



Ferndale Primary School
MFL – French: Skills Progression



Strands	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Listening	<ul style="list-style-type: none"> Do they understand a range of familiar statements already taught? Do they understand a range of familiar questions? Can they repeat and sing well-known songs? Repeat words modelled by teacher, show understanding with an action Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. 	<ul style="list-style-type: none"> Do they understand short passages made up of familiar language? Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases. 	<ul style="list-style-type: none"> Do they understand short passages made up of familiar language by responding to simple retrieval questions? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? 	<ul style="list-style-type: none"> Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand a short passage made up of familiar words and basic phrases.
Speaking	<ul style="list-style-type: none"> Can they give short and simple responses to what they see and hear? e.g. Conversational including greetings, number responses, taught vocab, colours, what's the date? Can they ask for and give names? e.g. Comment t'appelles-tu? Je m'appelle... Monsieur, Madame, Mademoiselle Can they name or say simple classroom instructions? Ecoutez, regardez, asseyez-vous, levez-vous, repetez, venez ici, silence Can they use (set) phrases? Recognise a familiar question and respond with a simple rehearsed response 	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? E.g. talking about their family. Can they use short phrases to give a personal response? Use common phrases Develop accuracy when pronouncing phrases. Children can and perform short role plays on one topic, with several exchanges and secure pronunciation. Children can produce short preprepared phrases on a familiar topic, with secure pronunciation. E.g. animals / pets. 	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 3-4 things? Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. 	<ul style="list-style-type: none"> Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence Children can ask and answer simple questions on a few very familiar topics.

	<ul style="list-style-type: none"> Can repeat and say familiar words and short simple phrases, using understandable pronunciation. 			
Reading and responding	<ul style="list-style-type: none"> Can they read and understand single words and short phrases? Can they read aloud single words and phrases? Begin to recognise written vocabulary/ single words Begin to recognise written phrases 	<ul style="list-style-type: none"> Can they read and understand short and simple texts using familiar language, already taught? Can they identify familiar words from a short, simple text and give a response? Can they read independently? Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases 	<ul style="list-style-type: none"> Can they read and understand short texts (including short stories) using familiar language already taught? Can they identify and note the main points and give a personal response? Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic Read short passages and pull answer questions on what they have read. 	<ul style="list-style-type: none"> Practice reading longer texts aloud, containing taught phrases and vocabulary Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.



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<p>Grammar and writing</p>	<ul style="list-style-type: none"> • Can they copy a short familiar phrase? • Can they write or word process set phrases we use in class? • Copy simple vocabulary • Children can write some single words from memory, with plausible spelling. • Children can, with support, substitute one element in a simple phrase to vary the meaning. • Can use indefinite articles in the singular with masculine and feminine nouns. • Can use the high-frequency verb forms (I have, it is, there is/are). 	<ul style="list-style-type: none"> • Can they write 2-3 short sentences on a familiar topic? • Children can write simple words and several short phrases from memory • Children use understandable spelling • Can use indefinite and definite articles with singular and plural nouns. • Can use prepositions of place and sequencers. 	<ul style="list-style-type: none"> • Can they write what they like and dislike about a familiar topic? J'aime... J'adore... Je deteste... Je n'aime pas... • Can they use short phrases to give a personal response and/or an opinion? Je prefere... Je voudrais... • Begin to use dictionaries to find the meaning of unknown words and to translate own ideas • Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. • Can use all persons of several regular verbs in the present tense (with the support of a frame). 	<ul style="list-style-type: none"> • Adapt taught phrases to create new sentences • Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling • Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
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