



MFL: French

Key Stage 2

Progression of Skills and Knowledge

Aims

The national curriculum for languages aims to ensure that all pupils:

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

At Westcourt Primary School we teach **French** as our language

Year 3	Year 4	Year 5	Year 6
Listening 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 Appreciate stories, songs, poems and rhymes in the language			
Repeat words modelled by teacher, show understanding with an action Children can understand and respond to a few familiar spoken	Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)	Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary through whole class discussion	Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary individually

words and short phrases, spoken slowly and clearly.	Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases.	Children can understand the main points of a short-spoken passage made up of a few familiar words and phrases.	Children can understand a short passage made up of familiar words and phrases.
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Year 3	Year 4	Year 5	Year 6
Speaking 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*			
Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Children can perform short role plays on one topic, with exchanges and secure pronunciation. Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	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	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.

Year 3	Year 4	Year 5	Year 6
Reading Read carefully and show understanding of words, phrases and simple writing			
Begin to recognise written vocabulary/ single words	Begin to recognise simple written phrases	Read and show understanding of more complex written phrases Can use a dictionary or word list.	Practice reading longer texts aloud, containing taught phrases and vocabulary Read short passages and pull answer questions on what they have read.

Year 3	Year 4	Year 5	Year 6
Writing 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			
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.	Children can write simple words and several short phrases from memory Children use understandable spelling.	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	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 with support

Year 3	Year 4	Year 5	Year 6
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Grammar Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			
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).	Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequencers.	Can use all persons of several regular verbs in the present tense (with the support of a frame).	Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
Vocabulary Please refer to each individual unit for specific language.	Vocabulary Please refer to each individual unit for specific language.	Vocabulary Please refer to each individual unit for specific language.	Vocabulary Please refer to each individual unit for specific language.
The Key Three!			
Repeat and say familiar words Can write a simple word Recognise single written words	Can read a simple phrase Can prepare a short phrase Can write 5 simple words from memory	Begin to read a more complex sentence. Can answer a simple question. Can write a simple sentence	Can read a short passage Can ask and answer a simple question Can write three simple sentences