



**MFL National Curriculum**

Lower Key Stage 2 (Years 3 & 4)	Key Stage 2 (Years 5 & 6)
<p><b>Oracy</b> <b>Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding.</b></p> <ul style="list-style-type: none"><li>• I can join in and repeat when I hear a short phrase.</li><li>• I can say a word I have heard.</li><li>• I can listen and show that I have understood a short phrase by responding appropriately.</li></ul> <p><b>Pupils should be taught to speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p> <ul style="list-style-type: none"><li>• I can use simple topic specific nouns</li><li>• I can say a short sentence with support</li><li>• I can speak in a simple way about things that happen in the present or will happen in the future</li><li>• I can speak about day-to-day activities and interests</li></ul> <p><b>Pupils should be taught to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b></p> <ul style="list-style-type: none"><li>• I can show awareness of silent letters, accents and elisions and begin to pronounce words with these features accurately</li><li>• I am aware that intonation needs to be adapted when asking questions or giving instructions</li><li>• I can pronounce individual sounds and some letter strings in words accurately when I have listened to them being modelled</li></ul> <p><b>Pupils should be taught to describe people, places, things and actions orally.</b></p> <ul style="list-style-type: none"><li>• I can say familiar words to describe people, places, things and actions</li><li>• I can say a simple phrase or a short sentence to describe people, places, things and actions when supported.</li></ul>	<p><b>Oracy</b> <b>Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding.</b></p> <ul style="list-style-type: none"><li>• I can listen and show that I have understood a simple sentence by responding appropriately.</li><li>• I can listen and understand the main points from a short spoken passage in French</li><li>• I can listen and understand the main points and some detail from a short spoken passage in French</li></ul> <p><b>Pupils should be taught to speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p> <ul style="list-style-type: none"><li>• I can say a longer sentence using vocabulary I have studied.</li><li>• I can use familiar words to say several longer sentences using a sentence model.</li><li>• I can talk about everyday interests, events and activities in the recent past, and things I will do in the future.</li><li>• I can speak for longer and on a variety of subjects.</li></ul> <p><b>Pupils should be taught to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b></p> <ul style="list-style-type: none"><li>• I can pronounce words that I know accurately using my knowledge of French pronunciation and silent letters.</li><li>• I can use my knowledge of accents and elisions to pronounce words with these features.</li><li>• I am beginning to develop knowledge of letter strings, liaison and silent letter rules and how they affect pronunciation;</li><li>• I can use intonation to ask questions and in exclamations.</li></ul>



## Modern Foreign Language (MFL) Skills Progression

**Pupils should be taught to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.**

- I can recognise a simple familiar question
- I can ask a simple familiar question and respond
- I can give my opinion simply about things that I like or dislike

**Pupils should be taught to present ideas and information to a range of audiences.**

- I can practise individual words or a statement and present them orally to a talk partner
- I can present statements and opinions that I have practised to my talk partner or to the class

**Pupils should be taught to describe people, places, things and actions orally.**

- I can say several simple sentences containing adjectives to describe people, places, things and actions using a model;
- I can use language I have been taught to describe people, places, things and actions, I may need to use a dictionary.
- I can use a variety of adjectives when I describe actions, things, places and people.

**Pupils should be taught to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**

- I can participate in a short conversation by asking more than one simple question.
- I can ask and answer more complex questions when supported with a range of example questions
- I can express some opinions independently.
- I can carry out a conversation independently.

**Pupils should be taught to present ideas and information to a range of audiences.**

- I can use known language to present ideas and information in simple sentences;
- I can present a range of ideas and information, using prompts, to a partner or a small group of people;
- I can present ideas and information, to a partner or a group of people independently.



Lower Key Stage 2 (Years 3 & 4)	Key Stage 2 (Years 5 & 6)
<p><b>Reading and Writing</b></p> <p><b>Pupils should be taught to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b></p> <ul style="list-style-type: none"><li>• I can recognise the sounds in words and follow modelled pronunciation to pronounce them correctly</li><li>• I can begin to recognise accents, silent letters and elisions and use my knowledge to start to pronounce words correctly.</li><li>• I know how to use intonation to ask a question</li></ul> <p><b>Pupils should be taught to read carefully and show understanding of words, phrases and simple writing.</b></p> <ul style="list-style-type: none"><li>• I can read and understand previously taught single words, phrases and sentences</li><li>• I can begin to pick out key words and phrases from a familiar text.</li></ul> <p><b>Pupils should be taught to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b></p> <ul style="list-style-type: none"><li>• I can use my knowledge of English to begin to work out the meaning of new words</li><li>• I can use a word bank to find the meaning of new words</li><li>• I can begin to use a bilingual dictionary to find the meaning of a word I do not know</li><li>• I can begin to predict the meaning of words in a familiar context</li></ul>	<p><b>Reading and Writing</b></p> <p><b>Pupils should be taught to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b></p> <ul style="list-style-type: none"><li>• I can pronounce words that I know accurately using my knowledge of French pronunciation and silent letters.</li><li>• I can use my knowledge of accents and elisions to pronounce words with these features.</li><li>• I am beginning to develop knowledge of letter strings, liaison and silent letter rules and how they affect pronunciation;</li><li>• I can use intonation to ask questions and in exclamations.</li></ul> <p><b>Pupils should be taught to read carefully and show understanding of words, phrases and simple writing.</b></p> <ul style="list-style-type: none"><li>• I can read and show understanding of simple sentences containing familiar and some unfamiliar language;</li><li>• I can read and understand the main points from a short text.</li><li>• I can read and understand the main points and some detail from a short text.</li></ul> <p><b>Pupils should be taught to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b></p> <ul style="list-style-type: none"><li>• I can use a variety of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li><li>• use a bilingual dictionary to find the meaning, and/or word class of unfamiliar words and phrases in French and in English.</li></ul>



## Modern Foreign Language (MFL) Skills Progression

**Pupils should be taught to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**

- Write an increasing number of familiar words from memory.
- I can write familiar sentences with appropriate verbs and nouns and can substitute nouns and adjectives to personalise my sentences.

**Pupils should be taught to describe people, places, things and actions in writing.**

- I can use a model to copy simple familiar words to describe people, places, things and actions
- I can write familiar sentences with appropriate verbs and nouns and can substitute nouns, and then adjectives to personalise my sentences.

**Pupils should be taught to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**

- I can write a simple sentence from memory using previously taught language
- write several sentences from memory with familiar language with increasing accuracy;

**Pupils should be taught to describe people, places, things and actions in writing.**

- I can write several simple sentences containing adjectives to describe people, places, things and actions with support.
- I can use a dictionary to help me use some new words in a sentence.
- I can use a variety of adjectives to describe people, places, things and actions.



Lower Key Stage 2 (Years 3 & 4)	Key Stage 2 (Years 5 & 6)
<p data-bbox="107 338 533 367"><b>Stories, Songs, Poems and Rhymes</b></p> <p data-bbox="107 408 1057 475"><b>Pupils should be taught to appreciate stories, songs, poems and rhymes in the language.</b></p> <ul data-bbox="156 481 1070 510" style="list-style-type: none"><li data-bbox="156 481 1070 510">• I can join in with words and actions in familiar songs, stories and rhymes.</li></ul>	<p data-bbox="1111 338 1527 367"><b>Stories, Songs, Poems and Rhymes</b></p> <p data-bbox="1111 408 2078 475"><b>Pupils should be taught to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</b></p> <ul data-bbox="1160 481 2092 622" style="list-style-type: none"><li data-bbox="1160 481 2092 549">• I can listen and identify rhyming words and specific sounds in songs and rhymes;</li><li data-bbox="1160 555 2092 622">• I can read the text of familiar songs and rhymes and work out the meaning of some words and identify patterns of language and spellings</li></ul> <p data-bbox="1111 628 2056 695"><b>Pupils should be taught to appreciate stories, songs, poems and rhymes in the language.</b></p> <ul data-bbox="1160 702 2078 804" style="list-style-type: none"><li data-bbox="1160 702 2078 769">• I can listen to and understand a story that is read aloud to me; and follow the text, joining in with the reading.</li><li data-bbox="1160 775 2078 804">• I can follow a familiar song text, and sing along.</li></ul>



Lower Key Stage 2 (Years 3 & 4)	Key Stage 2 (Years 5 & 6)
<p><b>Grammar</b> Pupils should be taught to 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> <ul style="list-style-type: none"><li>• I can show awareness of word classes</li><li>• I am aware of masculine and feminine nouns</li><li>• I can recognise and begin to use masculine and feminine articles</li><li>• I can show awareness of masculine and feminine agreement of adjectives and of adjectives position in a sentence</li><li>• I can use a simple negative form (ne...pas) with support</li><li>• I can begin to be able to conjugate a high frequency verb in the present tense (eg. être or avoir)</li><li>• I can recognise and begin to use partitive articles (du, de la, des)</li><li>• I can recognise and use the first person possessive articles (mon, ma, mes)</li></ul>	<p><b>Grammar</b> Pupils should be taught to 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> <ul style="list-style-type: none"><li>• I can identify word classes.</li><li>• I can show understanding of gender and number of nouns and use the correct determiners.</li><li>• I can explain and apply the rules of position and agreement of adjectives with some accuracy.</li><li>• I can use a variety of conjunctions to create compound sentences.</li><li>• I can use some adverbs.</li><li>• I can demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement.</li><li>• I know what elision is and I can use it.</li><li>• I can recognise and use the simple future tense of a high frequency verb; compare with English.</li><li>• I can recognise and use the immediate future tense of familiar verbs in the first, second and third person singular.</li><li>• I can recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses).</li><li>• I can know and can use a range of prepositions.</li><li>• I can use the third person plural of a few high frequency verbs in the present tense.</li><li>• I can name all subject pronouns and use to conjugate a high frequency verb in the present tense.</li></ul>



## Modern Foreign Language (MFL) Skills Progression

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|  | <ul style="list-style-type: none"><li>• I can recognise and use a high frequency verb in the perfect tense; compare with English.</li><li>• I can follow a pattern to conjugate a regular verb in the present tense.</li></ul> |
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