



# MFL Progression document



	Year 3	Year 4	Year 5	Year 6
<p><b>Speaking</b></p> <p>Throughout each year, children will develop an accurate pronunciation and intonation through whole class and small group speaking activities. This will be recast by the teacher to ensure accuracy.</p>	<p><i>Children engage in conversations through asking and answering questions for a range of audiences.</i></p> <p><i>Children speak in sentences using phrases and basic language structures.</i></p> <p><b>Example:</b></p> <p>Qu'est-ce que tu fais au week-end?</p> <p>Je fais de la danse. Et toi?</p> <p>Moi, je joue au foot.</p>	<p><i>Children engage in conversations through asking and answering questions <b>and expressing opinions</b> to a range of audiences.</i></p> <p><i>Children speak in sentences <b>with increasing confidence</b> using phrases and basic language structures.</i></p> <p><b>Example:</b></p> <p>Qu'est-ce que tu fais au week-end?</p> <p>Je fais de la danse car c'est amusant.</p> <p>Tu aimes la danse?</p> <p>Oui, j'aime faire de la danse.</p>	<p><i>Children engage in conversations through asking and answering questions; expressing opinions <b>and responding to a range of audiences.</b></i></p> <p><i>Children speak in sentences using phrases, basic language structures <b>and familiar phrases learnt in previous topics.</b></i></p> <p><b>Example:</b></p> <p>Qu'est-ce que tu fais au week-end?</p> <p>Je fais du vélo car c'est amusant. Et toi?</p> <p>Moi, je fais du ski car c'est facile. Tu aimes les sports?</p> <p>Oui j'aime jouer les sports.</p>	<p><i>Children engage in conversations through asking and answering questions; expressing opinions and responding to a range of audiences, <b>including more than one tense.</b></i></p> <p><i>Children speak in sentences using phrases, basic language structures and familiar phrases learnt <b>in a wide range of previous topics.</b></i></p> <p><b>Example:</b></p> <p>Qu'est-ce que tu fais au week-end?</p> <p>Je fais du vélo car c'est amusant. Et toi?</p> <p>Moi, je fais du ski car c'est facile. Tu aimes les sports?</p> <p>Oui j'aime jouer les sports. Qu'est-ce que tu feras ce week-end?</p> <p>Je ferai du judo.</p>

<p><b>Listening</b></p> <p>Throughout the years, children will explore patterns and sounds of language and link these to spellings and word meanings.</p>	<p>Children can listen attentively to spoken language and show understanding by joining in by asking and answering basic questions:</p> <p><b>Example:</b></p> <p>Comment tu t'appelles ? Je m'appelle Marc.</p> <p>Ça va? Ça va!</p>	<p>Children can listen attentively to spoken language and show understanding by joining in by asking and answering questions on common questions:</p> <p><b>Example:</b></p> <p>Pourquoi? Car c'est ...</p> <p>Où est le stylo? Le stylo est ici.</p>	<p>Children can listen attentively to spoken language and show understanding by joining in by asking and answering topic specific questions:</p> <p><b>Example:</b></p> <p>Qu'est-ce que tu fais au week-end? Je fais du ski avec mon ami.</p> <p>Tu étudies quelles matières? Moi, j'étudie l'anglais, le français et les mathématiques.</p>	<p>Children can listen attentively to spoken language and show understanding by joining in by asking and answering questions on a range of topics:</p> <p><b>Example:</b></p> <p>Qu'est-ce que tu fais pour protéger l'environnement? Je fais beaucoup – je recycle la plastique. Et toi? Moi, je vais à pied au lieu de conduire. Tu aimes aider l'environnement? Oui, j'aime aider l'environnement.</p>
<p><b>Reading</b></p> <p>Throughout the years, children will develop their reading skills in French through stories, songs, poems and rhymes.</p>	<p>Children can read carefully and show understanding of words, phrases.</p> <p>Children can broaden their vocabulary and develop their ability to understand cognates introduced to them in familiar written material.</p>	<p>Children can read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can broaden their vocabulary and develop their ability to understand new words</p>	<p>Children can read carefully and show understanding of words, phrases and short texts on a specific topic.</p> <p>Children can broaden their vocabulary and develop their ability to understand new words introduced to them in</p>	<p>Children can read carefully and show understanding of words, phrases and short texts on a range of topics.</p> <p>Children can broaden their vocabulary and develop their ability to understand new words introduced to them in</p>

		introduced to them in familiar written material.	familiar written material, including through using a dictionary.	familiar written material. They use a dictionary independently to find word meaning or to find suitable pieces of vocabulary during independent tasks.
<b>Writing</b>	<p>Write phrases describing people, places, things and actions from memory.</p> <p><b>Example:</b></p> <p>Je mange du pain et je bois du jus d'orange.</p>	<p>Write phrases describing people, places, things and actions from memory, and adapt these to create new sentences to express ideas clearly.</p> <p><i>Children attempt more complex grammatical structures in their writing.</i></p> <p><b>Example:</b></p> <p>Je mange du pain et je bois du jus d'orange. Aussi je mange des chips mais je ne mange pas de chocolat.</p>	<p>Write phrases describing people, places, things and actions from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Children attempt more complex grammatical structures <i>and opinions</i> in their writing.</p> <p><b>Example:</b></p> <p>Je mange du pain et je bois du jus d'orange. Aussi j'aime manger des chips mais je déteste manger du chocolat car c'est dégoûtant.</p>	<p>Write phrases describing people, places, things and actions from memory, and adapt these to create new sentences to express ideas clearly. Children use opinions and justifications in their writing.</p> <p>Children attempt more complex grammatical structures and opinions in their writing. <i>They attempt to use tenses in their writing.</i></p> <p><b>Example:</b></p> <p>Je mange du pain et je bois du jus d'orange. Aussi j'aime manger des chips mais je déteste manger du chocolat car c'est dégoûtant. Hier j'ai mangé des frites et j'ai bu du coca avec ma famille.</p>

Grammar	Areas of grammar to be taught:	Areas of grammar to be taught:	Areas of grammar to be taught:	Areas of grammar to be taught:
	<p><i>Determiners and gender:</i> Le, la, les, un, une, des.</p> <p><i>Conjugation of:</i></p> <p><i>avoir (to have)</i> J'ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont.</p> <p><i>être (to be)</i> Je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont.</p> <p><i>Cognates and how these relate to English.</i></p>	<p><i>Conjunctions:</i> Aussi, et, mais, cependant, car.</p> <p><i>C'est + adjective construction.</i></p> <p><i>Intonation to ask questions, e.g. tu aimes le foot?</i></p> <p><i>Negation:</i> ne ... pas construction.</p> <p><b>Areas of grammar to be consolidated:</b></p> <p><i>Determiners and gender:</i> Le, la, les, un, une, des.</p> <p><i>Conjugation of:</i></p> <p><i>avoir (to have)</i> J'ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont.</p> <p><i>être (to be)</i> Je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont.</p>	<p><i>Opinion phrases:</i> J'aime, je n'aime pas, je déteste, j'adore.</p> <p><i>Partitive form:</i> du, de la, des</p> <p><i>à + determiner:</i> au, à la, aux</p> <p><b>Areas of grammar to be consolidated:</b></p> <p><i>Determiners and gender:</i> Le, la, les, un, une, des.</p> <p><i>Conjugation of:</i></p> <p><i>avoir (to have)</i> J'ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont.</p> <p><i>être (to be)</i> Je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont.</p> <p><i>Cognates and how these relate to English.</i></p> <p><i>Conjunctions:</i></p>	<p><i>Examples of tenses:</i> Aller + infinitive future tense (je vais aller) Present perfect Conditional (je voudrais + infinitive)</p> <p><i>Conjugation of:</i></p> <p><i>aller (to go)</i> Je vais, tu vas, il/elle/on va, nous allons, vous allez, ils/elles vont.</p> <p><b>Areas of grammar to be consolidated:</b></p> <p><i>Determiners and gender:</i> Le, la, les, un, une, des.</p> <p><i>Conjugation of:</i></p> <p><i>avoir (to have)</i> J'ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont.</p> <p><i>être (to be)</i> Je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont.</p> <p><i>Cognates and how these relate to English.</i></p>

		<p><i>Cognates</i> and how these relate to English.</p>	<p>Aussi, et, mais, cependant, car.  <i>C'est</i> + adjective construction.</p> <p><i>Intonation to ask questions</i>, e.g. tu aimes le foot?</p> <p><i>Negation</i>:  ne ... pas construction.</p>	<p><i>Conjunctions</i>:  Aussi, et, mais, cependant, car.  <i>C'est</i> + adjective construction.</p> <p><i>Intonation to ask questions</i>, e.g. tu aimes le foot?</p> <p><i>Negation</i>:  ne ... pas construction.</p> <p><i>Opinion phrases</i>:  J'aime, je n'aime pas, je déteste, j'adore.</p> <p><i>Partitive form</i>:  du, de la, des</p> <p>à + determiner:  au, à la, aux</p>
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