

St Thomas of Canterbury Progression in MFL

<p>National curriculum expectations</p> <p>→</p>	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences*</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</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>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
<p>Unit 1: Ourselves and family Unit 2: Celebrations (Intercultural Understanding) Unit 3: School Unit 4: Weather Unit 5: Hobbies and sports Unit 6: Holidays and travel</p>							
	<p>Speaking</p>	<p>Listening</p>	<p>Reading</p>	<p>Writing</p>	<p>Pronunciation</p>	<p>Grammar</p>	<p>Vocabulary</p>
<p>Year 3</p>	<p>Say and repeat short words and phrases such as: basic greetings, colour adjectives, classroom objects, days of the week, weather, sports, likes and dislikes, food and drink.</p>	<p>Understand a few simple words and phrases e.g. teacher instructions, basic greetings.</p>	<p>Recognise and read out a few familiar words and phrases e.g. the date, the weather</p>	<p>Write and copy simple words or symbols correctly – e.g. numbers, days of the week, colours, classroom objects, simple sentences such as <i>j'ai un crayon</i>, writing Christmas cards</p>	<p>Ç – introducing different sounds in French <i>Un/une</i> <i>au</i> and <i>eu</i> sounds nasal vowels – <i>in/on/un</i> <i>eau</i> sound</p>	<p><i>En/a</i> – prepositions <i>Un/une</i> – determiners Masculine/feminine Order of adjectives Conjunction – <i>et/mais</i> Infinitive verbs – <i>jouer, dessiner</i></p>	<p>Basic greetings Questions and answers Name, Age, Where I live Simple colours Basic Christmas nouns Colour adjectives Cultural traditions Classroom commands Classroom equipment nouns Days of week Simple weather nouns in simple sentences Hot/cold Sport and hobby nouns Express simple likes and dislikes Food and drink nouns Café or restaurant role play Question and answer What would you like? I would like...</p>

Year 4	Answer simple questions and give basic information e.g. identifying members of family, discussing favourite subjects.	Understand a range of familiar spoken phrases about family, school, weather	Understand and read out familiar written phrases e.g. simple phrases, weather phrases, texts about personal information	Write one or two short sentences from a model and fill in the words on a simple form e.g. personal information, where they live, holiday information	Silent letters at the end, differences in pronunciation of gender <i>oi</i> sound <i>ai</i> sound	Subject-verb inversion – <i>aimes-tu</i> ? <i>Mon/ma/mes</i> plural and singular Tense – <i>Je vais</i> Gender agreements – <i>vert/verte</i> Compound sentences <i>Le/la/l'/les</i>	Introduce basic family members Further Christmas nouns Colour and size adjectives School subjects Identify favourite subject Months of year Recap weather nouns/sentences Question – What is the weather like today? In month? Recap sport and hobby nouns Express likes and dislikes Use conjunctions 'and' 'but' Names of holiday destination countries Where do you go on holiday? I go to... Transport nouns How do you go on holiday? I go by...
Year 5	Ask and answer simple questions and talk about interests, e.g. discussing preferences on hobbies, clothing on holiday	Understand the main points from a short spoken passage made up of familiar language in simple and compound sentences	Understand the main points and some of the detail from short written texts or passages from a script.	Write a few short sentences with support using expressions which they have already learnt Write a short text on a familiar topic, adapting language they have already learnt Write with justifications	<i>é/ai/er</i> – pronunciation question words – <i>comment, ou, que, pourquoi</i> Silent letters – <i>d</i> in <i>nord</i> , <i>e</i> in <i>Lille</i>	Write using conjunctions <i>et</i> and <i>mais</i> Grammatical agreement (e.g. <i>une tortue verte</i>) Plural vs singular nouns (<i>cadeau/x</i>) Modal verbs – <i>je voudrais</i> Complex sentences including <i>parce que</i> (because), <i>quand</i> (when) Punctuation – comma in complex sentences Different subjects – <i>je, il, elle</i>	Extended family members Name family members including pronouns <i>he/she</i> Recap nouns Conjunction 'and' Further Christmas traditions School subjects Favourite subject + reasons Use conjunction 'because' Recap weather nouns Weather maps – UK and target language country – names of key towns/cities Question – what is the weather in...? Recap nouns Write sentences linked to weather When it is ... I like to Clothing nouns Body parts Holiday packing for different locations linked to temperature and weather
Year 6	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say through discussion,	Understand and respond to spoken and written language from a variety of authentic sources, e.g. videos, short audio recordings	Understand the main points and opinions in written texts from various contexts e.g. a description, letter, account of school life	Write at varying length for different purposes and audiences, using the variety of grammatical structures they have learnt – paragraphs of	Gender agreement – <i>blanc/blanche</i> Cognates (words similar in Fr/Eng but pronounced differently) e.g. <i>Turquie, Irlande</i>	Reflexive verbs – <i>il s'appelle</i> Capitalisation in French – none on days of the week. Sentence structure using scaffolds	Recap all family members and write extended sentences to describe them Comparison of traditions in UK and target language countries E-link letters/emails to describe traditions

	<p>asking questions and continually improving the accuracy of pronunciation and intonation.</p> <p>Give a short prepared talk on a topic of choice e.g. weather report</p>			<p>3 to 4 sentences about themselves, or a story or picture, letter, script for weather report</p>	<p><i>en/au – masculine/feminine</i></p>		<p>Compare experiences at school in UK and target language countries</p> <p>E-link video messages to compare/contrast</p> <p>Write and deliver simple weather reports for radio/TV</p> <p>Create own weather maps</p> <p>Recap nouns</p> <p>Give a location or day</p> <p>I play football at school on Monday.</p> <p>I go dancing in the church hall on Thursday.</p> <p>Transport recap</p> <p>How would you travel to different locations?</p> <p>Asking for and giving directions</p>
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