

MFL

(Note: Vocabulary progression in line with the scheme of work for each year group as MFL is purely vocabulary based.)

Listening

	Year 3	Year 4	Year 5	Year 6
Knowledge & Skills	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words and phrases • Use a gesture, hold up a picture to identify specific words when listening • Pick out phonemes, words and phrases in songs, stories and rhymes. • Listen attentively and understand more complex phrases and sentences • Identify key points in a new context e.g. a story, which contains familiar language • Understand the main points and simple opinions in spoken sources e.g. story, song or passage • Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions • Recognise numbers 1-20 and begin to understand numbers from 20 - 31 and know own birthday date e.g. 22 April. • Understand and respond to simple classroom instructions 	<ul style="list-style-type: none"> • Listen for specific phonemes, words and phrases • Pick out phonemes, words and phrases • Understand higher numbers including multiples of 10 • Listen to up to three simple sentences using familiar vocabulary and answer questions in English e.g. How old is Nicole? • Respond to a wider range of classroom instructions • Identify specific phonemes, words and phrases. • Recognise numbers 1 - 31 and multiples of 10 up to one hundred • Listen to a short text using familiar vocabulary and answer simple questions in English. • Respond to a wide range of classroom instructions. 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences • Identify key points in a new context • Understand higher numbers e.g. in prices, numeracy activities • Follow instructions and directions e.g. a recipe or simple directions • Recognise letters of the alphabet when they hear them • Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points • identify specific sounds in familiar and unfamiliar words. • Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in spoken sources • Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. • Understand numbers in context e.g. the year, 24 hour clock, quantities • Listen to spoken foreign language for details and gist. Identify key points and some detail. • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.

<u>Expectation of skills progression</u>				
	Speaking			
<u>Knowledge and Skills</u>	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Communicate with others using simple words, phrases and short sentences • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation • Use simple greetings • Ask and answer simple questions about self e.g. name and age, birthday • Express simple likes and dislikes e.g. food and drink. • Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. • Pronounce very familiar language with good pronunciation and intonation. 	<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions • further develop accurate pronunciation and intonation • Use a wider range of familiar nouns and adjectives to talk • Ask and answer questions using a wider range of question forms • Express preference about what they like e.g. food, animals, colours • Join in speaking activities willingly and confidently. • Recall simple vocabulary & begin to use this vocabulary to build sentences, e.g. I have brown eyes, • Begin to use simple conjunctions & pronouns • Use the negative to give answers to simple questions about likes/dislikes • Ask and answer questions in 1st, 2nd, 3rd person singular. 	<ul style="list-style-type: none"> • Take part in short conversations • Use simple conjunctions to build more complex sentences • Understand and express more complex opinions • Seek help and clarification e.g. I don't understand, can you repeat • Give simple instructions and directions • Begin to understand and express future intentions e.g. I am going swimming on Wednesday • Take part in conversations expressing likes, dislikes and preferences • Pronounce and use the alphabet with increasing accuracy. • Use simple conjunctions • Begin to understand and use future tense in spoken language. 	<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations • Understand and begin to use the past tense • Present to an audience e.g. role-play, presentation, • Understand and use numbers in context. • Understand and use transactional language • Seek clarification of meaning How is that written in French? I don't understand. Can you repeat that? • Talk about the past in simple terms e.g. I ate / drank ... / • Express and justify opinions e.g. I like netball because it's fun. • Retrieve numbers up to 50 with accuracy

Expectation of skills progression				
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Reading

Knowledge & Skills	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Recognise and understand some familiar written words and phrases. • Show awareness of sound-spelling links. • Read and understand familiar nouns and read aloud with reasonable accuracy. • Identify familiar words in a short text and give their meaning in English. • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. • Read aloud and understand a simple conversation with a partner that uses familiar language. 	<ul style="list-style-type: none"> • Read and understand short texts made of simple sentences and be able to answer questions • Read a wider range of words, phrases and sentences aloud follow text while listening and reading at the same time. • Apply phonic knowledge to support reading and read aloud with increasingly accurate pronunciation. • Follow a text such as a song or poem whilst listening to it at the same time • Use strategies to work out meaning of new words. • Read familiar words/ phrases aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. • Begin to understand that accents affect the pronunciation of words. • Begin to use a bilingual dictionary to check the meaning of new words 	<ul style="list-style-type: none"> • Read a variety of short simple texts in different formats • Focus on correct pronunciation and intonation and use tone of voice and gesture • Work with a partner to decode a short text containing familiar and unfamiliar language. • Enjoy the challenge of working out the meaning of unfamiliar language. • Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. • Apply phonic knowledge when meeting new words. 	<ul style="list-style-type: none"> • Read aloud from a text with good expression • Read and understand the main points and some detail from a short written passage. • Read in groups, simple play scripts, Poems etc • Read aloud with increasing confidence, accuracy and expression including use of accents. • have a go at tackling the pronunciation of new / unfamiliar words, using phonic knowledge • Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. • Find the meaning of new words by using a bilingual dictionary.

<u>Expectation of skills progression</u>				
Writing				
<u>Knowledge & Skills</u>	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Write some familiar simple words using a model and some from memory • Write one or two simple sentences, using a model e.g. name and age to introduce themselves. • Complete a simple gapped text such as a party invitation or passport. • Complete a simple gapped text by adding three or four familiar words. • Write two or three sentences on a familiar topic using a writing frame and word banks 	<ul style="list-style-type: none"> • Write a short text using a model • Write a few simple sentences from memory • Apply phonic knowledge to support writing • Write a few simple sentences using a word bank. • Experiment with writing new words • Begin to use pronouns. • Write two to three simple sentences from memory 	<ul style="list-style-type: none"> • Write simple sentences and short texts using a model • Use a dictionary to check the spelling of words. • Write three or four sentences using a word/phrase bank • Use simple conjunctions • Change elements in a given text • Write more interesting sentences by adding one or two simple conjunctions • Personalise a text by changing one or two elements 	<ul style="list-style-type: none"> • Write sentences and construct short texts using a model. • Write a few sentences from memory • Use adjectives to a description • Use some simple adverbs • Make statements about what they read. • Write a short text on a familiar topic using a model
<u>Expectation of skills progression</u>				

Grammar

	Year 3	Year 4	Year 5	Year 6
<u>Knowledge & Skills</u>	<ul style="list-style-type: none"> • gender - masculine, feminine nouns (singular) • word order of adjectives • Match the correct definite/indefinite to a series of familiar nouns • Use picture cards to build phrases to show position of a few adjectives • Begin to understand how the negative is • Notice (where relevant) that the definite/indefinite article changes according to gender of noun. • Notice differences in word order 	<ul style="list-style-type: none"> gender - masculine, feminine neuter - nouns (singular and plural); adjectives, pronouns • verbs - 1st, 2nd 3rd persons in questions & answers • how to form the negative • Match correctly definite/indefinite article to singular and plural nouns • Place familiar adjectives e.g. size and colour in correct order. • Select the correct colour adjective to describe masculine and feminine nouns • Understand that the definite article/indefinite article changes whether it is singular or plural. • Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change. • Form the negative to give answers to simple questions about likes/dislikes • Ask and answer questions in 1st, 2nd, 3rd person singular. 	<ul style="list-style-type: none"> • Begin to know how to form the future tense. • Begin to see how possessive articles change according to gender • Explain confidently the word order for familiar adjectives • Adapt endings to familiar adjectives with increasing accuracy to reflect tense • Start to apply correct endings to a few possessive articles • Create simple sentences about the future. • Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense 	<ul style="list-style-type: none"> • verbs -begin to use the past tense, • reinforce understanding of future tense verbs • Identify tenses from a selection of sentences written in the present, past and future tense. • Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary. • Show some understanding of past and future tense in spoken and written work. • Use high frequency adjectives with reasonable accuracy ie word order and endings . • Apply understanding of conjugation familiar verbs in the present tense.
<u>Expectation of skills progression</u>				

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 3</u>	<p>Getting to know you -Greetings & numbers</p> <p>All about me -Classroom instructions, parts of the body, colours</p>	<p>Food glorious food -likes and dislikes, preferences, foods</p> <p>My family -family members, pets, House</p>	<p>Our school -classroom objects, subjects</p> <p>Time -days of the week, Months of the year, birthdays</p>
<u>Year 4</u>	<p>All around town -cities in France, features of towns and cities</p> <p>On the move -types of transport, direction and movement</p>	<p>Going shopping -money, foods and clothing</p> <p>Where in the world -countries and continents, animals</p>	<p>What's the time? -telling the time, daily activities</p> <p>Holidays and hobbies -seasons, weather, sports and hobbies</p>
<u>Year 5</u>	<p>Getting to know you -occupations, grammar, emotions</p> <p>All about ourselves -describing myself, fashion</p>	<p>That's tasty -food items</p> <p>Family and friends -my house, animals</p>	<p>School life -furniture, prepositions, lessons and shapes</p> <p>Time travelling -verb conjugation, French literature, French history</p>
<u>Year 6</u>	<p>Let's visit a French town -places in a town / hobbies, numbers to 100, mathematical vocabulary</p>	<p>Let's go shopping -shopping conversations, clothes, at the shops</p>	<p>This is France -directions, lifestyle in France, Nationalities</p> <p>All in a day -telling the time, airport, school week</p>