

Modern Foreign Languages Curriculum Progression

Over the course of the academic year 2021-2022, the French Curriculum will be changing to incorporate a new resource, Salut. During this time, the children will be introduced to the new French curriculum in the Spring and Summer Term. The 2020-2021 progression of skills is at the top of this document and the new progression of skills can be found at the bottom.

Our high-quality Modern Foreign Languages (MFL) curriculum is planned and taught from Year 3 through to Year 6. It fosters pupils' curiosity and deepens their understanding of languages beyond their own. It engages and inspires our pupils to develop a love of languages, other cultures and their traditions. It provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3 and beyond. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. It provides opportunities for pupils to communicate for practical purposes and appreciate that languages have similarities as well as differences.

By the end of Key Stage 2, our pupils will have secured the spoken and written language, knowledge and skills to lay the foundations for further foreign language teaching at Key Stage 3.

Pupils are taught to:

- 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 French language being studied

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	BONJOUR	PARTS OF THE BODY	TIME AND DAYS OF THE WEEK	WEATHER AND CLOTHES
CONTENT	Greetings, asking and saying how you are. Numbers 0 – 10	Be able to say and recognise simple body parts. Use singing to help to learn new vocabulary Numbers 10 - 30	Learn the days of the week and simple times of the day. Numbers 10 – 50. Be able to count up in fives.	Classroom routines and answering the register. Saying the date and knowing the months and seasons of the year. Link the weather to certain clothing. Numbers 50 - 100
SKILLS AND ACTIVITIES	Links between some sounds and spellings. Listen and respond to rhymes. Imitate pronunciation. Participate in a short exchange.	Listen for specific words and phrases, Pronounce some words accurately. Understand all nouns have a gender. Listen for a key sound as it occurs in a rhyme	Take part in a simple exchange Add expression and authenticity when speaking. Begin to be able to answer simple questions about time during the school day.	Initiate and sustain conversations Reuse previously learnt language in a new context. Play a game using phrases in French. Use simple sentences when describing the weather in each season in French.
SPRING TERM	ANIMALS	IN THE CLASSROOM	CLOTHES	SPORT AND LEISURE
CONTENT	Learn words for pets and zoo animals. Answer questions about type of pet owned and link it to previous work on	Learn new vocabulary for different classroom objects Following instructions to collect items in a pencil case	Learn simple vocabulary for different items of clothing Revise parts of the body from year four and link to clothing	Introduce hobbies and sporting activities. Learn to express and opinion about which activities they like or

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<p>SKILLS AND ACTIVITIES</p>	<p>numbers. Make a short questionnaire about numbers of class pets.</p> <p>Experiment with writing simple sentences in French Use mental associations to learn words Read some words with accurate pronunciation</p>	<p>Write a simple sentence in French. Match words and pictures.</p> <p>Pronounce words with increasing accuracy Be able to speak politely using formal greetings Write some words from memory</p>	<p>Clothes items for packing a suitcase</p> <p>Understand different possibilities for travelling abroad Pack an imaginary suitcase for a holiday, writing individual words Find words in a bilingual dictionary</p>	<p>dislike using the simple negative je n'aime pas. Complete a questionnaire about favourite sports. Link sporting activities to the weather and previous learning.</p> <p>Initiate and sustain conversations Understand the formation of a basic negative sentence Be able to express simple opinions Conduct a short interview in French, asking and answering questions</p>
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SUMMER TERM		COLOURS	MY FAMILY	FOOD & DRINK	HOUSES & SHOPS
CONTENT		Revision of some of the basic colours. Link colours to animals previously learnt. Complete a short questionnaire about favourite colours and sing a song of colours of the rainbow.	Revise simple greetings. Learn the names for various close family members. Ask and answer questions about family members.	Learn the names of some key foods including fruits: Basic Food items, sweets and some French traditional foods and drinks. Be able to ask for these politely. Learn how to say what they do and don't like	Introduce the names for different rooms in the house. Be able to say where someone is. Recognise the names of some basic items of furniture and be able to place it in the correct room. Learn the names of some key shops on the High street. Link back to previous learning of food and drink.
	SKILLS AND ACTIVITIES	Listen and respond to rhymes Imitate pronunciation Pronounce some words accurately Understand and respond to a question	Ask and answer questions about their family Understand that the last consonant is rarely pronounced Use mental association to help remember words	Take part in a conversation expressing likes/dislikes of certain foods. Write short sentences, using new vocabulary Make simple sentences using new vocabulary Write simple sentences which express a like or dislike.	Memorise the names of three rooms in a house Initiate and sustain conversations Label a drawing of their own home using correct vocabulary Play a game using phrases in French

Starting to introduce in the academic year 2021-2022.

PoS Statement				
Listen attentively to spoken language and show understanding by joining in and responding.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Understand some simple words and phrases. Understand some simple instructions and follow them.	Pick out familiar words and phrases from spoken sentences.	Understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.	Understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.
Speaking	Repeat simple words and phrases.			
Reading				
Writing	Write short, simple responses to spoken language using familiar words.	Write responses to spoken language using short phrases and simple sentences.		
PoS Statement				
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Identify phonemes which are the same as, or different from, English phonemes. Identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.			
Speaking	Join in with simple songs and rhymes.			
Reading	Read and pronounce the most common letters and letter strings in French. Read and pronounce familiar written words accurately, using knowledge of French phonics.		Read and pronounce unfamiliar written words accurately, using knowledge of French phonics.	
Writing		Use knowledge of French phonics to help spell familiar words.		
PoS Statement				
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Recognise a question.			

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	Understand simple questions and respond to them, e.g. by picking up an item. Recognise negatives.			
Speaking	Answer questions to give basic information using simple words and phrases. Say that I don't understand, or ask for a question to be repeated. Ask for help using polite language. Ask and answer simple questions using short sentences.	Ask for simple opinions, and give my own, e.g. likes and dislikes.	Join in with a short, continuous conversation, including giving simple opinions.	Join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.
Reading				
Writing			Express my opinions using simple sentences.	Express my opinions using complex sentences.
PoS Statement Speak in sentences, using familiar vocabulary, phrases and basic language structures.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening				
Speaking	Repeat some simple sentences from memory.	Say several sentences from memory.	Adapt familiar sentences by changing a few words.	Use familiar words and sentence structures to construct new sentences.
Reading				
Writing				
PoS Statement Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening				
Speaking	Say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.	Say full sentences from memory, with accurate pronunciation, so that others can understand me.		Use a range of spoken language confidently, using accurate pronunciation and intonation.
Reading	Read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.		Read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.	
Writing				
PoS Statement Present ideas and information orally to a range of audiences.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Listening				
Speaking	Prepare and recite a few familiar sentences to my teacher.	Prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.	Prepare a short talk on a familiar subject and present it clearly and confidently.	D
Reading				
Writing				
PoS Statement Read carefully and show understanding of words, phrases and simple writing.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening				
Speaking	Give a spoken response to a simple written question.			
Reading	Recognise and understand some individual written words, and match them to pictures. Understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.	Follow and understand a familiar written text, reading and listening at the same time.	Understand the main points from a short written text, which contains some unfamiliar language.	Understand the main points and some of the detail from a short written text, which contains some unfamiliar language.
Writing	Give a written response to a simple written question.			
PoS Statement Appreciate stories, songs, poems and rhymes in the language.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Respond appropriately to songs and rhymes, e.g. by performing a series of actions.	Recognise familiar words and phrases in a spoken story or poem.	Understand the main points from a spoken story or poem, which contains some unfamiliar language.	Understand the main points and some of the
Speaking		Recite a simple finger rhyme or song from memory.	Sing familiar songs clearly and confidently, with accurate pronunciation.	
Reading	Read a simple rhyme or poem, in chorus.	Read a simple rhyme, song or story aloud to my class.	Read aloud a short story containing familiar language, clearly and with expression.	Appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.
Writing		Show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.		
PoS Statement Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Listening				
Speaking				
Reading		Use a bilingual dictionary to look up the meaning in English or unfamiliar words in French. Use a bilingual dictionary to find the French translation of English words.		
Writing				
PoS Statement Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening				
Speaking				
Reading				
Writing	Write some familiar words from memory.	Write some phrases and simple sentences from memory. Complete a written sentence by adding letters, words and phrases.	Write several sentences from memory. Adapt familiar written sentences by changing a few words.	Use familiar words and sentence structures to write new sentences. Write a short passage from memory, including longer or more complex sentences.
PoS Statement Describe people, places, things and actions orally and in writing.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening				
Speaking	Introduce myself, giving my name and age, using short, simple sentences. Use some numbers, colours and simple describing words in spoken sentences.	Say a few sentences to describe where I live. Say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes. Give short descriptions of other people, including my family and friends.	Describe what other people do, or like doing. Prepare and present a short talk about a place, person or thing.	
Reading				
Writing		Write a few simple sentences about myself, including my name and age, from memory. Write a few simple sentences to describe where I live, from memory. Write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.	Write several sentences from memory to describe what other people do, or like doing. Write several sentences from memory to describe a place, person or thing.	Construct a short text to describe a place, person or thing, using more complex sentences.

		Write a few simple sentences about other people, including my family and friends, from memory.		
<p style="text-align: center;">PoS Statement</p> <p>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.</p> <p style="text-align: center;">This Programme of Study statement has been broken down into the following areas:</p> <p style="text-align: center;">Feminine and masculine forms.</p>				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening		Identify the gender of a noun from its article in spoken French.	Understand the difference between 'le'/'la' and 'un'/'une' in spoken French. Recognise and understand the difference between 'mon'/'ma'/'mes'.	Use French articles confidently and accurately.
Speaking	Pronounce 'le'/'la' and 'un'/'une' clearly and accurately.	Use the correct article most of the time to match the gender of the noun.	Use either 'le'/'la' or 'un'/'une' appropriately.	
Reading		Identify the gender of a French noun from its article.	Understand the difference between 'le'/'la' and 'un'/'une'. Recognise the meaning of 'mon'/'ma'/'mes'.	
Writing	Write some singular nouns with the correct article.	Use the correct article most of the time to match the gender of the noun.	Use the correct article to match the gender of a noun.	Use French articles confidently and accurately.
<p style="text-align: center;">PoS Statement</p> <p>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.</p> <p style="text-align: center;">This Programme of Study statement has been broken down into the following areas:</p> <p style="text-align: center;">Singular and plural forms.</p>				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.			
Speaking		Use either 'les' or 'des' with plural nouns.		
Reading	Recognise whether nouns are singular or plural.		Recognise that some nouns have irregular plurals.	

Writing				Use French articles confidently and accurately. Write some regular French nouns in the singular and plural form.
<p align="center">PoS Statement</p> <p align="center">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. This Programme of Study statement has been broken down into the following areas:</p>				
Adjectives				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Recognise some basic French adjectives.			
Speaking		Describe things using simple adjectives.		
Reading			Recognise that adjectives' endings often change to match the noun they're describing.	
Writing				Write the correct forms of some simple adjectives with a noun, using an example sentence.
<p align="center">PoS Statement</p> <p align="center">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. This Programme of Study statement has been broken down into the following areas:</p>				
Pronouns and the conjugation of high-frequency verbs.				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening		Recognise who is being talked about in a sentence from the pronoun.		
Speaking	Talk about myself using some common verbs in the first person singular form.		Use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'. Use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'	Recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations. Talk about what I am going to do, using the future tense. Talk about what I have done, using the past tense.
Reading		Recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. Recognise the first, second and third person singular forms of some common verbs in the present tense.		Recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense. Recognise that some verbs are irregular. Understand the basic meanings of 'on' in French.

				Can identify the future tense. Can recognise the past tense of some common verbs.
Writing		Use a model to write sentences in the first person. Write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.	Write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.	Write the correct form of some irregular verbs in the first and third person singular. Write simple sentences using the future tense, with help. Write simple sentences using the past tense, with help.
<p style="text-align: center;">PoS Statement</p> <p>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.</p> <p style="text-align: center;">This Programme of Study statement has been broken down into the following areas:</p> <p style="text-align: center;">Word order and patterns in the language.</p>				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening		Recognise that the structure of some French sentences differs from English.		
Speaking		Use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.	Use what I have learnt about the structure of French sentences to build new ones using the same model.	
Reading		Recognise common sentence and word order patterns in French.		
Writing			Use some simple sentence structures that differ from English in my writing.	Use the rules I know about building sentences in French to create new sentences using different vocabulary.