

PROGRESSION OF DISCIPLINARY KNOWLEDGE– MFL

Speaking

(understanding phonics and pronunciation of another language)

Year 3	Year 4	Year 5	Year 6
<p>To begin to say and read new vocabulary with increasing confidence, speed and accuracy.</p> <p>To ask and answer simple questions</p> <p>To greet and ask how someone is in French- using talk frame for support.</p> <p>To start to understand that letters make different sounds in a different language.</p> <p>With support to copy pronunciation carefully</p> <p>To communicate using simple words or phrases</p> <p>To respond to sound patterns</p> <p>To understand and respond to a question</p> <p>To begin to identify specific sounds, phonemes and words, linking sounds to meanings</p> <p>Brief overview of introduction to Physical French Phonics- to listen to key sounds, repeat key sounds and to begin to apply key sounds to a word.</p>	<p>To recognise key vocabulary and read them aloud with accurate pronunciation</p> <p>To say 6 vowel sounds in French with confidence and accuracy</p> <p>To gain more understanding of sounds accurately pronounce some new words</p> <p>To gain confidence in using question forms</p> <p>To ask and answer familiar questions</p> <p>To apply phonic knowledge of the language</p> <p>To present a rhyme with familiar vocabulary</p> <p>To conduct a short interview in French, asking and answering questions</p> <p>To communicate using practised phrases – with support where needed.</p> <p>Brief overview of introduction to Physical French Phonics- to listen to key sounds, repeat key sounds and to begin to apply key sounds to a word.</p>	<p>To have a wider understanding of phonemes and able to say sounds more confidently, pronounce some new words independently</p> <p>To read aloud confidently familiar words in French observing particular pronunciation rules</p> <p>To develop accuracy in pronunciation and intonation</p> <p>To understand and confidently express simple opinions</p> <p>To communicate using phrases- 'have a go' - give information on a topic using simple sentences</p> <p>To use context and previous knowledge to determine meaning and pronunciation</p> <p>To prepare a longer presentation (with support where needed) on ourselves</p> <p>To take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate</p>	<p>To ask for help or clarification</p> <p>Pronounces some unfamiliar words in a sentence using phonic knowledge</p> <p>To gain confidence in accurate pronunciation and intonation</p> <p>To revise letter sounds with confidence (including vowel sounds)</p> <p>To recognise patterns in the foreign language</p> <p>To use knowledge of words, text and structure to build simple spoken phrases and sentences</p> <p>To use language known in one context or topic in another context or topic</p> <p>To ask for and give an opinion</p> <p>Begin to substitute nouns and adjectives in a sentence.</p> <p>To ask and answer a wider range of questions and respond to instructions</p> <p>To present a topic using longer sentences</p>

Listening

(listening and selecting key information in French)

Year 3	Year 4	Year 5	Year 6
<p>To begin to listen and respond using actions</p> <p>To listen and respond to simple commands with support</p> <p>To listen and understand some key nouns</p> <p>To listen and respond to a nursery rhyme and an extended text</p> <p>To know how to listen and respond to classroom instructions.</p> <p>To listen and understand some key nouns/adjectives</p>	<p>To listen and understand short phrases on familiar themes</p> <p>To listen and pick out key information</p> <p>To listen for sounds, rhyme and rhythm</p> <p>To listen for repeated sounds linked to French phonics</p> <p>To listen for a specific sound and match up phoneme and grapheme</p> <p>To listen and pick out key information</p> <p>With support conduct a short interview in French, asking and answering familiar questions.</p>	<p>To listen and understand sentences containing some unfamiliar words</p> <p>To listen and note key words and information</p> <p>To listen and identify the date from an audio recording</p> <p>To look and listen for visual and aural clues in an audio recording</p> <p>To have a wider understanding of sounds- through listening to key vocabulary and finding similarities.</p> <p>To watch, listen to and understand a demonstration in French</p> <p>To listen and confidently respond- to answer key questions and respond to class instructions.</p>	<p>To listen and understand longer sentences</p> <p>To listen to and respond to a wider range of questions and respond to instructions with confidence</p> <p>To confidently identify key sounds and match them with unfamiliar words.</p>

Reading

(understanding written communication of another language)

Year 3	Year 4	Year 5	Year 6
<p>To begin to join reading key words in stories, songs, poems and rhymes To translate single words</p> <p>To start to identify key vocabulary in a text</p> <p>To read and understand a short list of key vocabulary (mainly nouns)</p> <p>To read and understand new vocabulary and to notice spelling of words</p> <p>To join in reading familiar key words from a range of texts such as; stories, songs, poems and rhymes accurately.</p>	<p>To read and begin to understand nouns, adjectives and phrases linked to current topic</p> <p>To read and recognise some letters of the alphabet Use text and visual clues to help understand a simple text To read and begin to understand question forms</p> <p>To read and understand familiar stories, songs, poems and rhymes Follow a text as it is read aloud To translate some key phrases</p> <p>To read and understand a paragraph with familiar vocabulary and structures To recognise positive and negative statements in English and French</p> <p>To use memory techniques to help learn spelling and meaning To use a dictionary to look up spellings</p>	<p>To read and understand longer sentences</p> <p>To understand and begin to translate the main points from a short spoken passage in French to English. To read aloud confidently familiar words in French observing particular pronunciation rules</p> <p>To integrate new language into previously learnt language To follow the text of a story, rhyme or story and read</p> <p>To know, read and memorise words</p> <p>To read and translate a few basic sentences from memory (French to English)</p> <p>To use memory techniques to help learn spelling, meaning and gender</p> <p>To use a dictionary to check spelling</p> <p>To read and order sentence cards to create a paragraph of likes and dislikes To identify text type and use visual clues to help understand a range of texts</p>	<p>To read understand, with accuracy a range of texts</p> <p>To recognise patterns in the foreign language</p> <p>To utilise vocabulary and phrases known in one context or topic in another context or topic</p> <p>To read phrases with appropriate intonation and expression</p> <p>To use bi-lingual dictionaries to find definitions of unfamiliar vocabulary</p> <p>To translate longer sentences (French to English)</p> <p>To use more memory techniques to help learn longer phrases and sentences.</p> <p>To use de-coding techniques including context to help understand the gist of an unfamiliar text</p>

Writing

(understanding written communication of another language)

Year 3	Year 4	Year 5	Year 6
<p>To copy basic words</p> <p>To recognise and use familiar vocabulary for current topic.</p> <p>To use simple memory techniques to learn spellings with support</p> <p>To experiment with writing French vocabulary (consolidation)</p> <p>To utilise the French word banks for support if needed</p> <p>To write a few words from memory</p>	<p>To accurately copy key vocabulary</p> <p>To utilise the French word banks for support in writing</p> <p>To accurately copy and adapt simple phrases</p> <p>To write simple words and phrases following a model</p> <p>To write simple sentences following a model</p> <p>To translate some key phrases- writing from English to French</p> <p>To write basic simple sentences from memory</p>	<p>To know the key vocabulary of current topic and confidently write it down.</p> <p>To accurately copy and adapt sentences using a model</p> <p>To apply knowledge about letters and simple grammatical knowledge to experiment with writing</p> <p>To write two or more sentences using description linked to current topic in French</p> <p>To write words and phrases accurately using a reference</p> <p>To write simple sentences from memory with accuracy</p> <p>To apply knowledge of rules (nouns and adjectives) when building sentences</p>	<p>To write simple and some complex familiar sentences from memory with understandable accuracy expressing their opinion.</p> <p>To use a bilingual dictionary to check spelling and to develop and extend writing</p> <p>To use knowledge of words, text and structure to build written passages</p> <p>To contribute to a shared writing task using description.</p> <p>To produce own piece of writing, adapting a model/template.</p> <p>To confidently substitute nouns and adjectives in a sentence.</p> <p>To write sentences from memory with understandable accuracy.</p> <p>To use and adapt a model paragraph to include the immediate future tense.</p>

Grammar

(understanding the grammatical make-up another language)

Year 3	Year 4	Year 5	Year 6
<p>To begin to recognise gender of nouns feminine and masculine un/une and la/le alongside nouns and key vocabulary being taught</p> <p>To identify basic adjectives</p> <p>To start to understand singular and plural nouns: to use le/la for singular nouns and les for plural nouns</p> <p>To use present tense key verbs in first person.</p> <p>To begin to develop awareness of phrases and the structure of a simple sentence.</p>	<p>To use the definitive article with fewer prompts le/la/les and un, une, des when naming/classifying nouns</p> <p>To identify a range of adjectives in a text.</p> <p>To begin to recognise that adjectives can change the word order of a sentence. (noun then adjective)</p> <p>To begin to recognise and apply simple agreements within a sentence.</p> <p>To use some simple present tense verbs, when stating which pets they/ examples in a text have. J' ai- I have</p> <p>To be introduced to and recognise simple negatives within a sentence, when expressing opinions. J' aime or Je n'aime pas</p>	<p>To observe that gender impacts sentences and agreements</p> <p>To manipulate language by changing an element in a sentence.</p> <p>To understand and express simple opinions consolidating Y4 learning of simple positives and negatives within a sentence.</p> <p>To confidently use present tense verbs within their sentences (spoken or written evidence)</p> <p>To recognise patterns in both simple and compound sentences showing the use of conjunctions.</p> <p>To apply knowledge of rules when building sentences.</p> <p>To be aware of agreement and word order for colour and size adjectives, when including description in sentences.</p>	<p>To recognise key grammatical features of a sentence within a short text.</p> <p>To know how to express preferences and opinions with accuracy.</p> <p>To confidently use adjectives of size and colour correctly.</p> <p>To notice and match agreements of adjectives within their work.</p> <p>To apply knowledge of word order and sentence construction to support written work.</p> <p>To start to understand the concept of "present tense" and "past tense"</p> <p>To start to conjugate simple verbs in the present tense To adapt a model to use the immediate future tense.</p> <p>To identify nouns, verbs , adjectives and prepositions contained in a text</p> <p>To understand the term "cognate" / "near cognate"</p>

