

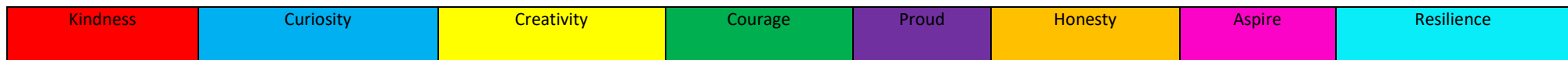
Crow Orchard Primary School



Progression in MFL - French

At Crow Orchard Primary School, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence both our mixed age and single year group curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

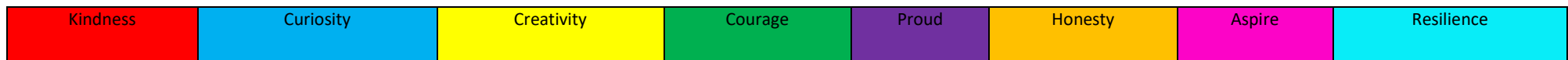
MFL Progression	Lower KS2 (Sequence towards upper KS2)		Upper KS2 (Sequence towards the end of KS2)	
	Year 3	Year 4	Year 5	Year 6
Programme of study	The national curriculum for languages aims to ensure that all pupils: <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. 			
<u>Listening</u> Understand and respond to spoken language from a variety of resources	<ul style="list-style-type: none"> ▪ Listen attentively and understand instructions. ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. ▪ Listen attentively and show understanding by joining in and responding. ▪ Listen for specific words and phrases. ▪ Listen for sounds rhyme and rhythm. ▪ Follow a short familiar text listening and reading at the same time. 		<ul style="list-style-type: none"> ▪ Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding. ▪ Listen for gist. ▪ Understand longer and more complex phrases / sentences. ▪ Pick out main details from a story, poem, song, conversation or passage. 	





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<p><u>Speaking</u> Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation</p>	<ul style="list-style-type: none"> ▪ Speak with increasing confidence. ▪ Perform simple communicative tasks using single words, phrases and short sentences. ▪ Make links between some phonemes, rhymes and spellings, and read aloud familiar words. ▪ Recognise questions and negatives and politeness conventions. ▪ Ask and answer questions on several topics. ▪ Imitate pronunciation and intonation so that others can understand. ▪ Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> ▪ Speak with increasing fluency. ▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. ▪ Prepare a short presentation on a familiar topic. ▪ Understand and express simple opinions. ▪ Initiate and sustain conversations and tell stories. ▪ Speak in sentences using familiar vocabulary, phrases and basic language structures. ▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. ▪ Speak with increasing spontaneity. ▪ Use repair strategies to keep a conversation going.
<p><u>Reading</u> Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing</p>	<ul style="list-style-type: none"> ▪ Respond to written language from a range of sources. ▪ Appreciate stories, songs and poems in the language. ▪ Recognise some familiar words in written form. ▪ Read and understand a range of familiar written phrases. ▪ Follow a short familiar text listening and reading at the same time. ▪ Make links between some phonemes, rhymes and spellings. ▪ Apply phonic knowledge of the foreign language in order to decode text. ▪ Read some familiar words and phrases aloud and pronounce them accurately. ▪ Begin to use a dictionary to look words up and find meaning. ▪ Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words, phrases and simple writing. ▪ Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. ▪ Identify different text types and read short, authentic texts for enjoyment or information. ▪ Match sound to sentences and paragraphs. ▪ Broaden vocabulary. ▪ Develop strategies for understanding new words in familiar material including using a dictionary. ▪ Apply phonic knowledge of the foreign language in order to decode text.



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<p>Writing Write at varying length for different purposes and audiences</p>	<ul style="list-style-type: none"> ▪ Experiment with the writing of simple words. ▪ Write simple words and phrases using a model. ▪ Write some phrases from memory. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<ul style="list-style-type: none"> ▪ Write phrases from memory and adapt these to make newsentences. ▪ Express ideas clearly. ▪ to write words, shortphrases and short sentences, using a reference. ▪ Be able to write atvarying length, fordifferent purposesand audiences. ▪ Write sentences on arange of topics usinga model. ▪ Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.
<p>Use a variety of grammatical structures</p>	<ul style="list-style-type: none"> ▪ Nouns. ▪ Gender. ▪ Singular and pluralforms. ▪ Definite and indefinite article. ▪ Develop an awarenessof sound spelling link to be able to write with increasing accuracy. ▪ Recognise differentword classes e.g. nouns, verbs, adjectives. ▪ Personal pronouns I,you, it, they. ▪ Recognise and use high frequency verbs. ▪ Question words. ▪ Develop an awarenessof the place of the adjective in the sentence. ▪ Develop an awarenessof adjectival agreements. ▪ Simple adverbs of time (time phrases including O'clock) ▪ Develop an awarenessof word order. ▪ Apply knowledge of language rules and conventions when building short sentences. 	<p>All above and:</p> <ul style="list-style-type: none"> ▪ Personal pronouns. ▪ I , you, he, she, it,we, they. ▪ Develop an awarenessof verb patterns. ▪ Conjugate regular high frequency verbs. ▪ Conjugate some basic high frequencyirregular verbs. ▪ Begin to use adjectival agreements withaccuracy. ▪ Use of prepositions. ▪ À + definite article. ▪ De + definite article. ▪ Prepositions. ▪ Use a range of adverbs to makemessages more interesting. ▪ Apply correct verbendings to write accurately. ▪ Verbal phrases – talkabout yesterday or tomorrow in a simpleway eg il y avait

