



**St Joseph's Catholic Primary**  
**MFL (French) Skills Progression- Expected Outcomes**

NC Strands	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p><b>Key Skills &amp; activities</b></p> <ul style="list-style-type: none"> <li>*Watch mouth of speaker</li> <li>*Listen &amp; respond to rhymes &amp; extended texts</li> <li>*Listen to &amp; follow simple commands</li> </ul> <p><b>Knowledge about language</b></p> <ul style="list-style-type: none"> <li>*Recognise auditory discrimination between un/une</li> <li>*Recognise &amp; understand a question form</li> <li>*Recognise questions &amp; negatives</li> <li>*Recognise different language conventions to express politeness</li> <li>*Identify specific sounds, phonemes &amp; words, linking sounds to meaning</li> </ul> <p><b>Arriving in Year 4 able to</b></p> <p>When listening to stories, rhymes &amp; songs, join in with repeated sections &amp; identify particular phonemes &amp; rhyming words</p> <p>Follow simple instructions &amp; link pictures or actions to language</p>	<p><b>Key Skills &amp; activities</b></p> <ul style="list-style-type: none"> <li>*Listen to &amp; follow a short story</li> <li>*Listen for specific sounds, words &amp; phrases</li> <li>*Listen for a key sound as it occurs in a rhyme</li> <li>*Follow a text as it is read aloud</li> <li>*Follow a story using visual cues</li> <li>*Answer questions</li> </ul> <p><b>Knowledge about Language</b></p> <ul style="list-style-type: none"> <li>*Recognise sounds, rhyme &amp; rhythm</li> </ul> <p><b>Language &amp; Learning strategies</b></p> <ul style="list-style-type: none"> <li>*Identify strategies for learning vocabulary &amp; use mental associations to help remember words</li> </ul> <p><b>Arriving in Year 5 able to</b></p> <p>Listen to &amp; accurately repeat particular phonemes in songs &amp; rhymes &amp; begin to make links to spellings</p>	<p><b>Key Skills &amp; activities</b></p> <ul style="list-style-type: none"> <li>*Understand key information from a short exchange</li> <li>*Understand simple opinions</li> <li>*Understand more complex phrases, including comparisons</li> <li>*Follow the transcript of a Christmas story</li> <li>*Listen to a native speaker &amp; understand likes/dislikes, more complex phrases &amp; sentences</li> <li>*Investigate the effect of exercise on pulse rate</li> <li>*Integrate new language into previously learned language</li> <li>*Investigate strategies for learning new vocabulary</li> <li>*Watch &amp; understand a demonstration in French of the method of making a desert</li> <li>*Identify the date from an audio recording</li> </ul> <p><b>Knowledge about Language</b></p> <ul style="list-style-type: none"> <li>*Recognise patterns in simple sentences</li> </ul>	<p><b>Key Skills &amp; activities</b></p> <ul style="list-style-type: none"> <li>*Understand the formation of a basic negative sentence</li> <li>*Make predictions based on existing knowledge</li> <li>*Understand details including opinions from spoken passages</li> <li>*Follow a story as it read aloud demonstrating understanding</li> <li>*Recognise that word order may vary between languages</li> <li>*Identify the sounds of some letters of the alphabet</li> <li>*Reflect on techniques for memorizing language</li> <li>*Recognise vowel sounds</li> <li>*Understand the gist of an audio recording matching adjectives to nouns</li> </ul> <p><b>Knowledge about Language</b></p> <ul style="list-style-type: none"> <li>*Recognise agreements &amp; patterns</li> </ul> <p><b>Language &amp; Learning strategies</b></p> <ul style="list-style-type: none"> <li>*Listen for clues to meaning e.g. tone of voice, key words</li> </ul>



**St Joseph's Catholic Primary**  
**MFL (French) Skills Progression- Expected Outcomes**

NC Strands	Year 3	Year 4	Year 5	Year 6
	<p>Recognise, with confidence, numbers to 12 &amp; knows own birthday date</p> <p>Recognise words &amp; phrases heard by responding appropriately</p>	<p>Show understanding of a range of familiar spoken phrases</p> <p>Notice that the target language may contain different phonemes &amp; that similar sounds may be spelt differently to English</p> <p>Recognise numbers 1-31 &amp; multiples of 10 up to 100 &amp; use this knowledge to work out age appropriate calculations</p> <p>Listen to a short text using familiar vocabulary &amp; answer simple questions in English</p> <p>Respond to a wide range of classroom instructions</p>	<p>*Understand that words will not always have a direct equivalent in the language</p> <p><b>Language &amp; Learning strategies</b></p> <p>*Use action &amp; mimes to aid memorization</p> <p>*Look &amp; listen for visual &amp; aural clues in an audio recording</p> <p><b>Arriving in Year 6 able to</b></p> <p>Have the confidence to listen to longer texts that contain familiar &amp; unfamiliar language &amp; pick out some key points</p> <p>Understand the main points in the spoken text</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word</p> <p>Identify numbers confidently to 50 &amp; beginning to become familiar with numbers to 100</p>	<p><b>Arriving in KS3 able to</b></p> <p>Understand longer &amp; more challenging texts on a range of topic areas, recognising some details &amp; opinions heard</p> <p>Listen attentively to spoken language &amp; show understanding by joining in &amp; responding</p> <p>Follow a wide range of class room instructions</p> <p>Be confident &amp; open to understanding very familiar language spoken by someone other than their teacher</p>



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**MFL (French) Skills Progression- Expected Outcomes**

NC Strands	Year 3	Year 4	Year 5	Year 6
			Enjoy the challenge of meeting unfamiliar language	
<b>Speaking</b>	<b>Key Skills &amp; activities</b> *Imitate pronunciation of sounds, words & phrases *Participate in a short exchange *Enjoy making French sounds & copy intonation patterns *Perform a simple communicative task *Participate in chorusing a finger rhyme *Respond to a question *Perform actions to a French song/carol *Perform a role-play  <b>Knowledge about Language</b> *Imitate pronunciation of sounds, words & phrases *Recognise how sounds are presented in written form  <b>Arriving in Year 4 able to</b> Take risks when practising new language & understand that making accurate sounds in another language means they will have to	<b>Key Skills &amp; activities</b> *Pronounce some words accurately *Ask how to say something in French *Say 6 vowel sounds in French *Participate in a short drama *Play a game communicating in French *Join in singing a French song *Recite a short poem/rhyme from memory [2 sentences or more] *Conduct a short interview in French asking & answering questions *Present a short play introducing family members *Conduct a survey in French *Ask & answer questions  <b>Knowledge about Language</b> *Use question forms  <b>Language &amp; Learning strategies</b>	<b>Skills &amp; Knowledge</b> *Recite a short text [rhyme] with accurate pronunciation *Memorise & present 2 or 3 sentences describing a high street *Take part in a simple conversation asking for & giving directions *Know how to add expression & authenticity to a short dialogue *Express more complex opinions *Sing a French carol *Join in performing a short Christmas story in French *Take part in a conversation expressing likes/dislikes of certain foods using stalling strategies as appropriate *Use spoken language spontaneously during a breakfast role play *Use short sentences to give a description of the weather [present a mini weather report]	<b>Skills &amp; Knowledge</b> *Practise vowel sounds *Initiate & sustain conversations *Re-use previously learnt language in a new context *Discuss language learning & reflect on how to memorise & recall language *Present to an audience [e.g. role play, sketch, presentation, performance work] confidently, speaking clearly & audibly with good pronunciation *Sing French songs with accurate pronunciation *Join in two playground games in French *Understand & begin to use the past tense to describe events *Recognise that word order may vary between languages *Read aloud phrases from a text using a variety of voices & expression



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	<p>make different mouth movements</p> <p>Pronounce very familiar language with good pronunciation &amp; intonation</p> <p>Ask &amp; answer questions on a limited range of topics such as age, where they live, date of birthday which they have practised regularly</p> <p>Repeat sentences heard &amp; make simple adaptations to them</p> <p>Use simple adjectives such as colours to describe things orally</p> <p>Express likes &amp; begin to express dislikes</p>	<p>*Practice new language with a friend &amp; outside the classroom</p> <p>* Ask for repetition &amp; clarification</p> <p>* Discuss language learning &amp; share experiences</p> <p><b>Arriving in Year 5 able to</b></p> <p>Join in speaking activities willing &amp; confidently</p> <p>Use familiar sentences as models, make varied adaptations to create new sentences</p> <p>Begin to use simple conjunctions e.g. I have brown eyes &amp; black hair orally</p> <p>Use the negative to give answers to simple questions about likes &amp; dislikes e.g. I don't like...Can also use a wider range of verbs to express opinion such as love, hate, adore, detest</p> <p>Begin to use pronouns</p> <p>Ask &amp; answer a range of questions on different topic areas</p>	<p>*Prepare a short presentation saying where you live &amp; what the climate is like</p> <p>*Use simple conjunctions to build more complex sentences &amp; present information to others</p> <p>*Explore the patterns &amp; sounds of language to help develop accurate pronunciation &amp; intonation</p> <p><b>Knowledge about Language</b></p> <p>*Understand &amp; use negatives</p> <p>*Develop accuracy in pronunciation &amp; intonation</p> <p><b>Language &amp; Learning strategies</b></p> <p>*Use rhymes to aid memorisation</p> <p>*Pronounce unknown words</p> <p>*Practice new language with a friend &amp; outside the classroom</p> <p>*Integrate new language into previously learnt language</p>	<p>*Memorize &amp; perform a verse from a song</p> <p>*Use knowledge of pronunciation patterns to create a rap</p> <p>*Sustain an unrehearsed conversation of at least four exchanges</p> <p>*Use stalling strategies as appropriate</p> <p>*Recall key vocabulary &amp; structures learnt</p> <p><b>Knowledge about Language</b></p> <p>*Devise questions for authentic use</p> <p>*Use knowledge of words, text &amp; structure to build simple spoken passages</p> <p><b>Language &amp; Learning strategies</b></p> <p>*Use language known in one context or topic in another context or topic</p> <p>*Practise new language with a friend &amp; outside the classroom</p> <p>*Discuss language learning &amp; reflect &amp; share ideas &amp; experiences</p>



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NC Strands	Year 3	Year 4	Year 5	Year 6
		<p>Use accurate pronunciation to recite a short learned piece for performance</p> <p>Read aloud using accurate pronunciation &amp; present a short learned piece for performance</p>	<p><b>Arriving in Year 6 able to</b></p> <p>Use spontaneously a limited range of phrases &amp; sentences to seek clarification &amp; help</p> <p>Pronounce &amp; use the alphabet with increasing accuracy</p> <p>Adapt known complex sentences to reflect a variation in meaning</p> <p>Take part in conversations &amp; express simple opinions giving reasons</p> <p>Begin to understand &amp; use future tense in spoken language</p> <p>Begin to use tone &amp; intonation to differentiate between sentence types</p> <p>Create a short piece for presentation to an audience</p> <p>Give constructive feedback to classmates</p>	<p>*Compare &amp; reflect on techniques for memorizing language</p> <p>*Ask for repetition &amp; clarification</p> <p><b>Arriving in KS3 able to</b></p> <p>Retrieve numbers up to 50 with accuracy &amp; numbers up to 100 with reasonable accuracy</p> <p>Engage in longer conversations; ask &amp; answer questions; express opinions &amp; respond to those of others; seek clarification &amp; help</p> <p>Create &amp; speak in sentences using knowledge of basic sentence structure</p> <p>Use pronunciation &amp; intonation effectively to accurately express meaning &amp; engage audience</p> <p>Speak in sentences, using familiar vocabulary, phrases &amp; basic language structures</p>



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				<p>Describe people, places, things &amp; actions orally</p> <p>Present ideas &amp; information orally to a range of audiences</p> <p>Use vocabulary learnt from reading in different contexts &amp; use dictionaries to find a wide range of words</p> <p>Use peer- &amp; self-assessment strategies to support language learning</p> <p>Recite a short piece of narrative from memory with increasing confidence. accuracy &amp; expression</p> <p>Understand the term 'conjugation' &amp; what it means when looking at familiar verbs in the present tense</p>
<b>Reading</b>	<b>Key Skills &amp; activities</b> *Letter strings – oi, eu *Recognise how sounds are presented in written form *Make links between sounds & spellings &	<b>Key Skills &amp; activities</b> *Identify adjectives in a text & recognise that they can change spellings *Recognise some letter of the alphabet	<b>Skills &amp; Knowledge</b> *Identify the position of adjectives in a sentence *Recap letter strings- in, oi *Find words in a bi-lingual dictionary	<b>Skills &amp; Knowledge</b> *Sound letter – i *Read authentic texts for enjoyment & information *Understand key details from an authentic text



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	<p>recognise some familiar words in written form</p> <p>*Recognise &amp; understand some familiar written words &amp; phrases</p> <p>*Join in reading a story</p> <p>*Show awareness of sound spelling links</p> <p><b>Knowledge about Language</b></p> <p>*Recognise how sounds are presented in written form</p> <p>*Identify specific sounds, phonemes &amp; words, linking sounds to meaning</p> <p><b>Arriving in Year 4 able to</b></p> <p>Recognise some familiar words &amp; phrases in written form</p> <p>Read some familiar words aloud using mostly accurate pronunciation</p> <p>Learn &amp; remember new encountered in reading</p>	<p>*Read words aloud with accurate pronunciation</p> <p>*Identify rhyming words in short texts &amp; understand that the final consonant is rarely pronounced</p> <p>*Letter string-in</p> <p>*Follow a French story &amp; join in reading</p> <p>*Sort words into dictionary order</p> <p>*Read &amp; understand a paragraph with familiar vocabulary &amp; structures</p> <p>*Recognise positive &amp; negative statements in English &amp; French</p> <p><b>Knowledge about Language</b></p> <p>*Apply phonic knowledge of the language to support reading</p> <p>*Recognise that texts in different languages will often have the same conventions of style &amp; layout</p> <p><b>Language &amp; Learning strategies</b></p>	<p>*Order sentence cards to re-create the method</p> <p>*Scan a more detailed text with unknown language for details</p> <p>*Focus on correct pronunciation &amp; intonation, using tone of voice &amp; gesture to convey meaning when reading aloud</p> <p><b>Knowledge about Language</b></p> <p>*Recognise patterns in simple sentences</p> <p>*Notice different text types &amp; deal with authentic text</p> <p>*Recognise the typical conventions of word order in the foreign language</p> <p><b>Language &amp; Learning strategies</b></p> <p>*Read aloud unknown words</p> <p>*Use a dictionary or word list</p> <p>*Look for visual clues</p> <p><b>Arriving in Year 6 able to</b></p> <p>Work well with a partner to work out a short text</p>	<p>Read aloud from a text with good expression</p> <p>*Make predictions based on existing knowledge</p> <p>*Match sounds to words, sentences &amp; paragraphs</p> <p>*Understand the main points &amp; simple opinions expressed in a short written text &amp; respond by answering true/false questions</p> <p>*Follow a story as it read aloud demonstrating understanding</p> <p>*Recognise that word order may vary between languages</p> <p>*Recognise adjectival agreements in a short text</p> <p>*Identify different text types</p> <p>*Read phrases with appropriate intonation &amp; expression</p> <p><b>Knowledge about Language</b></p> <p>*Recognise patterns</p> <p>*Notice &amp; match agreements</p> <p>*Use knowledge of word order &amp; sentence construction to support the</p>



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		<p>*Use context &amp; previous knowledge to determine meaning &amp; pronunciation</p> <p>*Read &amp; memorize words</p> <p><b>Arriving in Year 5 able to</b>            Understand a short text using familiar language &amp; be able to extract information to give p answers in French &amp; more complex answers in English</p> <p>Follow the written version of a text that they are listening to</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual &amp; other clues</p> <p>Read aloud &amp; with good pronunciation, a range of familiar written phrases &amp; sentences recognising their meaning &amp; begin to apply good phonic knowledge when meeting new words</p> <p>Present a short learned piece for performance</p>	<p>containing familiar &amp; unfamiliar language</p> <p>Enjoy the challenge of working out the meaning of unfamiliar language</p> <p>Read aloud &amp; understand a short text contain g mostly familiar language, using fairly accurate pronunciation &amp; good intonation</p> <p>Learn a song or poem using the written text for support</p> <p>Apply phonic knowledge when meeting new words</p> <p>Use dictionaries to extend vocabulary on a given topic &amp; develop their ability to use different strategies to work out the meaning of unfamiliar words</p>	<p>understanding of written text</p> <p><b>Language &amp; Learning strategies</b></p> <p>*Use context &amp; previous knowledge to help understanding &amp; reading skills</p> <p>*Make predictions based on existing knowledge</p> <p><b>Arriving in KS3 able to</b>            Be willing to have a go at tackling unfamiliar words, using phonic knowledge gained throughout KS2</p> <p>Apply knowledge of phonemes &amp; spelling to attempt the reading of unfamiliar words</p> <p>Read aloud &amp; understand a short text containing unfamiliar words, using accurate pronunciation &amp; understand key points</p> <p>Understand key points &amp; some detail in short written texts in familiar contexts &amp;</p>





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		<p>Understand that symbols such as accents, cedillas &amp; umlauts exist in the foreign language &amp; that these affect pronunciation of words</p> <p>Begin to use a bilingual dictionary to check the meaning of new words</p>		<p>be able to give simple answers in French &amp; more complex answers in English</p> <p>Develop accurate pronunciation &amp; intonation so that others understand when they are reading aloud or using familiar words &amp; phrases</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning</p> <p>Appreciate stories, songs, poems &amp; rhymes in the language</p> <p>Broaden their vocabulary &amp; develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Find the meaning of new words by using a bilingual dictionary</p>



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				Know that symbols such as accents, cedillas & umlauts exist in the foreign language, why they are use & what they do
<b>Writing</b>	<p><b>Key Skills &amp; activities</b></p> <ul style="list-style-type: none"> <li>*Letter strings – oi, eu</li> <li>*Links between some sounds &amp; spellings</li> <li>*Notice spelling of words</li> <li>*Experiment with writing</li> <li>*Write some familiar simple words using a model &amp; some from memory</li> </ul> <p><b>Knowledge about language</b></p> <ul style="list-style-type: none"> <li>*Notice spelling of familiar words</li> <li>*Identify specific sounds, phonemes &amp; words, linking sounds to meaning</li> </ul> <p><b>Arriving in Year 4 able to</b></p> <p>Complete a simple gapped text by adding familiar words</p> <p>Record descriptive sentences using a word bank</p>	<p><b>Key Skills &amp; activities</b></p> <ul style="list-style-type: none"> <li>*Write simple words &amp; phrases following a model</li> <li>*Write individual words or short sentences in French</li> <li>*Write some words from memory</li> <li>*Letter string-in</li> </ul> <p><b>Knowledge about Language</b></p> <ul style="list-style-type: none"> <li>* Apply phonic knowledge to support writing</li> </ul> <p><b>Language &amp; Learning strategies</b></p> <ul style="list-style-type: none"> <li>*Plan &amp; prepare for a language activity</li> <li>*Sort words into categories</li> <li>*Apply knowledge about letters &amp; simple grammatical knowledge to experiment with writing</li> <li>*Use a dictionary to look up spellings</li> <li>*Access information sources</li> </ul>	<p><b>Skills &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>*Make simple sentences &amp; manipulate them by changing an element</li> <li>*Manipulate language by changing an element in a sentence</li> <li>*Use a dictionary to check spelling of words</li> <li>*Substitute quantifiers &amp; adjectives in a sentence</li> <li>*Collect &amp; record evidence about activity on the high street at certain times of day &amp; express it in French</li> <li>*Recap letter string- in/oi</li> <li>*Write short sentences substituting vocabulary in modal sentences</li> <li>*Prepare a keep fit programme using immediate future tense</li> <li>*Contribute to classroom display illustrating the</li> </ul>	<p><b>Skills &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>*Sound letter – i</li> <li>*Re-use previously learnt language in a new context</li> <li>*Use a dictionary</li> <li>*Evaluate work</li> <li>*Add two short verses to a rhyming poem</li> <li>* Construct a short paragraph by adapting a model</li> <li>*Recognise that word order may vary between languages</li> <li>*Prepare songs &amp; sketches for a performance</li> <li>*Contribute to a shared writing task, describing an ideal home</li> <li>*Produce own piece of writing adapting a model</li> <li>*Write a presentation of a few short sentences outlining holiday plans/activities/cultural</li> </ul>



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	<p>Use simple adjectives such as colours to describe things in writing</p> <p>Begin to write a few familiar words from memory &amp; know that all attempts will be valued</p>	<p><b>Arriving in Year 5 able to</b> Write words &amp; short from memory</p> <p>Write descriptive sentences using word banks &amp; writing frames for support but supplying some words from memory</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance</p> <p>Begin to use pronouns</p> <p>Show willingness to have a go at writing new words using phonic knowledge</p>	<p>relationship between exercise &amp; pulse rate *Design a balanced meal with foods labelled in French *Extend basic sentences by using connectives *Write words &amp; phrases using a reference *Identify rhyming words &amp; make up a short rhyming poem using weather conditions *Write 2 or 3 sentences describing the weather in each season</p> <p><b>Knowledge about Language</b> *Manipulate language by changing an element in a sentence *Apply knowledge of rules when building sentences</p> <p><b>Language &amp; Learning strategies</b> *Apply grammatical knowledge to make sentences *Use a dictionary or word list</p>	<p>information [food, climate, places of interest, festivals, songs, dance, music] &amp; the area to be visited adapting a model [using the immediate future tense]</p> <p><b>Knowledge about Language</b> *Use knowledge of words, text &amp; structure to build simple written passages</p> <p><b>Language &amp; Learning strategies</b> *Plan &amp; prepare – analyse what needs to be done to carry out task *Use language known in one context or topic in another context or topic *Use a dictionary *Evaluate work *Apply a range of linguistic knowledge to create a simple, written production</p> <p><b>Arriving in KS3 able to</b> Create sentences using knowledge of basic sentence structure</p>



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			<p>*Plan &amp; prepare – analyse what needs to be done to carry out task</p> <p><b>Arriving in Year 6 able to</b> Write phrases &amp; some simple sentences from memory &amp; write a short text using word/phrase bank</p> <p>Use a wide range of adjectives to describe people &amp; things, &amp; use different verbs to describe actions</p> <p>Write more interesting sentences by adding simple conjunctions</p> <p>Personalise a text by changing some elements</p> <p>Use a bilingual dictionary &amp; word bank to check spelling</p>	<p>Write a range of phrases &amp; sentences from memory &amp; adapt them to write sentences on a similar topic</p> <p>Select appropriate adjectives to describe a range of things, people &amp; places &amp; appropriate verbs to describe actions</p> <p>Begin to use some adverbs</p> <p>Understanding of gender of nouns, forming the plural, word order, conjugation of high frequency verbs &amp; how these differ from or are similar to English</p> <p>Show some understanding of past &amp; future tense</p> <p>Use peer- &amp; self-assessment strategies to support language learning</p>
<b>Grammar</b>	<p><b>Key Skills</b> Understand some basic grammar appropriate to the language being studied</p>	<p><b>Key Skills</b> Understand some basic grammar appropriate to the language being studied</p>	<p><b>Key Skills &amp; activities</b> Understand some basic grammar appropriate to the language being studied</p>	<p><b>Key Skills &amp; activities</b> Understand some basic grammar appropriate to the language being studied</p>



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	<p><b>Knowledge about Language</b>  Understand:  *Gender- masculine, feminine nouns [singular]  *Word order of adjectives  *How to form a negative</p> <p><b>Arriving in Year 4 able to</b>  Notice [where relevant] that the definite/indefinite article changes according to gender noun</p> <p>Notice difference in word order</p> <p>Begin to understand how to form the negative</p>	<p><b>Knowledge about Language</b>  Understand:  *Gender- masculine, feminine, neuter- nouns [singular &amp; plural]  *Gender- adjectives &amp; pronouns  *Verbs- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in questions &amp; answers  *How to form a negative  *Reinforce &amp; extend recognition of word classes &amp; understand their function  * Recognise &amp; apply simple agreements, singular &amp; plural</p> <p><b>Arriving in Year 5 able to</b>  Understand that the definite/indefinite article changes according to the gender noun &amp; whether it is singular or plural</p> <p>Place high frequency adjectives e.g. colour &amp; size in correct order &amp; see that endings can change according to gender of nouns they describe</p>	<p><b>Knowledge about Language</b>  Understand:  *Gender- masculine, feminine, neuter  *Word order and word endings of adjectives  *Possessive article word endings  *'Conjugation' in relation to verbs in future tense  <b>Arriving in Year 6 able to</b>  Explain confidently the word order for familiar adjectives  Adapt endings to familiar adjectives with increasing accuracy</p> <p>Start to apply correct endings to a few possessive articles</p> <p>Create simple sentences about the future</p> <p>Have some understanding of the term 'conjugation' &amp; what it means when looking at familiar verbs in the future tense</p>	<p><b>Knowledge about Language</b>  *Verbs- begin to use the past tense, reinforce understanding of future tense  *Adverbs  *Some nouns for occupations change their spelling in relation to gender  *Identify &amp; substitute nouns &amp; adjectives  *Sort word cards into nouns, verbs, adjectives &amp; prepositions  *Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives &amp; adverbs  *Recognise potential hazards when using dictionaries &amp; how abbreviations can help</p> <p><b>Arriving in KS3 able to</b>  Understand the importance of gender in singular &amp; plural nouns &amp; check gender in a bilingual dictionary  Show some understanding of past &amp; future tense in spoken &amp; written work</p>



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**MFL (French) Skills Progression- Expected Outcomes**

NC Strands	Year 3	Year 4	Year 5	Year 6
		<p>Form the negative to give answers to simple questions about likes/dislike</p> <p>Ask &amp; answer questions in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular</p>		<p>Use high frequency adjectives with reasonable accuracy i.e. word order &amp; endings</p> <p>Apply understanding of conjugation to some familiar verbs in the present tense</p>
<b>Grammar Lists</b>	<p>Question form 'Comment ça va'</p> <p>Determiner a- 'un' or 'une'</p> <p>Verb is- 'est'</p> <p>Connective and- 'et'</p> <p>Commands to play 'Jacques a dit'</p> <p>Recognise how sounds are presented in written form</p> <p>Notice the spelling of familiar words</p>	<p>Identify adjectives in a text &amp; recognise they can change spellings</p> <p>Adjectives- 'grand' [tall], 'petit' [small], 'gros' [large], 'long', 'pointu' [sharp], 'gentil' [kind], 'rigolo' [funny], 'ferce'</p> <p>Possessive Adjective my – 'mon', 'ma'</p> <p>Understand that all nouns have a gender</p> <p>Say some letters of the alphabet &amp; the 6 vowels</p> <p>Verbs- 'etre' [to be], 'il est' [he is], 'elle est' [she is]</p> <p>To have 'avoir'-'J'ai' [I have], 'Je'nepas de' [I haven't]</p>	<p>Identify the position of an adjective in a sentence</p> <p>Make a simple sentence &amp; change it</p> <p>Substitute quantifiers &amp; adjectives in a sentences</p> <p>Extend basic sentences by using connectives- 'et' [and], 'aussi' [as well], 'mais' [but],</p> <p>Understand the use of negatives</p> <p>Understand more complex phrases including comparisons</p> <p>Understand the French alphabet</p>	<p>Understand the formation of a basic negative sentence</p> <p>Identify knowns &amp; adjectives contained in text</p> <p>Recap Adjectives- 'sympa' [friendly], 'intelligent', 'amusant' [amusing],</p> <p>Simple negative-'Je n'ai pas de [I don't have]</p> <p>Quantifiers- 'tres' [much], 'assez' [enough]</p> <p>Verbs- 'etre' [be], 'il est' [[he is], 'elle est' [she is], 'aller' [go], 'on va' [we go], 'on va aller' [we will go], 'partir' [go]</p>



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NC Strands	Year 3	Year 4	Year 5	Year 6
		<p>Quantifiers- 'assez' [enough], 'tres'[a lot], 'un peu' [a little]</p> <p>Connectives- 'et' [and], 'aussi' [as well]</p>	<p>Verbs in the immediate future – 'Je vais' + verb</p> <p>Understand the irregular verb 'dormer' [sleep]- 'il/elle dort'</p> <p>Understand imperatives- 'tu' [you] form of some regular &amp; irregular verbs</p> <p>Understand how to use the prepositions 'en' [in], 'au' [at], with the name of a season</p> <p>Understand how to use- 'il y a' [there is]</p> <p>Understand how to use – 'C'est' [this is], 'ce n'est pas' [it's not] with a noun</p> <p>How to use the imperfect tense e.g. 'il faisait chaud' [it was hot]</p> <p>Understand the agreement &amp; position of adjectives</p> <p>'etre' [be], 'Je suis' [I am], 'Je ne suis pas' [I'm not]</p>	<p>Prepositions- 'sur' [on], 'sous' [under]</p> <p>Some nouns for occupation</p> <p>change gender</p>
<b>Vocabulary</b>	<b>Numbers 0-10</b>	<b>YR3 Revision Colours</b>	<b>YR3 Revision Colours</b>	<b>YR3 Revision Days of week</b>



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NC Strands	Year 3	Year 4	Year 5	Year 6
	<p>Zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p><b>Greetings</b>  Oui, non, bonjour, au revoir, Comment ca va? Tres bien, bien, comme ci comme ca, mal, Joyeux Noel</p> <p><b>Classroom Instructions</b>  Salut! repetez, venez ici, silence, ecoutez, regardez, asseyez-vous, levez vous</p> <p><b>Introductions</b>  Monsieur, Madame, Mademoiselle, Comment t'appelles-tu? Je m'appelle... Quel age as-tu? J'ai...ans. Comment ca va?</p> <p><b>Colours</b>  rouge, bleu, blanc, noir, vert, jaune, orange, rose, gris, violet, marron, Quelle est ta couleur preferee?</p> <p><b>Fruit</b>  les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les</p>	<p><b>YR3 Revision Numbers 0-10 Numbers to 11-20</b>  Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p><b>Parts of the Body</b>  Une tete, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, la main, le bras</p> <p><b>Zoo Animals</b>  Le tigre, l'elephant, l'ours, la souris, le lion, la giraffe, le singe, le crocodile, le pingouin</p> <p><b>Family Members</b>  le pere, la mere, le frere, la soeur, le grand-pere, la grand-mere</p> <p><b>Pets</b>  chien, un chat, un hamster, un lapin, un poisson, un cochon, d'Inde, un oiseau</p> <p><b>Hobbies</b>  danser, nager, jouer au football, manager au</p>	<p><b>YR4 Revision Hobbies</b>  <b>YR3/4 Revision numbers 0-20</b>  <b>Numbers 21-50</b>  vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trent-sept, trente-huit, trent-neuf, quarante, quarante-et-un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf, cinquante</p> <p><b>YR3 Revision Days of Week</b>  <b>Time of Day</b>  matin, apres-midi, soir, a 10 heures, a 4heures et demie</p> <p><b>YR3 Revision Months of the Year</b>  <b>Seasons</b>  en automne, en hiver, au printemps, en ete</p>	<p><b>YR3 Revision Months of Year</b>  <b>YR3 Revision Colours</b>  <b>YR3 Revision Verbs</b>  <b>YR4 Revision Opinions</b>  <b>YR4 Revision Family Members</b>  <b>YR3/4/5 Revision Numbers 0-50</b>  <b>Numbers 51-100</b>  Cinquante-et-un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf, soixante, soixante-et-un, soixante-duex, soixante-trois, soixante-quatre, soixante-cinq, soixante-six, soixante-sept, soixante-huit, soixante-neuf, soixante-dix, soixante-et-onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingts, quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, quatre-vingt-cinq, quatre-vingt-six,</p>





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NC Strands	Year 3	Year 4	Year 5	Year 6
	<p>bananes, c'est bon pour la sante?</p> <p><b>Food</b> les chips, le coca, les sucettes, le chocolat, les bonbons</p> <p><b>Days of Week</b> Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche</p> <p><b>Months of Year</b> Janvier, Fevrier, Mars, Avril, Mai, Juin, Juillet, Aout, Septembre, Octobre, November, Decembre</p> <p><b>Other words</b> Un, une, est, et,</p>	<p>restaurant, lire, regarder la tele, aller au parc</p> <p><b>Weather</b> Il fait froid, il fait chaud</p> <p><b>Clothes</b> un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt</p> <p><b>Games</b> a toi, a moi, le de</p> <p><b>Opinions</b> J'adore, j'aime, je n'aime pas</p> <p><b>Christmas</b> Oh lala, j'aime ca</p> <p><b>Adjectives</b> Grand, petit, gros, long, pointu, gentil, rigolo, ferce, mon, ma</p> <p><b>Verbs</b> Etre, il est, elle est</p> <p><b>Other words</b> J'ai, je' nai pas de</p>	<p><b>Christmas</b> la foret, il neige, un sapin, je brille, une bougie</p> <p><b>YR4 Revision Weather Weather</b> il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige</p> <p><b>Buildings on high street</b> un marche, un magasin, un supermarche, une poste, une banque, un café, une mairie, un magasin de vetements, une boulangerie</p> <p><b>Directions</b> a gauche, a droite, il y a? c'est au coin</p> <p><b>Where you live</b> J'habite a.., dans le nord, le sud, l'ouest, l'est, de l'Angleterre</p> <p><b>YR3 Revision Fruit/Food</b> le pain, la baguette, le riz, les pates, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt,</p>	<p>quatre-vingt-sept, quatre-vingt-huit, quatre-vingt-neuf, quatre-vingt-dix, quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, quatre-vingt-quatorze, quatre-vingt-quinze, quatre-vingt-seize, quatre-vingt-dix-sept, quatre-vingt-dix-huit, quatre-vingt-dix-neuf, cent</p> <p><b>Occupations</b> medecin, vendeur, vendeuse, serveur, serveuse, agent de police, professeur</p> <p><b>Holidays</b> une mansion, un hotel, un appartement, un gite, un camping, une, fenetre, une, piscine</p> <p><b>Transport</b> en bateau, en avion, en voiture, en train, on va visiter, regarder d'abord, plus tard</p> <p><b>YR3 Revision Games Games</b></p>



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**MFL (French) Skills Progression- Expected Outcomes**

NC Strands	Year 3	Year 4	Year 5	Year 6
			<p>la glace, le gateau, les biscuits, les chips, les frites, la salade, les carottes, les petis pois, le beurre, le sucre, des oeufs, le sel</p> <p><b>Breakfast</b> un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux..? je voudrais</p> <p><b>Other words</b> etalors, voyons, eh bien plus que, aussi, mais, je vais</p>	<p>Donne-moi, s'il te plait, merci</p> <p><b>Other words</b> Voici, q'est-ce que, c'est en francais, silt e plait, s'il vous plait, repete silt e plait, sympa, intelligent, amusant, tres, assez, aller, on va, on va aller, partir, sur, sous</p>
<b>Phrases</b>	<p><b>Phrases</b> 'oui' [yes] 'non' [no]</p> <p><b>Greetings</b> 'bonjour' [hello/good morning], 'au revoir' [goodbye], 'Comment va?' [How are you?], 'tres bien' [very good], 'bien' [well/good], 'comme ci comme ca' [so so], 'mal' [ill], 'comment t'appelles-tu?' [What is your name?], 'Je m'appelle' [my name is], 'Monsieur' [Mr], 'Madame' [Mrs], 'Mademoiselle'</p>	<p><b>Phrases</b> Playing a game – 'a toi' [yours], 'a moi' [to me], 'le de' [of the]</p> <p><b>Opinions</b> 'J'adore' [I love], 'J'aime' [ I like], Je n'aime pas [I don't like]</p> <p><b>Weather</b> 'il fait froid' [it's cold], il fait chaud [it's hot]</p> <p><b>Christmas</b> 'oh la la' [oh dear], 'j'aime ca' [I like this]</p>	<p><b>Phrases</b> Directions- 'a gauche' [to the left], 'a droite' [ to the right]</p> <p><b>Times of day</b> 'matin' [morning], 'apres midi' [afternoon], 'soir' [evening], 'a 10 heures' [at 10 o'clock], 'a 4 heures at demie' [at half past 4]</p> <p><b>Where are places</b> 'il y a' [there is], 'c'est au coin' [it is around the corner]</p>	<p><b>Phrases</b> Playing games- 'donne-moi' [give me], 'a toi' [yours], 'a moi' [to me], 's'il te plait' [please], 'merci' [thank you]</p> <p><b>More Phrases</b> 'il y a' [there is], 'voici' [here it is], 'j'habite a/dans' [I live in ], 'une mansion', 'un appartement'</p> <p><b>Expressing opinions</b> 'J'aime' [ I like], Je n'aime pas [I don't like]</p>



**St Joseph's Catholic Primary**  
**MFL (French) Skills Progression- Expected Outcomes**

NC Strands	Year 3	Year 4	Year 5	Year 6
	<p>[Miss], 'Comment ca va?' [How are you?], 'Joyeux Noel' [Merry Christmas]</p> <p><b>Instructions</b>  'salut' [hello/hi], 'ecoutez' [listen], 'regardez' [look], 'asseyez-vous' [sit down], 'levez-vous' [stand up], 'repetez' [repeat], 'venez ici' [come here], 'silence'</p> <p><b>Questions</b>  'Quel age as tu?' [How old are you?], 'J'ai...ans' [I am .. years old], 'Quelle est ta couleur preferee?' [What colour do you prefer?], 'C'est bon pour la sante?' [Is it good for your health?]</p>		<p><b>Pause words</b>  'Etalors' [so what], 'voyons' [let's see], 'eh bien' [well]</p> <p><b>Christmas</b>  'la foret' [the forest], 'il neige' [it's snowing], 'un sapin' [a pine tree], 'je brille' [I'm shining], 'une bouge' [a move]</p> <p><b>Comparisons</b>  'plus que' [ more than]</p> <p><b>Seasons</b>  'en' [in], 'en hiver' [in winter], 'au printemps' [in spring], 'en ete' [in summer]</p> <p><b>Where you live</b>  'j'habite a' [I live in ], 'dans le nord' [in the north], 'le sud' [south], 'l'ouest' [the west], 'de l'Angleterre' [England]</p>	<p><b>Justifying opinions</b>  'je n'aime pas le rouge' [I don't like the red]</p> <p><b>Requests</b>  'repete silt e plait' [repeat please], 's'il vous plait' [please], 'q'uest-ce que' [what is that] , 'c'est en francais' [it's in French]</p>
<b>Intercultural Understanding</b>	<p><b>Key Skills &amp; activities</b>  *Identify social conventions at home &amp; in other cultures  *Develop understanding of customs &amp; traditions  *Listen to traditional stories</p>	<p><b>Key Skills &amp; activities</b>  *Appreciate similarities between English &amp; French nursery rhymes</p>	<p><b>Key Skills &amp; activities</b>  *Appreciate similarities &amp; differences between English &amp; French high streets  *Appreciate similarities &amp; differences between</p>	<p><b>Key Skills &amp; activities</b>  *Be aware of cultural differences in housing at home &amp; abroad</p>



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**MFL (French) Skills Progression- Expected Outcomes**

NC Strands	Year 3	Year 4	Year 5	Year 6
	<p><b>Knowledge about language</b></p> <ul style="list-style-type: none"> <li>*Recognise that languages describes familiar things differently</li> <li>*Recognise the centrality in communication</li> <li>*Learn about the different languages spoken by children in the school</li> <li>*Locate countries where French is spoken</li> </ul>	<ul style="list-style-type: none"> <li>*Learn about festivals &amp; celebrations in different cultures</li> <li>*Know about some aspects of everyday life &amp; compare them to their own [ such as pets that are popular in France]</li> <li>*Compare English &amp; French traditional stories/games</li> <li>*Know the names of some major airports &amp; ports in France</li> </ul>	<p>Christmas in France &amp; England</p> <ul style="list-style-type: none"> <li>*Make a traditional French Christmas sweet</li> <li>*Identify social conventions at home &amp; in other cultures</li> <li>*Investigate the similarities &amp; differences between French &amp; English eating habits by looking at French school lunch menus</li> <li>*Recognise similarities &amp; differences between places</li> <li>*Understand that there are stereotypical images associated with countries [Compare symbols, objects or products which represent their own culture with those of another country]</li> <li>*Consider key similarities &amp; differences in daily life in UK &amp; France</li> <li>*Investigate French supermarket websites to find out in what ways they differ from English supermarkets</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that French is spoken in many countries around the world</li> <li>*Research the different climates in French speaking countries</li> <li>*Research different types of accommodation that can be found in French speaking countries</li> <li>*Research different travel options available in French speaking countries</li> <li>*Research typical foods eaten in French speaking countries</li> <li>*Research places of interest to visit in French speaking countries</li> </ul>