



## Duckmanton Primary School – MFL Progression of skills

This document outlines how we cover all of the relevant MFL knowledge and skills across KS2. The skills focus on French. All skills are revisited and built on in each year group.

| Year Group    | Speaking & listening/oracy  | Reading & writing/literacy  | Stories, songs, poems & rhymes  | Grammar   |
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| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• repeat modelled words;</li> <li>• listen and show understanding of single words through physical response;</li> <li>• repeat modelled short phrases;</li> <li>• recognise a familiar question and respond with a simple rehearsed response;</li> <li>• express simple opinions such as likes, dislikes and preferences;</li> <li>• name objects and actions and may link words with a simple connective;</li> <li>• use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>• identify individual sounds in words and pronounce accurately when modelled;</li> <li>• start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>• adapt intonation to ask questions or give instructions;</li> <li>• name nouns and present a simple rehearsed statement to a partner;</li> <li>• present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>• say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul> | <ul style="list-style-type: none"> <li>• read and show understanding of familiar single words;</li> <li>• use strategies for memorisation of vocabulary;</li> <li>• begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> <li>• identify individual sounds in words and pronounce accurately when modelled;</li> <li>• start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>• write single familiar words from memory with understandable accuracy;</li> <li>• write familiar short phrases from memory with understandable accuracy;</li> <li>• copy simple familiar words to describe people, places, things and actions using a model;</li> <li>• write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> </ul> | <ul style="list-style-type: none"> <li>• listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>• join in with actions to accompany familiar songs, stories and rhymes;</li> <li>• join in with words of a song or storytelling.</li> </ul> | <ul style="list-style-type: none"> <li>• show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>• use a simple negative form (ne... pas);</li> <li>• recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>• use simple prepositions in their sentences;</li> <li>•</li> </ul> |

Year 4

- listen and show understanding of short phrases through physical response.
- ask and answer a simple and familiar question with a response;
- ask and answer at least two simple and familiar questions with a response.
- speak about everyday activities and interests;
- refer to recent experiences or future plans.
- show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.
- present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.
- say simple familiar words to describe people, places, things and actions using a model;
- say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;

- read and show understanding of simple phrases and sentences containing familiar words.
- make links with English or known language to work out the meaning of new words;
- use context to predict the meaning of new words;
- adapt intonation to ask questions;
- show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.
- replace familiar vocabulary in short phrases written from memory to create new short phrases.
- write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

- listen and identify specific phrases in songs and rhymes and demonstrate understanding.

- name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- recognise and use partitive articles;
- name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- conjugate a high frequency verb (aller - to go) in the present tense; show awareness of subject-verb agreement;
- use the third person singular and plural of the verb 'être' in the present tense.

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| <b>Year 5</b> | <ul style="list-style-type: none"> <li>• listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>• listen and understand the main points from short, spoken material in French;</li> <li>• engage in a short conversation using a range of simple, familiar questions;</li> <li>• express a wider range of opinions and begin to provide simple justification;</li> <li>• say a longer sentence using familiar language;</li> <li>• refer to everyday activities and interests, recent experiences and future plans;</li> <li>• pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>• start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>• present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>• say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> </ul> | <ul style="list-style-type: none"> <li>• read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>• read and understand the main points from short, written material;</li> <li>• use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>• use a bilingual dictionary to identify the word class;</li> <li>• read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>• start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>• write a simple sentence from memory using familiar language;</li> <li>• write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary</li> </ul> | <ul style="list-style-type: none"> <li>• listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>• follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>• follow the text of a familiar song or story;</li> <li>• follow the text of a familiar song or story and sing or read aloud;</li> </ul> | <ul style="list-style-type: none"> <li>• identify word classes;</li> <li>• demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>• use some adverbs;</li> <li>• recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>• recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>• recognise and use a range of prepositions;</li> <li>• recognise and use a high frequency verb in the perfect tense; compare with English;</li> </ul> |
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| Year 6 | <ul style="list-style-type: none"> <li>listen and understand the main points and some detail from short, spoken material in French</li> <li>ask and answer more complex questions with a scaffold of responses;</li> <li>converse briefly without prompts.</li> <li>use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>vary language and produce extended responses.</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>adapt intonation, for example to mark questions and exclamations.</li> <li>manipulate familiar language to present ideas and information in simple sentences;</li> <li>present a range of ideas and information, without prompts, to a partner or a group of people.</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul> | <ul style="list-style-type: none"> <li>read and understand the main points and some detail from short, written material.</li> <li>use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>adapt intonation for example to mark questions and exclamations in a short, written passage.</li> <li>write several sentences from memory with familiar language with understandable accuracy;</li> <li>replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul> | <ul style="list-style-type: none"> <li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> <li>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul> | <ul style="list-style-type: none"> <li>explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>name and use a range of conjunctions to create compound sentences;</li> <li>demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li>explain and use elision; state the differences and similarities with English;</li> <li>recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li>use the third person plural of a few high frequency verbs in the present tense;</li> <li>name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li>follow a pattern to conjugate a regular verb in the present tense;</li> <li>choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul> |
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