

Progression Map - MFL



		Implementation	Intent
Subject	Year Group	Knowledge - Declarative (Factual information) and Procedural (Skill/application of skills)	Applied Learning and Skills - Used for assessment and retrieval
MFL 1 - Grammar	Y3	<p>School Focus: French</p> <p>Declarative: Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine – nouns (singular) word order of adjectives how to form the negative <p>Procedural: To know how to use the two definite articles (le or la) to show understanding of gender. To know how to put adjectives after the noun To use ne ... pas around the verb to create a negative</p>	<p>To be able to distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand).</p>
MFL 1 - Grammar	Y4	<p>School Focus: French</p> <p>Declarative: To understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine and feminine nouns (singular and plural); adjectives, pronouns verbs - 1st, 2nd 3rd persons in questions and answers how to form the negative <p>Procedural: To know how to use the two definite articles (le or la) as well as the plural definite article (les) to show understanding of gender. To know to put adjectives after the noun and to change endings to agree with the noun To use ne ... pas around the verb to create a negative To use je/tu/il/elle/nous/vous/ils/elles as subject pronouns To use ne ... pas around the verb to create a negative.</p>	<p>To be able to describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand).</p>

<p>MFL 1 - Grammar</p>	<p>Y5</p>	<p>School Focus: French</p> <p>Declarative: To understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender – masculine and feminine • adjectives • possessive pronouns • verbs – how to form the near future tense, conjugation of present tense verbs <p>Procedural: To use correct definite and indefinite articles to indicate understanding of gender of nouns To use mon/ma, ton/ta etc as possession pronouns To remember and apply the verb endings for regular ‘er’ verbs: e, es, e, e, ons, ez, ent, ent To conjugate the verb ‘aller’ (to go) to construct sentences in the near future tense. To use ne ... pas around the verb to create a negative.</p>	<p>To be able to distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas).</p>
<p>MFL 1 - Grammar</p>	<p>Y6</p>	<p>School Focus: French</p> <p>Declarative: To understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • verbs –begin to use the past tense, reinforce understanding of near future tense • adverbs <p>gender - – masculine and feminine, -nouns and adjectives.</p> <p>Procedural: To use correct definite and indefinite articles to indicate understanding of gender of nouns To use mon/ma, ton/ta etc as possession pronouns To remember and apply the verb endings for regular ‘er’ verbs: e, es, e, e, ons, ez, ent, ent To conjugate the verb ‘aller’ (to go) to construct sentences in the near future tense. To use the verb ‘avoir’ (to have) to construct sentences in the simple past tense (and be aware that être is also used as an auxiliary verb for 11 exceptions and for reflexive verbs).</p>	<p>To be able to describe people, places, things and actions (in speaking and writing)</p> <p>To be able to use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas).</p>

<p>MFL 2 - Listening</p>	<p>Y3</p>	<p>School Focus: French Declarative: To listen and respond to familiar spoken words and phrases. Procedural: To know how familiar words can fit within familiar songs and rhymes</p>	<p>To be able to learn the SSC (single sound consonants) and phonics key words and remember them. To be able to match the French SSC (single sound consonants) heard to print and transcribe the SSC (single sound consonants) accurately. To be able to enjoy listening to and joining in with simple songs and rhymes.</p>
<p>MFL 2 - Listening</p>	<p>Y4</p>	<p>School Focus: French Declarative: To listen for specific phonemes, words and phrases To know a range of familiar spoken phrases (e.g. basic phrases about themselves, classroom instructions). Procedural: To know how familiar words, phrases and questions can fit within familiar songs and rhymes</p>	<p>To be able to link SSC (single sound consonants) to new words. To be able to listen and transcribe SSC within single words with some success. To be able to use sound-spelling links to follow when listening and reading. To be able to enjoy listening to and joining in with simple songs and rhymes.</p>
<p>MFL 2 - Listening</p>	<p>Y5</p>	<p>School Focus: French Declarative: To listen attentively and understand more complex phrases and sentences To know familiar spoken questions, phrases and words. Procedural: To know how familiar words can fit within familiar songs and rhymes</p>	<p>To be able to learn about vowel combinations and stress patterns and identify these when listening. To be able to connect sound and spelling by transcribing a range of new words and parts of words. To be able to enjoy listening to and joining in with songs and short poems.</p>
<p>MFL 2 - Listening</p>	<p>Y6</p>	<p>School Focus: French Declarative: To understand the main points and simple opinions in spoken sources e.g. story, song or passage. To understand longer and more complex phrases or sentences e.g. descriptions, information, instructions To know key phrases in a song or rhyme. To know a range of familiar spoken phrases (e.g. basic phrases about themselves, classroom instructions). Procedural: To know how familiar words, phrases and questions can fit within familiar songs and rhymes.</p>	<p>To be able to listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. To be able to enjoy listening to and joining in with songs and short poems. To be able to use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others. To be able to seek clarification and help. To be able to speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>

<p>MFL 3 Speaking</p>	<p>Y3</p>	<p>School Focus: French</p> <p>Declarative: To communicate with others using simple words, phrases and short sentences. To explore the patterns and sounds of language to help develop accurate pronunciation and intonation. To know single words and some rehearsed phrases/ answers to questions. To know simple rehearsed statements about themselves and objects To know some simple adaptations to phrases.</p> <p>Procedural: To know how to say and repeat words and short simple phrases e.g. naming classroom objects, giving greetings</p>	<p>To be able to ask and answer simple questions To be able to adapt intonation patterns to ask questions or give instructions To be able to say and repeat words and short simple phrases e.g. naming classroom objects, giving greetings To be able to speak clearly, using mostly accurate pronunciation when addressing an audience To be able to read aloud the SSC (single sound consonants) and phonics key words. To be able to carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time. To be able to use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. To be able to speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>
<p>MFL 3 Speaking</p>	<p>Y4</p>	<p>School Focus: French</p> <p>Declarative: To communicate by asking and answering a wider range of questions and presenting short pieces of information. To explore the patterns and sounds of language to help develop accurate pronunciation and intonation To know simple questions to ask about someone. To know that a bilingual dictionary can be used to find the meaning of individual words in the MFL and in English. To know words which enable the expression of likes, dislikes and preferences.</p> <p>Procedural: To know how to make adaptations to familiar sentences to create new sentences</p>	<p>To be able to read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. To be able to pronounce words comprehensibly.</p>

<p>MFL 3 Speaking</p>	<p>Y5</p>	<p>School Focus: French</p> <p>Declarative: To take part in short conversations using familiar structures and vocabulary. To use simple conjunctions to build more complex sentences and present information to others. To understand and express more complex opinions. To explore the patterns and sounds of language to help develop accurate pronunciation and intonation. To know some strategies for memorising new words. To know how to follow the text of familiar songs and rhymes.</p> <p>Procedural: To know how to use a bilingual dictionary to find the meaning of unfamiliar words and to identify word class.</p>	<p>To be able to read aloud many familiar words with clear and comprehensible pronunciation. To be able to decode unfamiliar words using SSC (single sound consonants) knowledge more slowly and carefully.</p> <p>To be able to use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others To be able to seek clarification and help. To be able to speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures. To be able to use dictionaries to extend vocabulary To be able to develop the ability to use different strategies to work out the meaning of unfamiliar words</p>
<p>MFL 3 Speaking</p>	<p>Y6</p>	<p>School Focus: French</p> <p>Declarative: To use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. To understand and begin to use the past tense to describe events To present to an audience e.g. role-play, presentation, performance.</p> <p>Procedural: To know how to follow the text of a familiar song, passage or story</p>	<p>To be able to read familiar words and short sentences aloud with clear and comprehensible pronunciation. To be able to read aloud single unknown words more readily.</p> <p>To be able to use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. To be able to speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>

MFL 4 Writing	Y3	<p>School Focus: French</p> <p>Declarative: To experiment with the writing of simple words</p> <p>Procedural: To use word banks or multichoice options to practise writing new words.</p>	To be able to write some familiar simple words using a model and some from memory.
MFL 4 Writing	Y4	<p>School Focus: French</p> <p>Declarative: Write simple words and phrases using model and some words from memory.</p> <p>Procedural: Use word banks or multichoice options to practise writing new words. Use modelled text to write new words.</p>	<p>To be able to write simple sentences and short texts using a model.</p> <p>To be able to use a dictionary to check the spelling of words.</p>
MFL 4 - Writing	Y5	<p>School Focus: French</p> <p>Declarative: To know that a language scaffold can be used to present a range of ideas and information Declarative: To know several simple sentences, containing adjectives to describe (e.g. people, things and actions).</p> <p>Procedural: To know how to adapt known complex sentences to reflect a variation in meaning.</p>	<p>To be able to write a short text using a model.</p> <p>To be able to write a few simple sentences from memory.</p> <p>To be able to apply phonic knowledge to support writing.</p>
MFL 4 - Writing	Y6	<p>School Focus: French</p> <p>Declarative: To know some information or ideas to present to others without prompts. To know the impact of accents and elisions on sound. To know a few longer sentences using familiar language and a language scaffold</p> <p>Procedural: To know how to create own spoken sentences by substituting items of vocabulary to vary questions and statements</p>	<p>To be able to write sentences and construct short texts using a model.</p> <p>To be able to write a few sentences from memory, using knowledge of words, text and structure.</p>

<p>MFL 5 Reading</p>	<p>Y3</p>	<p>School Focus: French Declarative: To recognise and understand some familiar written words and phrases. To show awareness of sound-spelling links</p>	<p>To be able to sound out new words with target SSC (single sound consonants). To be able to read simple sentences and show understanding. To be able to appreciate stories, songs, poems and rhymes in the language, understand new words.</p>
<p>MFL 5 Reading</p>	<p>Y4</p>	<p>School Focus: French Declarative: To read and understand familiar written words, phrases and short texts made of simple sentences. To read a wider range of words, phrases and sentences aloud. To follow text while listening and reading at the same time. To apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p>	<p>To be able to sound out new words with target SSC (single sound consonants). To be able to read simple sentences and show understanding. To be able to appreciate stories, songs, poems and rhymes in the language, understand new words. To be able to use a dictionary.</p>
<p>MFL 5 - Reading</p>	<p>Y5</p>	<p>School Focus: French Declarative: To read a variety of short simple texts in different formats and in different contexts. To focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p>	<p>To be able to sound out new words with target SSC (single sound consonants). To be able to read sentences and show understanding. To be able to join in with simple songs and rhymes.</p>
<p>MFL 5- Reading</p>	<p>Y6</p>	<p>School Focus: French Declarative: To read aloud from a text with good expression. To read and understand the main points and some detail from a short written passage.</p>	<p>To be able to sound out new words with target SSC (single sound consonants) To be able to read sentences and show understanding. To be able to join in with simple songs and rhymes.</p>

<p>MFL 6 - Key vocabulary to choose from / topic ideas and song / rhyme suggestions</p>	<p>Y3</p>	<p>School Focus: French Declarative: To understand around 100 words when listened to and read as single items and in short sentences which describe people, places, things and actions.</p>	<p>Vocab practised through these topics: Describing me and others Saying what I and others have Christmas song La Fête des Rois Saying what I and others do Saying what I and others like Saying how many and describing things Describing things and people La Fête des Mères At the zoo Expressing likes The Hungry Caterpillar</p>
<p>MFL 6 - Key vocabulary to choose from / topic ideas and song / rhyme suggestions</p>	<p>Y4</p>	<p>School Focus: French Declarative: To understand around 200 words when listened to and read them as single items and in short sentences which describe people, places, things and actions. Procedural: To begin to use known words in a sentence. To look words up in an alphabetical word list.</p>	<p>Vocab practised through these topics: Describing me and others Saying what I and others have Christmas Saying what I and others do Nice Carnival Family and friends Saying what I and others like or prefer Saying how many and describing things Describing possessions My favourite thing Birthdays Poem: Unique et special</p>

<p>MFL 6 - Key vocabulary to choose from / topic ideas and song / rhyme suggestions</p>	<p>Y5</p>	<p>School Focus: French</p> <p>Declarative: To understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions.</p> <p>Procedural: To use known words in a sentence. To work out likely meanings of single unknown words. To use a dictionary.</p>	<p>Describing me and others La Rentrée (back to school) Dates and birthdays Family/cousins Saying what I and others have In the classroom Physical descriptions – friends/teachers Christmas song – Joyeux Noël Christmas in Haiti Saying what I and others do New Year in France and Haiti La Fête des Rois Saying where you are going and what is there Saying what I and others do – activities in the house - & the weather. Sports Expressing likes Poem</p>
<p>MFL 6 - Key vocabulary to choose from / topic ideas and song / rhyme suggestions</p>	<p>Y6</p>	<p>School Focus: French</p> <p>Declarative: To understand around 400 words when listened to and read them as single items and in short and compound sentences which describe people, places, things and actions.</p> <p>Procedural: To use known words in a sentence. To work out likely meanings of single unknown words. To use a dictionary.</p>	<p>Describing me and others La Rentrée à Haïti (back to school in Haiti) Dates and birthdays, dates of festivals Saying what I and others have My village In town Physical descriptions – celebrities Christmas song – Joyeux Noël Christmas in Canada New Year in Québec/La Fête des Lumières in Lyon/La Chandeleur/Mardi gras Describe your town Saying what I and others do & the weather. Sports Expressing likes Poem: Dans Paris</p>

<p>MFL 7 Intercultural understanding</p>	<p>Y3</p>	<p>School Focus: French Declarative: To know the names of some languages spoken across different countries To know that others speak a different language from our own Procedural: To know there are different languages across different countries</p>	<p>To be able to identify similarities and differences in our culture to that of another country. To be able to identify that some countries speak a different language to ours. La Fête des Mères (Mothers' Day)</p>
<p>MFL 7 Intercultural understanding</p>	<p>Y4</p>	<p>School Focus: French Declarative: To gain cultural knowledge and sense of international involvement through twin town project. To know about a range of celebrations in the relevant countries (e.g. Bastille Day in France) To know that there are different celebrations in other cultures are different from our own (e.g. Christmas) and know about aspects of daily life. To know some key facts about the country/ies where the language is spoken. To know other countries where the language being studied is spoken. Procedural: To take part in joint ventures with linked school. To know how a given language may be spoken in countries other than the 'home' country (French is spoken in France, but also in large parts of <i>DROM</i> (Départements et régions d'outre-mer – overseas departments of the French Republic) as well as Canada etc.)</p>	<p>To be able to identify similarities and differences between people and places in at least two different countries and contrast them with the UK. To be able to identify similarities and differences in our culture to that of another country. Nice Carnival</p>

<p>MFL 7 Intercultural understanding</p>	<p>Y5</p>	<p>School Focus: French</p> <p>Declarative: To gain cultural knowledge and sense of international involvement through twin town project. To know about a range of celebrations in the relevant countries (e.g. Bastille Day in France). To know that there are different celebrations in other cultures are different from our own (e.g. Christmas) and know about aspects of daily life. To know some key facts about the country/ies where the language is spoken. To know the name of the capital city of the main country where the language is spoken. To know other countries where the language being studied is spoken</p> <p>Procedural: To take part in joint ventures with twinned town project. To know how a given language may be spoken in countries other than the 'home' country (French is spoken in France, but also in also in <i>DROM</i> (Départements et régions d'outre-mer – overseas departments of the French Republic) as well as Canada etc.)</p>	<p>To be able to identify similarities and differences between people and places in at least two different countries and contrast them with the UK. To be able to identify similarities and differences in our culture to that of another country.</p> <p>Comparing schools and home (Haiti) Christmas in Haiti New Year in France and Haiti La Fête des Rois</p>
<p>MFL 7 Intercultural understanding</p>	<p>Y6</p>	<p>School Focus: French</p> <p>Declarative: To gain cultural knowledge and sense of international involvement through correspondence with linked school in France and twin town project. To know about a range of celebrations in the relevant countries (e.g. Bastille Day in France) in France). To know that there are different celebrations in other cultures are different from our own (e.g. Christmas) and know about aspects of daily life. To know other countries where the language being studied is spoken To know some key facts about the country/ies where the language is spoken</p> <p>Procedural: To write letters with increased grammar and vocabulary, and be able to translate received letters. To take part in joint ventures with linked school. To know how a given language may be spoken in countries other than the 'home' country (French is spoken in France, but also in <i>DROM</i> (Départements et régions d'outre-mer – overseas departments of the French Republic) as well as Canada etc.)</p>	<p>To be able to identify similarities and differences between people and places in at least two different countries and contrast them with the UK. To be able to identify similarities and differences in our culture to that of another country.</p> <p>Canada Québec Carnival La Fête des Lumières La Chandeleur Mardi gras</p> <p>Describing a town/village in Haiti</p>

