

MFL French Progression of Skills



Skill	Year 3	Year 4	Year 5	Year 6
Listening	<p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes</p> <p>Repeat words modelled by teacher, show understanding with an action</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation</p>	<p>Listen to and appreciate poems, songs and rhymes in the language.</p> <p>Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling</p>
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Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation</p> <p>Use common phrases</p>	<p>Begin to use action words</p> <p>Ask and answer more complex familiar questions with a scaffold of responses</p> <p>Ask for clarification and help</p>	<p>Engage in short scripted conversations</p> <p>Express opinions in short conversations</p> <p>Speaking in longer sentences, learning to use particular</p>

	Recognise a familiar question and respond with a simple rehearsed response Name objects and actions and link words with a simple connective	Use description words e.g. colours, size Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers		sentence structures more flexibly to create own sentence
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Writing	Copy simple vocabulary Attempt to write taught vocabulary (single words) from memory Attempt to write simple phrases from memory	Attempt to write simple, short taught phrases from memory Write simple, short taught phrases from memory Write simple, short taught sentences from memory	Write simple, short taught sentences from memory including questions and responses Begin to use dictionaries to find the meaning of unknown words and to translate own ideas	Present ideas and information in writing to an audience Adapt taught phrases to create new sentences To write a series of extended sentences
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Reading	Begin to recognise written vocabulary/ single words Recognise written vocabulary/ single words Begin to recognise written phrases	Begin to recognise simple written phrases Recognise simple written phrases begin to show understanding of more complex written phrases	Read and show understanding of more complex written phrases Read and show understanding of simple writing Practice using a dictionary to find the meaning of unknown words	Use a dictionary to understand the definition of unknown words Practice reading longer texts aloud, containing taught phrases and vocabulary Present ideas and information orally to an audience
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Basic Grammar	Use un/une with nouns to identify gender	Use I and you Use adjectives with nouns Be able to form positive and negative versions of phrases. e.g. j'aime / je n'aime pas	Use adjectives with nouns Begin to use verbs in the first person e.g. je vais (I go)	Consolidation of earlier grammar work Begin to use verbs in the second and third person
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