



Primary MFL Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum</p> <p><i>Pupils should be taught:</i></p>	<p><i>Non-statutory</i></p> <p><i>Greetings (bonjour) to answer and register in.</i></p> <p><i>Enrichment day to incorporate across the year groups.</i></p>	<p><i>Non-statutory</i></p> <p><i>Greetings (bonjour) to answer and register in.</i></p> <p><i>Enrichment day to incorporate across the year groups.</i></p>		<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3 (high school). It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures, and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases, and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases, and simple writing • appreciate stories, songs, poems, and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things, and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>The starred (*) content above will not be applicable to ancient languages.</p> <p>Previously the school had a specialist teacher who came in and taught Spanish across KS2, on top of the French lessons provided. However, from the academic year 2020-2021, we have focused on just French, so that we are inline with our local high schools.</p> <p>However, due to COVID-19, it was identified that the pupils did not have a secure understanding of previously taught knowledge and therefore, all year groups are beginning at the same start point to help teach/embed the basic skills. Lessons will start with a recap of prior learning before teaching age related knowledge.</p> <p>Each lesson will follow our ASUPERHERO Curriculum intent:</p> <p>Aspire – We aspire to learn a new language.</p> <ul style="list-style-type: none"> - We aspire to travel to countries that speak French. <p>Sensory – We will be exploring different foods in French culture.</p> <ul style="list-style-type: none"> - Trying new foods from the French culture. - Listening to music from the French culture - Listening to people speak in French and responding to them. 			



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				<p>Unforgettable – learning new vocabulary</p> <ul style="list-style-type: none"> - Trying food from the French culture. - Enrichment days. - Speaking a different language. - Including a show me what you know task. - Singing key parts to a French song. <p>Progress – We will develop our current knowledge in French</p> <ul style="list-style-type: none"> - We will learn new vocabulary. - KWL <p>Exciting and engaging – Will be exploring different foods in the French culture.</p> <ul style="list-style-type: none"> - Enrichment days - learning new vocabulary - Trying food from the French culture. - Enrichment days. - Speaking a different language. - Including a show me what you know task. - Singing key parts to a French song. <p>Hope - Hope to learn a new language.</p> <ul style="list-style-type: none"> - To apply the French language. - Hope to see the link between the French culture and our British values. <p>Emotional literacy - Understanding the importance of being respectful and mutually tolerant towards other cultures.</p> <ul style="list-style-type: none"> - We will be exploring different cultures around the world. - To share our own thoughts and ideas about things. <p>Reading – Reading differen vocabulary in French</p> <ul style="list-style-type: none"> - Reading text in French - Being able to translate English to French and vice-versa <p>Opportunity – To develop our current knowledge on a language.</p> <ul style="list-style-type: none"> - To explore a different culture. - To engage with the high school in events. - To participate in Enrichment days.
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By the end of the year, children should be able to...

Speaking				<ul style="list-style-type: none"> • Speak with others using simple words, phrases, and short sentences (e.g. greetings and basic information about myself). • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between 	<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Present short pieces of information to another person. • Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Present to another person or group of people using sentences and authentic pronunciation, gesture, and intonation to convey accurate meaning. • Understand and express simple 	<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • Use connectives to link together what they say to add fluency.
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				pronunciation and spelling.		opinions using familiar topics and vocabulary.	
Listening				<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases, and sentences (e.g. simple instructions, rhymes, songs). Begin to develop understanding of the sounds of individual letters and groups of letters (phonics). Begin to develop an appreciation of French songs, rhymes. 	<ul style="list-style-type: none"> Listen for and identify specific words and phrases in instructions, stories, and songs. Follow a text accurately whilst listening to it being read. Develop an appreciation of French songs, rhymes, and stories. 	<ul style="list-style-type: none"> Listen attentively, appreciate, and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). <u>Undertake longer listening exercises and be able to identify key words or phrases to answer questions.</u> 	<ul style="list-style-type: none"> Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.
Reading				<ul style="list-style-type: none"> Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> Accurately read and understand familiar written words, phrases, and short sentences (e.g. character/place descriptions). Accurately read a wider range of familiar written words, phrases, and short sentences aloud to another person. 	<ul style="list-style-type: none"> Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (<u>covering familiar topics</u>), <u>reading exercises with set questions, emails, or letters from a partner school</u>). 	<ul style="list-style-type: none"> Read aloud with expression and accurate pronunciation and intonation Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (<u>e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)</u>).
Writing				<ul style="list-style-type: none"> Write or copy some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> Write simple sentences and a few short sentences, with a challenge of a short paragraph from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they 	<ul style="list-style-type: none"> Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)



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						<ul style="list-style-type: none"> and other people do, like etc.) Check spellings with a dictionary. 	<ul style="list-style-type: none"> Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). Check spellings and meanings with a dictionary.
Grammar				<ul style="list-style-type: none"> To begin to understand the concept of gender. To start to understand the concept of nouns and articles. To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play. 	<ul style="list-style-type: none"> To gain an understanding of gender. To understand better the use of the possessives, first person and possibly other forms too. To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun. 	<ul style="list-style-type: none"> To understand the concept of gender. To learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but". To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not. 	<ul style="list-style-type: none"> To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. Seek clarification and help when needed. What subjects they like or do not like but also explaining WHY. Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.

Knowledge

	Autumn	Spring	Summer
Year 3	<p>Topic Name</p> <ol style="list-style-type: none"> Greet and say goodbye to someone Ask someone's name and give your own Ask how someone is and respond to the same question. Count numbers 1-10. Identify musical instruments. Identify classroom objects Say their age Use simple phrases to ask and respond to how someone is feeling. Begin to recognise learnt cognates e.g. matin/morning associating word and phrases to images to help 	<ol style="list-style-type: none"> Recognise and repeat classroom instructions. Unit 3 – Identify parts of the body Describe eyes and hair Recognise days of the week. Give basic character descriptions. Unit 4 – Identify animals and pets Use simple adjectives (e.g. colours). Understand and communicate familiar nouns e.g. classroom objects. Recognise and repeat classroom instructions. Use simple phrases to ask and provide a person's age. 	<ol style="list-style-type: none"> Number 11-20 Give someone's name. Describe someone. Unit 5 – Identify family members Recognise and spell with the letters of the alphabet List household items. Use basic prepositions sur and dans to describe people. Understand and communicate familiar nouns (e.g. parts of the body, days of the week.) including the correct article (dependent on gender). Understand and use adjectives to describe family members.



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		20. Begin to recognise learnt cognates e.g. table/ tableau associating word and phrases to images to help	30. Understand and communicate familiar nouns (e.g. household items) 31. Begin to use basic prepositions (e.g. sur and dans) 32. Begin to communicate that nouns have gender.
Year 4	<p>1. Unit 6 – Rigolo</p> <p>Recognise and asks for snacks.</p> <p>2. Give basic opinions about food.</p> <p>3. Use numbers 21-31.</p> <p>4. Recognise and use the months</p> <p>5. Form dates</p> <p>6. Unit 7 – Revise ways to describe people using avoir and etre phrases.</p> <p>7. Describe people’s nationality</p> <p>8. Take part in conversations and be able to recognise and ask for snacks.</p> <p>9. Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).</p> <p>10. Understand and communicate numbers 1 – 31.</p> <p>11. Understand and communicate familiar nouns (e.g. months of the year)</p> <p>12. Understand and communicate familiar nouns and phrases (e.g. describe a person)</p>	<p>13. Unit 8 – Talk about free- time activities</p> <p>14. Learn to tell the time.</p> <p>15. Say what activities you do at certain times.</p> <p>16. Unit 9 – Say the names and dates of several French festivals.</p> <p>17. Identify and ask for certain presents at festivals.</p> <p>18. Recognise and use numbers 31-60</p> <p>19. Ask and answer simple questions about festivals and dates.</p> <p>20. Understand and communicate numbers 1 – 60 focusing on patterns e.g. 31 – trente et un, 41 – quarante et un.</p> <p>21. Understand and communicate instructions using the imperative form.</p>	<p>22. Recap - Recognise and use numbers 31-60</p> <p>23. Give and understand more instructions.</p> <p>24. Unit 10 – Name and recognise French cities.</p> <p>25. Give and understand basic directions.</p> <p>26. Talk about the weather</p> <p>27. Talk about the weather in a particular city.</p> <p>28. Take part in conversations about various French cities.</p> <p>29. Understand and communicate imperative directions.</p> <p>30. Follow and give simple instructions and descriptions (e.g. the date, the weather.) in a short sentence.</p>
Year 5	<p>1. Ask for food in a shop</p> <p>2. Ask for and understand how much something costs.</p> <p>3. Talk about activities at a party.</p> <p>4. Give opinions about activities and parties.</p> <p>5. Identify different items of clothing</p> <p>6. Describe the colour of items of clothing.</p> <p>Rigolo 2</p> <p>7. Unit 1 –Greet people and give personal information</p> <p>8. Take part in conversations and be able to ask for food and associated costs.</p> <p>9. Be able to talk about activities at a party.</p> <p>10. Identify and communicate opinions, using longer sentences, about various foods and activities.</p> <p>11. Begin to understand the concept of using du/des instead of definite articles le/les</p>	<p>12. Ask and talk about sisters and brothers</p> <p>13. Say what people have and have not using 3rd person</p> <p>14. Say what people are like using 3rd person etre including negatives.</p> <p>15. Name school subjects</p> <p>16. Talk about likes and dislikes at school.</p> <p>17. Ask and say the time.</p> <p>18. Use a wider range of vocabulary to ask and understand questions about school (e.g. subject names and likes/ dislikes about school)</p> <p>19. Take part in conversations asking and telling the time and communicating timings of the school day.</p> <p>20. Understand and use the definite article correctly: le, la, les</p> <p>21. Understand that there is not always a direct equivalent to each English word in French</p> <p>22. Begin to form longer sentences</p>	<p>23. Talk about timings of the school day.</p> <p>24. Unit 3 – Ask politely for food items</p> <p>25. Describe how to make a sandwich</p> <p>26. Express opinions about food</p> <p>27. Talk about healthy and unhealthy food.</p> <p>28. Name places in the town (unit 4)</p> <p>29. Ask the way and give directions</p> <p>30. Take part in conversations about healthy and unhealthy food and order food items.</p> <p>31. Understand and use adjectives to describe food and express personal opinions.</p> <p>32. Follow and give simple instructions, in the vous form, of how to make a sandwich.</p> <p>33. Understand and use au/à la/à l’ when referring to flavours of foods.</p> <p>34. Learn and use correct gender terms when learning new words</p> <p>35. Be able to Integrate new vocabulary into previously learned language</p> <p>36. Search and translate recipes into French.</p> <p>37. Use a dictionary for unknown words</p>
Year 6	Rigolo 2 unit 4	<p>1. Describe the rooms in the house.</p> <p>2. Say what people do at home.</p>	<p>12. Talk about what you like/dislike.</p> <p>13. Unit 8 – Ask and say what clothes you’d like.</p>



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1. Say where you are going
2. Give the time and say where you are going.
3. Unit 5 – Ask and say where you're going on holiday
4. Express opinions about holidays
5. Talk about what you're going to do on holiday
6. Talk about holiday plans
7. Unit 6 – Name rooms in the house
8. Take part in conversations and be able to talk about forms of transport, daily routines and journeys. Asking, listening and responding to journey questions.
9. Understand and communicate how to buy tickets at a station.
10. Use prepositions en and à with transports.
11. Use propositions au/à la /à l' with places
12. Use knowledge of word, text and structure to build texts
13. Use on va + infinitives to talk about future plans
14. Listen and respond to discussions about regular activities.
15. Understand and communicate what they and others do and don't do and what they like/ dislike.
16. Use several verbs in 1st person
17. Build and adapt longer sentences to communicate different statements.
18. Use verbs in 3rd person
19. Use j'aime/je n'aime pas, etc. with an infinitive

3. Say what people do and where

Unit 7

4. Ask and talk about regular activities.
5. Say what you don't do.
6. Ask and say what other people do.
7. Understand, name and describe rooms in a house and communicate what people do at home.
8. Use il y a + indefinite article and c'est + adjectives
9. Join sentences with et
10. Manipulate language by changing an element in a sentence.
11. Use and understand both the indefinite and definite articles.

14. Give opinions about clothes
15. Say what clothes you wear
16. Ask and talk about prices.
17. Ask and talk about daily routine
18. Talk about times of daily routine.
19. Take part in conversations and be able to ask and say what clothes they/ others would like to wear and express clear opinions using c'est ...
20. Understand and use correct terminology to discuss prices with numbers including and up to 80.
21. Use des with plural words
22. Use et and mais to make longer sentences