



Bearwood Primary and Nursery School

MFL: French Progression of Knowledge

'Learning, Enjoying and Succeeding Together'

LEARNING, ENJOYING,
& SUCCEEDING
TOGETHER!

Modern Foreign Languages Context: National Curriculum

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

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
- *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.

Concept	Year 3	Year 4	Year 5	Year 6
Listening	Listen to and enjoy short stories, rhymes & songs. Recognise familiar words and short phrases.	Learn to listen to longer passages and understand more of what is heard by picking out key words and phrases.	Listen more attentively and for longer. Understand more of what is heard, including some unfamiliar language by using the decoding skills that have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words to gain the gist of what is heard.
Speaking	Learn simple words and short phrases to communicate with others	Learn to communicate with others with developing confidence and accuracy. Learn to ask and answer questions and incorporate a negative reply if and when required.	Learn to communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge and confidence.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed. Be able to engage in short conversations on familiar topics,

				responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately. Understand the meaning of short words read in French.	Read aloud short pieces of text. Understand most of what is read in sentences.	Understand longer passages and start to decode meaning of unknown words using cognates and context. Develop knowledge of phonemes and letter strings.	Be able to tackle unknown language with increased accuracy, showing an awareness of accents and silent letters. Know how to use a bilingual dictionary to decode unknown language.
Writing	Write familiar words & short phrases using a model or vocabulary list.	Write short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate.	Write a paragraph using familiar language incorporating conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.	Write a piece of text using language from a variety of units covered. Start to incorporate conjugated verbs and confidently use conjunctions, adjectives and possessive adjectives.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <i>Examples: 'I like...' 'I play...' 'I am called...'</i>	Better understand the concept of noun gender and which articles to use for meaning. Use simple adjectival agreement, the negative form and possessive adjectives. <i>Examples: 'In my pencil case I have...' or 'In my pencil case I do not have...'</i>	Learn to use and recognise the terminology of articles. <i>Examples: definite, indefinite and partitive.</i> Understand the rules of adjectival agreement and possessive adjectives. Begin to use verb conjugation. <i>Examples: 'I wear...', 'he/she wears...'</i>	Become familiar with a wider range of conjunctions and understand full verb conjugation - both regular and irregular. <i>Examples: 'to go', 'to do', 'to have' and 'to be'.</i>
Key vocabulary	Greetings: Bonjour, Salut, au revoir. Ça va? Ça va bien / Ça va mal Comment tu t'appelles? Je m'appelle...	Greetings: à plus tard comme ci comme ça, ça vas très bien, ca vas très mal Quel âge as-tu? J'ai ... ans Où habites tu? J'habite à... Je viens	Verbs: J'ai / je n'ai pas infinitive forms: porter / faire Conjunctions: mais Date: Quelle est la date aujourd'hui?	Verbs: Je prends / je regarde / je lis / j'écoute / je joue / je vais / je mange / je bois / Je parle infinitive forms: jouer / habiter / finir / vendre

	Verbs: je suis, j'ai, j'habite <u>Conjunctions:</u> et, car Likes and dislikes: J'aime / Je n'aime pas <u>In a shop:</u> Je peux vous aider? Je voudrais... C'est toût? C'est combien? Merci Numbers: 1 to 10 Colours: Rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron. <u>Fruits:</u> pomme, fraise, pêche, banane, cerise, orange, prune, poire, kiwi, abricot. <u>Vegetables:</u> aubergines, épinards, oignons, courgettes, tomates, haricots vert, petis pois, champignons, carottes, pommes de terre. <u>Seasons:</u> les saisons, l'hiver, le printemps, l'été, l'automne.	de... Verbs: J'ai / je n'ai pas <u>In a tea room:</u> Qu'est-ce tu prends pour le...? Vous désirez? Je prends... S'il vous plaît, l'addition s'il vous plaît Numbers: 1 to 100 Family: famille, père, mère, frère, soeur, grand-père, grand-mère, oncle, tante, cousin As-tu des frères et soeurs? <u>Classroom:</u> taille crayon, cahier, crayon, baton de calle, stylo, trousse, cartable, livre, gomme, règle, calculatrice, des ciseaux écoutez, écrivez, répétez, silence, ouvrez vos cahiers, fermez vos cahiers, pensez, lisez, demandez, levez la main Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche <u>Animals/habitats:</u> chameau, lapin, ours blanc, singe araignée, requin les habitats <u>Food/drink:</u> un pain au chocolat, une salade, un sandwich au jambon, une omelette, un sandwich au fromage, une tartelette, un croque-monsieur, une part de gâteau au chocolat, une part de quiche a slice of quiche, une brioche. une lemonade, un café, une grenadine, un café au lait, un thé, un jus d'orange, un coca-cola, un chocolat chaud.	Aujourd'hui c'est... C'est quand ton anniversaire? Mon anniversaire est... janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre <u>Colours:</u> same as year 3, focussed on adjectival agreement – masculine/feminine/singular/plural <u>Home:</u> Où habites tu? J'habite dans... une maison, un appartement, en ville, un village, à la campagne, à la montagne, au bord de la mer, chez moi il ya a... / il n'y a pas de... cuisine, salle à manger, salle de bains, chamber, buanderie, sous-sol, bureau, salon, garage, jardin Weather: Quel temps fait-il? il pleut, il neige, il y a un orage, il y a du soleil, il y a du vent, il fait beau, il fait mauvais, il fait chaud, il fait froid, le temps <u>Sports:</u> l'athlétisme, l'équitation, l'escrime, l'aviron, la natation, la boxe, le cyclisme, le plongeon, le tir à l'arc, le triathlon <u>Pets:</u> chien, chat, lapin, hamster, poisson rouge, oiseau, souris, tortue <u>Clothes:</u> vêtements, pantalon, maillot de bain, pull, tee shirt, manteaux, short, robe, cravat, écharpe, jupe, veste, chemise, casquette, gants, bottes, collants, sandales, lunettes, chemisier, chaussures, chaussettes.	<u>Conjunctions:</u> parce que, cependant, aussi Likes and dislikes: Est-ce que tu aimes...? J'aime / j'adore / je n'aime pas / je déteste <u>Subjects:</u> Quelle est ta matiere préférée? Ma matiere préférée c'est... français, anglais, dessin, sport, musique, géographie, histoire, maths, sciences, informatique amusant, utile, intéressant, facile, ennuyeux, difficile, inutile Time: Quelle heure est-il? Il est ... heures, et quart, et demi, moins le quart, il est midi, il est minuit J'étudie ... à ... heures / Je ... à ... heures le week-end après, plus tard, finalement <u>Food/drink:</u> poisson, viande, fromage, lait, pain, l'eau, céréales, légumes, fruit, noisette, bonbons, chips, boisson sucrée Bon pour la santé / Mauvais pour la santé
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*Sticky knowledge for each year group highlighted in bold