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| St Mary’s Catholic Primary School – MFL Curriculum Progression | | | | |
| MFL Intent | Teaching will be of French and will focus on enabling pupils to make substantial progress in this language. The teaching will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3. 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. Children from years 1 – 6 will receive French language lessons and skills will be assessed from year 3 upwards. | | | |
| EYFS – see Development Matters 2021 for detailed examples of how to support learning in EYFS  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions  from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. | | | | |
| 0-3 YEARS | | | 3-4 YEARS | RECEPTION |
| Copy what adults do, taking ‘turns’ in  conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Copy your gestures and words. Use intonation, pitch and changing volume when ‘talking’. Listen to simple stories and understand what is happening, with the help of the pictures. | | | Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam.’ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. | Understand how to listen carefully and why listening is important. Learn new vocabulary. Describe events in some detail. Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. |
| Area of Study | Years 3 | Years 4/5/6 | | |
| Speaking | National Curriculum KS2   * 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 * present ideas and information orally to a range of audiences * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | | |
| I can join in with a short, continuous conversation, including giving simple opinions.  I can adapt familiar sentences by changing a few words.  I can sing familiar songs clearly and confidently, with accurate pronunciation.  I can describe what other people do, or like doing. | I can prepare a short talk on a familiar subject and present it clearly and confidently.  I can describe what other people do, or like doing.  I can prepare and present a short talk about a place, person or thing.  I can use either "le"/"la" or "un"/"une" appropriately.  I can use the third person singular form of the present tense to describe what others are doing, e.g. "il/elle danse".  I can use the second person singular form of the present tense to ask questions. E.g. "Tu aimes les pommes?"  I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.  I can use familiar words and sentence structures to construct new sentences.  I can use a range of spoken language confidently, using accurate pronunciation and intonation.  I can develop a simple sketch or role -play and perform it to my class or an assembly.  I can use what I have learnt about the structure of French sentences to build new ones using the same model.  I can use French articles (the word for "the" or "a" that comes before the noun) confidently and accurately.  I can recognise that "vous" is used for more than one person, or in formal situations, and that "tu" is used for one person in informal situations.  I can talk about what I am going to do, using the future tense, "je vais".  I can talk about what I have done, using the past tense, "j'ai".  I can understand the main points and some of the detail from a short-spoken passage, including more complex phrases and sentences.  I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. | | |
| Reading | National Curriculum KS2   * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | | | |
| I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.  I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. | I can read aloud a short story containing familiar language, clearly and with expression.  I can understand the difference between "le"/"la" and "un"/"une".  I can recognise the meaning of "mon"/"ma"/"mes".  I can understand the main points from a short-written text, which contains some unfamiliar language  I can recognise that some nouns have irregular plurals.  I can recognise that adjectives' endings often change to match the noun they're describing.  I can understand the main points and some of the detail from a short-written text, which contains some unfamiliar language.  I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.  I can recognise the "vous"/"ils"/"elles" forms of some common verbs in the present tense.  I can recognise that some verbs are irregular.  I can understand the basic meanings of "on" in French.  I can identify the future tense, e.g. "je vais".  I can recognise the past tense of some common verbs, e.g., "j'ai fait". | | |
| Writing | National Curriculum KS2   * 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 | | | |
| I can adapt familiar written sentences by changing a few words. | I can write the correct form of some common verbs in the third person singular, e.g. "il/elle a".  I can use some simple sentence structures that differ from English in my writing.  I can use familiar words and sentence structures to write new sentences.  I can construct a short text to describe a place, person or thing, using more complex sentences.  I can use French articles (the word for "the" or "a" that comes before the noun) confidently and accurately.  I can write some regular French nouns in the singular and plural form.  I can write the correct forms of some simple adjectives with a noun, using an example sentence.  I can write the correct form of some irregular verbs in the first and third person singular, e.g. "je suis"  / "il/elle est".  I can write simple sentences using the future tense, with help, e.g. "Je vais aller à l'école.".  I can write simple sentences using the past tense, with help, e.g. "J'ai trouvé un fossile.".  I can use the rules I know about building sentences in French to create new sentences using different vocabulary. | | |

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|  | Years 1/2/3 | Years 4/5/6 |
| Cycle 1 | Greetings, name and age  Family | Dates and Numbers  Weather  (Masculine and Feminine, Plurals) |
| Numbers 0-20  Favourite playground games | Meet the animals  Animal sounds / habits / descriptions  (Masculine and Feminine, Plurals) |
| Colours  Body Parts | My local area  On the way to school  Directions  (Masculine and Feminine, Plurals) |
| Cycle 2 | Greetings and Name  Feelings  Numbers 0-20 | Months, seasons and weather  Seasonal colours  (Masculine and Feminine, Plurals) |
| Months  Age  Party invitations and games | Sentence building  Choosing an ice cream  French Café  (Masculine and Feminine, Plurals) |
| Combining body parts and colours  Family and what they look like | Writing a description (about a picture)  Reciting poetry – La Plage  (Masculine and Feminine, Plurals) |
| Cycle 3 | Greetings and feelings  Days of the week | Greetings  Names and family  Numbers, days and months (recap and progression)  (Masculine and Feminine, Plurals) |
| Animals  Food  What do you like? | Clothes and uniform  Food – likes and dislikes  (Masculine and Feminine, Plurals) |
| Clothes  In my village / town / city | My local area  Directions and maps  (Masculine and Feminine, Plurals) |