



MFL Progression Grid

Speaking and Listening

| | | Speaking and Listening | | | | | |
|-------------------------------|--|---|---|--|--|--|---|
| | | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| | | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | | <p>Know how to say Happy Birthday. Know how to react to food. Know how to greet each other. Know how to say Happy New Year. Know how to say some sports.</p> | <p>Know how to say some French fruits. Know some colours. Know repeated phrases in a French playground game. Know how to say some seaside food. Know how to have a very basic conversation in a French café or shop.</p> | <p>Know numbers 1-12. Know some greetings. Know how to ask and say how you are. Know classroom instructions. Know how to ask for and give name. Know how to ask for and state age. Know some more colours. Know how to say a finger rhyme. Know the names of fruit and other food items. Know how to say a nursery rhyme. Know how to join in with a story: The Very Hungry Caterpillar Know how to say the days. Know how to say the months.</p> | <p>Know some body parts. Know how to describe the body using adjectives. Know some zoo animals. Know some nursery rhymes. Know the verb être-Il est / Elle est Know some winter clothes. Know some family members. Know some pet animals. Know the verb avoir -J'ai / Je n'ai pas de Know how to join in with a story. Know some verbs for hobbies. Know numbers 12-30. Know some clothes. Know some types of weather.</p> | <p>Know buildings on the high street Know adjectives / conjunctions. Know how to ask for and give directions. Know times of the day. Know how to give opinions about the high street. Know the future tense: Je vais and how to use it for hobbies. Know how to make comparisons. Know numbers 30-50. Know how to express likes and dislikes about food. Know how to perform a French café role play. Know how to say the date. Know more types of weather. Present a weather report. Know how to say where you live.</p> | <p>Know classroom equipment. Know more clothes and opinions. Know how to perform a classroom sketch. Know occupations. Know how to describe family members (name, age, where they live, what job they do, personality) Know the French alphabet. Know rooms and furniture. Know how to sustain an unrehearsed conversation of at least 4 exchanges. Know some transport, types of accommodation and places to visit, and use these phrases to say your holiday plans.</p> |
| Disciplinary Knowledge | | <ul style="list-style-type: none"> • join in with songs and rhymes. • respond to a simple command. • answer with a single word. • answer with a short phrase. • ask a question. • name people. • name places. • name objects. • use set phrases. • choose the right word to complete a phrase. • choose the right word to complete a short sentence. | <p>Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • perform finger rhymes and sing songs • join in with storytelling • identify rhyming words <p>Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • speak clearly and confidently • listen with care • identify phonemes which are the same as or different from English and other known languages <p>Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions <p>Listen attentively and understand instructions, everyday classroom language and praise words</p> <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding | <p>Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases <p>Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds <p>Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic <p>Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays | <p>Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning <p>Understand and express simple opinions</p> <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes <p>Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language <p>Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions | <p>Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly <p>Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas <p>Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences <p>Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice • agree or disagree with statements made about a spoken passage | |

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| Expectation of skills progression | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |
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| Reading | | | | | | |
|------------------------|---|--|--|--|--|---|
| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <p>Read Happy Birthday. Read reactions to food. Read simple greetings. Read Happy New Year. Read some sports.</p> | <p>Read some French fruits. Read some colours. Read some seaside food. Read words and phrases to have a conversation in a French café or shop.</p> | <p>Read numbers 1-12. Read some greetings. Read phrases to ask and say how you are. Read classroom instructions. Read phrases to ask for and give name. Read phrases to ask for and state age. Read some more colours. Read a finger rhyme. Read fruit names and other food items. Read a nursery rhyme. Join in with a story: The Very Hungry Caterpillar Read the days. Read the months.</p> | <p>Read some body parts. Read how to describe the body using adjectives. Read some zoo animals. Read some nursery rhymes. Read the verb être-Il est / Elle est Read some winter clothes. Read some family members. Read some pet animals. Read the verb avoir -J'ai / Je n'ai pas de Read how to join in with a story. Read some verbs for hobbies. Read numbers 12-30. Read some clothes. Read some types of weather.</p> | <p>Read buildings on the high street Read adjectives and conjunctions. Read phrases about directions. Read times of the day. Read phrases to give opinions about the high street. Read the future tense: Je vais Read comparison phrases. Read numbers 30-50. Read phrases to express likes and dislikes about food. Read phrases to perform a French café role play. Read phrases to say the date. Read more weather phrases. Read phrases in a weather report. Read phrases of where you live. Read the story: Le Petit Thomas Read the Christmas story.</p> | <p>Read classroom equipment. Read more clothes. Read how to give opinions about colours. Read a classroom sketch. Read occupations phrases.</p> <p>Read how to describe family members (name, age, where they live, what job they do, personality)</p> <p>Read the French alphabet. Read rooms and furniture.</p> <p>Read transport, types of accommodation and places to visit, and read your holiday plans.</p> |
| Disciplinary Knowledge | <ul style="list-style-type: none"> • Read and understand single words. • Read and understand short phrases. | | <p>Recognise some familiar words in written form</p> <ul style="list-style-type: none"> • understand words displayed in the classroom • identify and read simple words • read and understand simple messages <p>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <ul style="list-style-type: none"> • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem | <p>Read and understand a range of familiar written phrases</p> <ul style="list-style-type: none"> • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement <p>Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> • make links between spoken and written words • identify common spelling patterns in letter strings <p>Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none"> • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation | <p>Re-read frequently a variety of short texts</p> <ul style="list-style-type: none"> • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet <p>Make simple sentences and short texts</p> <ul style="list-style-type: none"> • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards | <p>Read and understand the main points and some detail from a short written passage</p> <ul style="list-style-type: none"> • read and respond to an extract from a story, an e-mail message or song • give true or false responses to statements about a written passage • read descriptions of people in the school or class and identify who they are <p>Identify different text types and read short, authentic texts for enjoyment or information</p> <ul style="list-style-type: none"> • read for enjoyment an e-mail message, short story or simple text from the Internet • read and understand the gist of a familiar news story or simple magazine article <p>Match sound to sentences and paragraphs</p> <ul style="list-style-type: none"> • use punctuation to make a sentence make sense • listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards |

| Expectation of skills progression | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |
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Writing

| Writing | | | | | | |
|-----------------------------------|--|--|--|--|---|--|
| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <p>Write Happy Birthday. Write reactions to food. Write simple greetings. Write Happy New Year. Write some sports.</p> | <p>Write some French fruits. Write some seaside food. Write words and phrases for a conversation in a French café or shop.</p> | <p>Write numbers 1-12. Write some greetings. Write phrases to ask and say how you are. Write classroom instructions. Write phrases to ask for and give name. Write phrases to ask for and state age. Write some colours. Write fruit names and other food items. Write the days. Write the months.</p> | <p>Write some body parts. Write sentences to describe the body using adjectives. Write some zoo animals. Write the verb être-Il est / Elle est Write some winter clothes. Write some family members and describe them. Write some pet animals and describe them. Write the verb avoir -J'ai / Je n'ai pas de in sentences. Write some verbs for hobbies. Write numbers 12-30. Write some clothes. Write some types of weather.</p> | <p>Write buildings on the high street Write adjectives and conjunctions. Write phrases about directions. Write times of the day. Write phrases to give opinions about the high street. Write the future tense: Je vais Design a keep fit plan. Write comparison phrases. Write numbers 30-50. Write sentences to express likes and dislikes about food. Write sentences to perform a French café role play. Write sentences to give the date. Write more weather phrases. Write a weather report. Write about where you live.</p> | <p>Write about classroom equipment. Write how to give opinions about colours. Write a classroom sketch. Write occupations phrases. Write sentences to describe family members (name, age, where they live, what job they do, personality) Write the French alphabet. Write a description of your ideal house using adjectives and prepositions. Write a letter to book a holiday. Write plans for a holiday abroad using the future tense. Write sentences about transport, types of accommodation and places to visit. Write a presentation about your holiday destination.</p> |
| Disciplinary Knowledge | <ul style="list-style-type: none"> • write single words correctly. • label a picture. • copy a simple word or phrase. | | <p>Experiment with the writing of simple words</p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory | <p>Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none"> • write labels for work on wall displays and in their books • complete a semi-completed e-mail message to someone in a partner school | <p>Write words, phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words | <p>Write sentences on a range of topics using a model</p> <ul style="list-style-type: none"> • apply most words correctly • construct a short text, e.g. create a powerpoint presentation to tell a story or give a description |
| Expectation of skills progression | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |

| Knowledge about language | | | | | | |
|-----------------------------------|--|-----------|--|---|---|---|
| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <ul style="list-style-type: none"> • Know that some words are the same or similar in French and English, and that some words are completely different. • Copy pronunciation of basic sounds and words. | | <ul style="list-style-type: none"> • Identify specific sounds, phonemes and words: oi, eu, in • Recognise commonly used rhyming sounds. • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms and negatives. • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. | <ul style="list-style-type: none"> • Identify specific sounds, phonemes and words: ou, on, an, eau • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. • Identify a different writing system. • Know how to use a dictionary | <ul style="list-style-type: none"> • Identify specific sounds, phonemes and words: ch, é, è, i • Recognise patterns in simple sentences. • Manipulate language by changing an element in a sentence. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Understand and use negatives. • Appreciate that different languages use different writing conventions. • Recognise the typical conventions of word order in the foreign language. • Understand that words will not always have a direct equivalent in the language. • Notice different text types and deal with authentic texts. | <ul style="list-style-type: none"> • Identify specific sounds, phonemes and words: i, en, o, au, ui, un, qu, ez, et, _er, _tion, _cial, _re • Silent letters: h_, _s, _t, _d • Recognise patterns in the foreign language. • Notice and match agreements. • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use. • Know how to use adjective agreements (Masculine / Feminine) • Know a change of spelling due to gender. |
| Expectation of skills progression | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |

Knowledge about France

| Knowledge about France | | | | | | |
|------------------------|--|---|--|---|---|--|
| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <p>Know how French people celebrate birthdays.</p> <p>Know how French people react to food.</p> <p>Know how French people greet each other.</p> <p>Know how French people celebrate the New Year.</p> <p>Know some sports that French people play.</p> | <p>Know some French fruits.</p> <p>Know how to buy fruit in a French fruit shop.</p> <p>Know a French playground game.</p> <p>Know a traditional French dance.</p> <p>Know what food is eaten in French seaside cafés.</p> <p>Know how French people buy things in cafés and shops.</p> | <p>Know some French names.</p> <p>Know some French food.</p> <p>Know how people greet each other in France.</p> <p>Know about Shrove Tuesday traditions in France.</p> <p>Know about Christmas traditions in France: How to make a Yule log.</p> | <p>Know about hobbies in France and compare with their own hobbies.</p> <p>Know about pets in France.</p> <p>Know about and play a traditional French game-pétanque.</p> <p>Know a few facts about 5 French cities.</p> <p>Know ways of travelling to France.</p> <p>Know about Easter traditions in France; Easter eggs, egg painting and egg rolling.</p> <p>Know about Christmas traditions in France: Building a snowman Follow a recipe to make 'Boules de neige' dessert.</p> | <p>Know about buildings in a French town centre eg shops.</p> <p>Know about sports and exercise in France.</p> <p>Know about the weather and climate in France.</p> <p>Know how to describe an English/French stereotype.</p> <p>Know similarities and differences in daily life between the UK and France eg driving on right, water, currency, opening times, no carpets in homes.</p> | <p>Recognise and understand some of the differences between people.</p> <p>Present information about an aspect of culture; Know how to plan a holiday to a French-speaking country.</p> <p>Know about holidays in France; accommodation, transport, things to do, places to visit.</p> <p>Know about Christmas games played in France; Jeu de Santons</p> |
| Disciplinary Knowledge | <p>Apply the above knowledge.</p> | <p>Apply the above knowledge.</p> | <p>Identify social conventions in France.</p> | <p>Compare traditional English and French nursery rhymes.</p> <p>Compare traditional English and French stories.</p> <p>Play a French traditional playground game.</p> <p>Plan a route from their home to a French city.</p> | <p>Recognise similarities and differences between places.</p> <p>Compare food and eating habits of people in the UK & France.</p> <p>Look at further aspects of their everyday lives from the perspective of someone from another country.</p> <p>Compare French and English supermarkets.</p> <p>Compare symbols, objects or products which represent their own culture with those of French culture.</p> <p>Compare Christmas in France and the UK; the Christmas tree tradition.</p> | <p>Compare school life in France and the UK, eg school equipment, clothes, timetable.</p> <p>Compare attitudes towards aspects of everyday life.</p> <p>Play a French traditional playground game.</p> <p>Compare houses and homes in France and the UK.</p> <p>Plan and perform a presentation about a French-speaking country; food, climate, places, festivals, songs, music.</p> |

| Expectation of skills progression | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |
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