



KS2 Skills Progression Map – MFL - French

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French Content coverage	Year 3	Greetings	Alphabet Christmas traditions	Numbers 1- 10	World Book Day Colours Days of the Week	Days of the week Numbers 11 -20	Numbers 11-31 Consolidation
	Year 4	Recap: Greetings Number 1- 31 Colours Days of the week	Months of the year Christmas	Animals	Family World Book Day	Recap: Months of the year Animals	Recap: Family Numbers 1- 31
	Year 5	Where do you live? Places in Town	Directions Christmas	Rooms in school Classroom objects	Time Weather World Book Day	Numbers 31 – 200	Recap: Classroom objects Time Places in town
	Year 6	Food French Grammar	Parts of the Body	Avoir/Etre verbs	Favourite Lessons Clothes World Book Day	Numbers 1-31	Numbers 31-200

		Year 3	Year 4	Year 5	Year 6
French Skills progression	Listening	Understand familiar spoken words and short phrases.	Understand familiar spoken words and short phrases.	Listen and show understanding of simple sentences containing familiar words through physical response.	Listen and show understanding of sentences containing familiar words through physical response.
	Children listen attentively to spoken language and show understanding by joining in and responding. Identify the overall message, key points and details from spoken and written language.	Listen and show understanding of short phrases through physical response. Listen and show understanding of simple sentences containing familiar words through physical response. Listen and identify rhyming words and	Listen and show understanding of short phrases through physical response. Listen and show understanding of simple sentences containing familiar words through physical response. Listen and identify rhyming words and	Listen and understand the main points from spoken and written language from a variety of authentic sources.	Listen and understand the main points from spoken and written language from a variety of authentic sources. Listen and understand the main points and some detail from spoken material and written language from a variety of authentic sources.

		specific sounds in songs and rhymes	specific sounds in songs and rhymes.		
	Reading Children read carefully and show understanding of words, phrases and simple writing. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.	Recognise and read out a few familiar words and phrases - e.g. from stories and rhymes, labels on familiar objects, colours Read and show understanding of familiar single words; Use strategies for memorisation of vocabulary; Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.	Understand and read out familiar written phrases E.g. simple phrases, description of objects, someone writing about their pet Read and show understanding of simple phrases and sentences containing familiar words. Use context to predict the meaning of new words;	Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. very simple messages on a postcard or e-mail or part of a story three to four sentences of information about my e-pal; a description of someone's school day, the weather, the date. Read and show understanding of simple sentences containing familiar and some unfamiliar language; Read and understand the main points from short, written material; Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.	Understand the main points and opinions in written texts from various contexts - e.g. A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... discover and develop an appreciation of a range of writing in French Read and understand the main points and some detail from short, written material. Use a bilingual dictionary to identify the word class; Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

	<u>Writing</u> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children describe people, places, things and actions in writing.	Write or copy simple words or symbols correctly e.g. - numbers - days of week - colours - classroom objects - a shopping list Write single familiar words from memory with understandable accuracy	Write one or two short sentences to a model and fill in the words on a simple form- e.g. personal information where I live how old I am Write single familiar words and phrases from memory with understandable accuracy Replace familiar vocabulary in short phrases written from memory to create new short phrases	Write a few short sentences with support using expressions which they have already learnt - e.g. a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g. three to four sentences for a wall display; a simple e-mail message ... Chn can write a simple sentence using familiar vocabulary Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;	Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt paragraphs of three to four sentences about myself, about a story or a picture; a message containing three to four sentences; a postcard or greetings card Write several sentences from memory with familiar language with understandable accuracy. Replace vocabulary in sentences from memory to create new sentences with understandable accuracy. Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; use a wider range of descriptive language in their descriptions of people, places, things and actions.
	<u>Grammar</u> Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neutral 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.			-identify word classes; - demonstrate understanding of gender and number of nouns and use appropriate determiners; - explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; - name and use a range of conjunctions to create compound sentences; -use some adverbs; - 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; - explain and use elision; state the differences and similarities with English; - recognise and use the simple future tense of a high frequency verb; compare with English;; - recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); - recognise and use a range of prepositions; - use the third person plural of a few high frequency verbs in the present tense; - name all subject pronouns and use to conjugate a high frequency verb in the present tense; - follow a pattern to conjugate a regular verb in the present tense;	

Key Vocabulary	Year 3	<u>Alphabet</u>	<u>Colours</u>	<u>Numbers 1-31</u>	<u>How old are you?</u>	<u>Days of the week</u>			
		Letters of the alphabet	Rouge, blanc, bleu, noir, Jaune, vert, orange, rose, Gris, marron, violet, Quelle couleur? Ma couleur preferee est ... (rose).	Un, deux, trois, quatre, cinq, Six, sept, huit, neuf, dix, onze, douze, Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-neuf, trente, trente-et-un, zéro et fois moins C'est combien?	Un, deux, trois, quatre, cinq, Six, sept, huit, neuf, dix, onze, douze, zero J'ai ... (9) ans Quel age as-tu?	Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Aujourd'hui c'est... Quel jour sommes-nous?			
	Year 4	<u>Days of the week</u>	<u>Months of the year</u>	<u>Birthday</u>	<u>The date</u>	<u>Animals</u>	<u>Siblings</u>		
		Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Aujourd'hui c'est... Quel jour sommes-nous?	Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	Joyeux Anniversaire le premier Numbers 1-31 Mon anniversaire est le ... Quelle est la date de ton anniversaire?	Revisit: Numbers 1-31 Days of the week Months of the year	Un chat, un chien, un hamster, un lapin, un oiseau, un cochon d'Inde, un poisson, une souris J'ai un(e) ... Je n'ai pas de.. As-tu un animal?	Un frère, une soeur, deux frères, deux soeurs, J'ai un(e), Je n'ai pas de... Je n'ai ni ... ni... As-tu des frères et des soeurs?		

	<u>Year 5</u>	<u>Where do you live?</u>	<u>Places</u>	<u>Directions</u>	<u>At school (rooms)</u>	<u>At school (objects)</u>	<u>Time</u>	<u>Weather</u>	<u>Numbers 32-200</u>
		French towns: Boulogne, Calais, Hesdin, Lens, Lille, Roubaix, Saint Omer, Sars-Poteries, Wimereux, A la campagne, en ville, en France J'habite a/en Ou habites-tu?	Le marché, le supermarché, le café, l'école, la piscine, la gare, la boulangerie, la pâtisserie, la plage Voici ... (la gare) A .. (Hesdin) Il y a (une gare) C'est ... (la gare) Qu'est ce que c'est?	A droite, a gauche, tout droit, rue (de la plage). Ou est?	La salle de classe, la classe, la salle de technologie, la bibliothèque, la cantine, la cour de récréation, la maternelle, les toilettes Voici... Ou est? Ou sont?	Un stylo, un cahier, une gomme, une règle, un crayon (de couleur), des ciseaux, la colle, un feutre, oui, tiens S'il te plait S'il vous plait Prenez tous... (un stylo) As-tu...(un stylo) ?	Une heure, deux heures, midi, minuit Il est... Quelle heure est-il?	Il fait beau/mauvais/chaud/froid Il pleut/neige Il y a du soleil/vent Il fait.. Il y a... Quel temps fait-il?	Trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente - huit, trente-neuf, Quarante. Cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingts-dix, cent, deux cents, divisé par...
	<u>Year 6</u>	<u>Euro</u>	<u>What do you like (to eat)?</u>	<u>Enjoy your meal</u>	<u>Parts of the Body</u>	<u>Leisure activities</u>	<u>Favourite lesson</u>	<u>What are you wearing?</u>	
		Un euro, un centime, merci, C'est combien?	Les pommes frites, les chips, les bonbons, le fromage, le jambon, un sandwich, la limonade, le coca, le jus d'orange, le chocolat chaud, moi aussi, J'aime..., Je n'aime pas..., Qu'est ce que tu aimes (manger)...?	Le pain, le poisson, la viande, les légumes, les pommes de terre, les haricots vert, la salade, les fruits, un fruit, l'eau, bon appétit, Du (pain) s'il te/vous plait (stp/svp) De la (salade) stp Des (legumes) stp Je veux bien Qui veut...? Veux-tu...? Qu'est-ce que tu veux?	La tete, le bouche, la jambe, la main, le bras, le pied, le nez, l'orielle, l'oeil, les yeux, les cheveux.	Le football, le roller, la natation, l'équitation, la voile, le char à voile, faire du cerf-volant, regarder la télé, Je déteste..., Qu'est-ce que tu aimes faire?	Le sport, la technologie, l'anglais, le francais, les maths, Ma matière preferee, c'est... Quelle est ta matiere preferee?	Un pyjama, un tee-shirt, un sweatshirt, un jean, un pantalon, un short, un pull, un chapeau, une veste, une robe, une jupe, des chaussettes, des chaussures, des baskets, des vêtements, des lunettes, grand(e), petit(e) Je porte... Qu'est-ce que tu portes?	