ presentation or short passage to give a description.* - *I can use time and sequencing structures in spoken sentences.* *Understand basic grammar.* - *I can revisit (extend) and explore use of conjunctions.* - *I can understand and use time phrases to give "o'clock" times.* - *I can explore and practise a regular present tense verb: "to play".* - *I can explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences.*
End of Year Points	*L- can understand a few familiar spoken words and phrases.* *S - can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.* *R - can recognise and read out a few familiar words and phrases.* *W - can write or copy a few simple words or symbols as an emergent writer of the target language.*	*L – can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.* *S – can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.* *R – can understand simple written phrases. Can match sounds to familiar written words.* *W – can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.*	*L – can understand the main points from a series of spoken sentences (including questions.) May require some repetition.* *S – can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.* *R – can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.* *W – can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.*	*L – can understand the main points and some detail from a short, spoken passage with comprising of familiar language.* *S – can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).* *R – can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.* *W – can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.*