



Shortlanesend School

MFL (French) Knowledge and Skills Progression

Listening and Responding - Écouter et répondre					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>I can understand short passages made up of familiar language. (Passages contain areas listed below in vocabulary coverage)</p> <p>I can understand learnt instructions, messages and dialogues within short passages</p> <p>I can identify and note the main points of a dialogue. Short sections may be repeated if necessary</p>	<p>I can understand short passages made up of familiar language. (Passages contain areas listed below in vocabulary coverage)</p> <p>I can understand instructions, messages and dialogues within short passages and act on or respond to these appropriately.</p> <p>I can identify and note the main points and give a personal response on a passage. (May need short sections repeated.)</p>	<p>I can understand longer passages made up of familiar language in simple sentences.</p> <p>I can identify the main points and recall some details.</p>	<p>I can understand longer passages made up of familiar language in simple sentences.</p> <p>I can identify the main points and most of the details.</p>
Vocabulary Coverage - Couverture du vocabulaire					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Numbers 0-10</p> <p>Greetings, asking and saying name, age and how you are, yes and no</p> <p>Classroom instructions</p> <p>Colours: yellow, orange, pink, red, blue, white, black, green, grey, purple, brown</p> <p>Days of the week and months of the year</p>	<p>Numbers 0-50</p> <p>Some parts of the body: head, nose, teeth, hair, eyes, mouth, ears, leg, foot, stomach, hand, arm, shoulder, knee</p> <p>Some members of the family: father, mother, brother, sister, grand-father, grand-mother</p> <p>Some pets: dog, cat,</p>	<p>Buildings on the high street. Names of shops: the market, a shop, a supermarket, the post office, a bank, a café, the town hall, a clothes shop, a baker's, a butcher's, a bank, the chemist, a school, the cinema</p> <p>Directions: asking where places are. North, south, east and west of England, left, right</p>	<p>Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions</p> <p>Further clothes vocabulary: tie, shirt, socks and shoes</p> <p>Names of places to visit using the masculine or feminine preposition for "to": hotel, flat, gite, a campsite.</p>



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		<p>Telling the time</p> <p>Names of some fruit: oranges, pears, plums, strawberries, apples, bananas, tomatoes</p> <p>Names of some food and drink: hot chocolate, crisps, lollipops, sweets, pancake</p> <p>Verb – to be in the third singular person (he/ she is) Connective – and Auditory discrimination between un/une</p> <p>Identify some social conventions, customs and traditions at home and in other cultures. Know about some Christmas traditions.</p>	<p>hamster, rabbit, fish, guinea pig, bird, chicken, kitten</p> <p>Introduction to Hobbies: dancing, swimming, football, eating out, reading, watching the television, going to the park</p> <p>Clothes: trousers, shorts, skirt, hat, t-shirt, swimming costume, jumper, gloves, coat,</p> <p>Zoo animals: tiger, elephant, bear, mouse, lion, giraffe, monkey, crocodile, penguin</p> <p>Two weather expressions: it is hot, it is cold, it is snowing</p> <p>Expressions: oh my goodness, I like that, How do you say...in French?</p> <p>Verb- to have in the first person in the singular (I have, I do not have), to fall, to pull</p> <p>Connective- also</p> <p>Some adjectives – tall, short, big, small, strong, quick, pointed, long, fierce, funny, kind</p> <p>Possessive adjectives of my masculine and feminine</p>	<p>Saying where you live and where that is situated geographically</p> <p>Times of the day - morning, afternoon, evening</p> <p>Weather: it is nice, it is awful, it is sunny, it is windy, it is foggy, it is snowing, it is raining</p> <p>Seasons: spring, summer, autumn, winter</p> <p>New food items: butter, sugar, eggs, salt, a croissant, a petit pain with raisins, some bread and butter, orange juice, bread, French stick,, rice, pasta, potatoes, ham, fish, cheese, water, yoghurt, chocolate, ice cream, cake, biscuits, chips, salad, carrots, peas and revision of previous vocabulary from Y3</p> <p>Comparisons – more than</p> <p>Expressions: So, well, really</p> <p>Verb to be - it is, is there, to shine</p> <p>Simple future tense – I am going to followed by imperative verb</p>	<p>Museum, beach, castle, zoo, public gardens, shopping centre, attraction park</p> <p>Occupations: doctor, shop assistant, police officer, teacher, fireman, cook, postman</p> <p>Family members: cousin, uncle, neighbour, friend, grandparents</p> <p>Furniture: a chair, a lamp, a table, a settee, a television, a hi-fi system, a fridge, a microwave, a shower, carpet</p> <p>House, flat, balcony, garage, living room, dining room, bathroom, kitchen, garden, fireplace, window, swimming pool</p> <p>Expressions: It is ugly! It is rubbish! It is pretty! There is / here is</p> <p>Phrases to use when playing games in French: give me, your turn, my turn, please, thank you</p> <p>Prepare presentation in relation to holiday plans and the area to be visited and perform to an audience.</p>
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			<p>Quantifier- enough, very, a little</p> <p>Opinion phrases: I love, I like, I do not like</p> <p>Understand that all nouns have a gender</p> <p>Know about pets that are popular in France.</p> <p>Know the names of some major airports and ports in France and understand different possibilities for travelling abroad.</p> <p>Compare traditional stories. Know about some Easter traditions</p>	<p>Connectives - and, also, but</p> <p>Adjectives: clean, polluted, dirty, quiet, lively</p> <p>Quantifier – more than</p> <p>Positioning of adjectives</p> <p>Extension - normally, generally</p> <p>There is / are + verb including negative</p> <p>Some prepositions of place: in, at the top, at the bottom, in the centre, in the corner</p> <p>Understand that there are stereotypical images associated with countries</p> <p>Investigate similarities and differences between French and English eating habits, French and English supermarkets</p>	<p>Some adjectives – nice, clever, amusing, sporty, good looking, superb, amazing, luxurious, huge, above, below</p> <p>The form of “you” tu and vous including question form</p> <p>Gender of colours</p> <p>Prepositions from Y5 and on, under, first, next, then, later, after that, finally</p> <p>Verb to go, to visit, to look at, to leave and to stay</p> <p>Names of letters of the alphabet</p> <p>Understand that French is spoken through many countries throughout the world</p> <p>Recognise that word order may vary between languages</p> <p>Be aware of cultural differences in housing at home and abroad</p>
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Speaking – Parlante/Parlant					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>I can have a short conversation where I can say 2-3 things.</p> <p>I can use short phrases to give a personal response.</p> <p>I can substitute items of vocabulary to vary the questions or statements (with support).</p>	<p>I can have a short conversation where they are saying 2-3 things.</p> <p>I can use longer phrases to give a personal response.</p> <p>I can substitute items of vocabulary to vary the questions or statements independently</p>	<p>I can hold a simple conversation with at least 3-4 exchanges.</p> <p>I can use my knowledge of grammar to adapt and substitute single words and phrases with support.</p>	<p>I can hold a more complex conversation with at least 3-4 exchanges with confidence.</p> <p>I can use their knowledge of grammar to adapt and substitute single words and phrases.</p>
Reading and Responding - Lire et répondre					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>I can read and understand short texts using familiar language with vocabulary mats to support.</p> <p>I can identify and note the main points and give a personal response.</p> <p>I can read a passage of French when focused around subjects I have studied with support.</p> <p>I can use a bilingual dictionary or glossary to look up new words.</p>	<p>I can read and understand short texts using familiar language.</p> <p>I can identify and note the main points and give a personal response on vocabulary areas covered in Year 3 and 4</p> <p>I can read a passage of French independently when focused around subjects I have studied independently.</p> <p>I can use a bilingual dictionary or glossary to look up new words.</p>	<p>I can understand a short story or factual text and note some of the main points with vocabulary mats to support</p> <p>I can use context to work out unfamiliar words.</p>	<p>I can understand a short story or factual text and note some of the main points without prompts or vocabulary mats.</p> <p>I can use context to work out unfamiliar words.</p>



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Writing - l'écriture					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>I can write 2-3 short sentences on a familiar topic with the support of a vocabulary mat</p> <p>I can write a short phrase from memory ensuring my spelling is understandable.</p>	<p>I can write 2-3 short sentences on a familiar topic independently.</p> <p>I can write a short phrase from memory and my spelling is mostly accurate.</p>	<p>I can write a paragraph of about 3-4 simple sentences.</p> <p>I can adapt and substitute words and set phrases.</p> <p>I can use a dictionary or glossary to check words I have learnt and substitute nouns to construct short sentences.</p>	<p>I can write a paragraph of about 3-4 simple sentences.</p> <p>I can adapt and substitute individual words and set phrases.</p> <p>I can use a dictionary or glossary to check words I have learnt and substitute nouns to construct short sentences.</p>