



## *MFL Curriculum Progression*

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Listening	<p>French is currently only taught in KS2 on a weekly basis using the iLanguages scheme. However, there is provision for language learning throughout EYFS and KS1 through a number of different activities. Exposure to a range of languages at this early stage will lay the foundations and instil curiosity and enthusiasm for further language learning in KS2.</p> <p>Throughout EYFS and KS1, children will be exposed to language learning in the following ways:</p> <ul style="list-style-type: none"> <li>➤ Songs and rhymes</li> <li>➤ Dual language books</li> <li>➤ Greetings (displays, assemblies, register)</li> <li>➤ Classroom language and instructions</li> <li>➤ Labelling of classroom objects and key areas around the classroom and school</li> <li>➤ Language displays to celebrate their language learning</li> <li>➤ Numbers on number lines (cross-curricular links to Numeracy)</li> <li>➤ Colours to label objects</li> </ul> <p>Different languages can be explored in these early years to engage and interest the children and begin to equip them with language learning skills they will need as they progress through into KS2.</p>			<p>I understand spoken words and phrases that I have been learning, including classroom language and praise words.</p>	<p>I understand basic questions and identify key points in a few short spoken sentences.</p>	<p>I understand the main points and some detail in a short text when spoken slowly and clearly.</p>	<p>I understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p>

	<p>Links should be made to topics being studied. For example, as part of the Africa topic in Y2, children can explore Swahili.</p> <p>It is important that we ensure EAL children are given the opportunity to share and celebrate their mother tongue language with their peers.</p>						
				<p>I can follow and repeat key words from a song, rhyme or poem.</p>	<p>I can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p>	<p>I can join in with familiar stories, songs, rhymes or poems, or parts of them when listening to the source material.</p>	<p>I can produce from memory familiar parts of known stories, songs, rhymes and poems.</p>
				<p>I can identify letter sounds in another language and use them to help me understand.</p>	<p>I can use strings of letter sounds to help me understand new words.</p>	<p>I can listen and apply knowledge of letter sounds to help understand more complex new words and short phrases.</p>	<p>I can listen and apply knowledge of letter sounds to help me understand new phrases or short sentences.</p>

Listening (& writing)				I can listen to the phoneme in isolation and write it accurately.	I can listen to high-frequency familiar words when spoken slowly and clearly and apply in my writing with understandable spelling.	I can listen to and write familiar words reasonably accurately by applying phonic knowledge when spoken slowly and clearly.	I can write individual words accurately, building them from written syllables or write short phrases with understandable spelling, when delivery is slow, clear and repeated.
Reading				I understand some familiar written words and short phrases.	I can read and understand a range of familiar written phrases and simple sentences.	I can read and understand a short text made up of short sentences with familiar language on a familiar topic.	I can read and understand a text made up of a range of sentences with some familiar language on a familiar topic.
				I can use the visual cues and context to follow the gist of a short text.	I can identify the overall type of text from contextual cues and a few familiar words and start to	I can spot new words introduced into short sentences made up of familiar material and	I can work out the meaning of new language introduced into a text made up of mainly familiar material and

					use prior knowledge to work out meaning.	use prior knowledge of the TL and English and the surrounding words to guess their meaning.	use prior knowledge of the TL and English and the surrounding words to work out meaning.
				I can use a word list to locate specific words.	I can use a word list (or dictionary or online resource) to check the spelling of a word.	I appreciate how to use a bi-lingual dictionary and know that there may be more than one entry for each word.  I can find the meanings of new words.	I can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.
				I can use read aloud individual words and short phrases with accurate pronunciation.	I can use read aloud a series of sentences with accurate pronunciation and intonation.	I can use read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to	I can use read aloud from a variety of different types of texts including some unfamiliar language confidently with good

						convey meaning.	expression. Broaden vocabulary through reading more widely.
Speaking (& Reading)				I can read aloud some words and short phrases I have been learning, applying some phonics knowledge.	I can match sound to print, by reading aloud familiar words and short sentences, applying some phonics knowledge.	I can read short phrases and sentences accurately that contain mostly familiar language, applying phonics knowledge.	I can read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonics knowledge.
Speaking				I can ask and answer simple pre-learned questions from memory and use several short phrases and questions in predictable classroom interaction.	I can rehearse and perform short role plays drawing on one topic, with 2-3 exchanges and secure pronunciation.	I can ask and answer simple questions on the current topic.  I can adapt models successfully to give own information, including simple opinions, substituting	I can ask and answer simple questions on a few familiar topics, including expressing opinions and responding to those of others.

						individual words.	
				I can repeat and say familiar words and short simple phrases, using understandable pronunciation.	I can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	I can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	I can use phrases and simple sentences independently (or more complex sentences with support) to describe people, places, things and actions, with good pronunciation.
Writing				I can copy words and short phrases accurately.	I can write sentences accurately using support such as a sentence builder or word list to check spellings.	I can write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support.	I can write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.

				I can write some familiar simple words from memory, with plausible spelling.	I can write several short phrases or sentences from memory with understandable spelling.	I can write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.	I can write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.
				I can substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).	I can adapt different elements of a sentence to create new sentences using a sentence builder.	I can use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy.	I can use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy.
				I can translate words from French to English and English to French.	I can translate phrases or simple sentences from French	I can translate sentences or short texts from French to English and	I can translate texts including subordinate clauses or complex

					to English and English to French including the use of a dictionary or supporting resource.	English to French including the use of a dictionary or supporting resource.	language from French to English and English to French including the use of a dictionary or supporting resource.
Grammar Articles				<p>I can use indefinite (<i>un, une, des</i>) articles in the masculine, feminine and plural nouns.</p> <p>I can use definite (<i>le, la, l', les</i>) articles in the masculine, feminine and plural nouns.</p>		I can use definite and indefinite articles with increasing accuracy.	I can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.
Nouns				I can form regular plural nouns.	I can use a variety of plural nouns, including some irregular ones.		



Agreements				<p>I can identify adjective and noun position.</p> <p>I can use masculine, feminine and plural adjectives correctly.</p>	<p>I can use adjectives (agreement and position) with more confidence.</p> <p>I can use possessive adjectives (<i>mon, ma, mes</i>).</p>	<p>I can use adjectival agreements in a wider range of topics.</p> <p>I understand word order and agreements: nouns, adjectives.</p>	<p>I can agree adjectives for number and gender after <i>ils/elles</i></p> <p>I understand word order and agreements: nouns, adjectives, verbs</p>
Conjunctions				<p>I can use the conjunctions <i>et, aussi, mais</i>.</p>	<p>I can use the conjunctions <i>parce que</i> and <i>car</i>.</p>	<p>I can use conjunctions <i>comme, en plus</i></p>	
Verbs				<p>I can use the high-frequency verb forms in the 1<sup>st</sup> person (e.g. <i>j'ai, je suis</i>) and opinion verbs confidently.</p> <p>I can use <i>c'est</i>.</p> <p>I can use <i>je voudrais</i> to express a desire or request.</p>	<p>I can use the high-frequency verb forms in the 1<sup>st</sup> and 3<sup>rd</sup> person (eg <i>j'ai, il/elle a, je suis, il/elle est</i>) confidently.</p> <p>I can use opinions + infinitive verbs.</p> <p>I can use <i>je voudrais</i> to</p>	<p>I can use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person of several regular verbs in the present tense in addition to the irregular high frequency verbs including <i>avoir</i> (to have), <i>être</i> (to be) and <i>aller</i> (to go).</p>	<p>I can use the full conjugation of the verbs <i>être</i> and <i>avoir</i> in several different contexts, still with some errors.</p> <p>I can use the perfect tense with auxiliary <i>avoir</i> and <i>être</i> with</p>

					express a desire or request.	<p>I can use phrases using <i>faire</i>.</p> <p>I can use the near future tense in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person.</p>	<p>regular verbs in the 1<sup>st</sup> person.</p> <p>I can begin to use imperfect phrases, e.g. <i>c'était., j'étais, j'avais</i></p> <p>I can begin to use the reflexive verbs in the 1<sup>st</sup> person.</p> <p>I can use the modal verb; <i>je peux</i> + infinitive (I can ...)</p> <p>I can use near future with <i>aller</i> + infinitive in the first person.</p>
Negatives				I can use the negative ' <i>ne...pas</i> ' with opinion verbs in the 1 <sup>st</sup> person.	I can use the negative ' <i>ne...pas</i> ' with a range of high frequency	I can use the negative <i>ne...pas</i> with variety of high frequency	I can use different negative structures ( <i>ne... pas, ne...</i>

					verbs in the 1 <sup>st</sup> and 3 <sup>rd</sup> person.	verbs and parts including ' <i>il n'y a pas de</i> '.	<i>plus, ne... que, ne... rien</i> ) with variety of high frequency verbs.
Prepositions						I can use prepositions of place and location (countries), ( <i>sur, sous, devant</i> ).	
						I can use verbs with prepositions: ( <i>faire de, jouer à</i> )	
More complex language							I can use comparative language ( <i>plus/moins que</i> and <i>mieux/pire</i> ).  I can use subordinating connectives <i>si</i> (if) and some may be able to use <i>que</i> (which).

							I can form question words.
Cultural capital				<p>Foster children's curiosity about France: an introduction to France and its capital city.</p> <p>Key vocabulary relating to traditional events, i.e. Christmas and Easter.</p> <p>Appreciate authentic songs and rhymes.</p>	<p>Foster children's curiosity about life in France: an introduction to daily life in France.</p> <p>Typical customs and traditions e.g. April Fool's Day.</p> <p>Appreciate authentic songs, poems and rhymes.</p>	<p>Introduction to the French-speaking world.</p> <p>Learn about festivals, such as Mardi Gras and wider coverage of French traditions, such as Epiphany.</p> <p>Appreciate French fables (the Fox and the Crow).</p>	<p>Deepen children's understanding of the wider French-speaking world and beyond.</p> <p>Ordering food in authentic setting.</p> <p>Independent research into a French-speaking country.</p> <p>A global focus including authentic resources such as French menus.</p> <p>Children's lives around the world.</p>
Vocabulary				Greetings and French culture	Revision of animals and	Revise opinions	Questions Telling the time
Revised topics							

				<p>Classroom instructions</p> <p>Animals vocabulary</p> <p>Numbers</p> <p>Saying my name</p> <p>Christmas</p> <p>French names</p> <p>Colours</p> <p>Opinions</p> <p>A traditional story: the Enormous turnip</p> <p>Numbers 1-10</p> <p>French maths: addition and subtraction</p> <p>Age</p> <p>Easter</p> <p>Numbers 1-15</p> <p>Days of the week</p> <p>Paris project</p>	<p>classroom instructions</p> <p>A French poem</p> <p>How to use a French bilingual dictionary</p> <p>Parts of the body</p> <p>Colours</p> <p>Food</p> <p>Opinions about food</p> <p>Goldilocks story</p> <p>Christmas: the snowman</p> <p>Revise numbers 1-15</p> <p>Months Dates and birthdays</p> <p>Personal descriptions (hair and eye colour)</p> <p>Numbers 16-31</p> <p>French maths: division and multiplication</p>	<p>Sports vocabulary</p> <p>Sports clothing</p> <p>Dictionary skills</p> <p>Weather vocabulary</p> <p>Hobbies vocabulary</p> <p>Pets</p> <p>Traditional tale: The fox and the crow</p> <p>Christmas in France</p> <p>Dictionary skills</p> <p>Revise dates</p> <p>Numbers 32-60</p> <p>School subjects</p> <p>Primary school in France</p> <p>Subject preferences</p> <p>Reasons</p> <p>Transport vocabulary</p> <p>Easter: Mardi gras</p> <p>Items in a classroom</p>	<p>Daily routine</p> <p>Daily routine in other countries</p> <p>Houses</p> <p>Rooms in a house</p> <p>Christmas: toys from around the world</p> <p>Bedroom descriptions</p> <p>Places in a town</p> <p>Revise places in town</p> <p>Directions</p> <p>Revise food</p> <p>Buying food</p> <p>April fool's day</p> <p>Numbers 61-100</p> <p>Ordering food in a café</p> <p>Famous French food and menus</p> <p>Revision Assessments</p> <p>The French alphabet</p>
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					<p>April fool's day (<i>poisson d'avril</i>)</p> <p>Family vocabulary</p> <p>Further dictionary skills</p> <p>Clothing vocabulary</p> <p>Revise food, opinions, months, numbers and personal descriptions</p> <p>French food project</p>	<p>Revision Assessments</p> <p>Project: West Africa where French is spoken</p>	
Aspirational	<p>Children may aspire to become a language specialist and teach languages at a secondary school, college or university. They may want to become an interpreter. In today's business dominated society, being bilingual gives you a competitive edge when searching for jobs, or maintaining your current employment. Companies who plan to expand into overseas market are constantly looking for bilingual staff.</p>						
Global	<p>Learning a new language gives children a greater global understanding of the world we live in. Even by learning a few phrases, they will access many fascinating cultures around the world and understand the differences between the two countries. Children will have access to a whole new array of film, music and literature, and a greater understanding of the history and culture of the nation and ultimately a better understanding of the way the world works. Learning a new language gives access to many different cultures across the world, ultimately broadening their horizons, interests and views.</p>						
Health	<p>Teachers can encourage and promote active learning in languages through physical games and activities. This may include singing with actions, games played in PE with instructions given in French, or whichever language they are focusing on. Medical studies have shown the positive effects learning a second language has on the brain.</p>						

	Studies showed that learning a second language significantly delayed the onset of many brain related diseases such as Alzheimer and dementia, compared to those who can only speak their native tongue.
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