



Delph Primary School – Year Group Objectives and Progression Grid

Subject: MFL (French)

Year group	National Curriculum Assessment Criteria	Progression of Key Skills (including procedural knowledge)
Reception	There are no NC expectations for MFL in KS1 and EYFS. As a school we have decided that children will:- • Join in with songs and rhymes. • Answer simple questions with a single word. • Begin to count to 5 in French. • Say hello and goodbye in French. • Name the primary colours in French.	Listening • appreciate and actively participate in French songs • appreciate hearing French instructions and recognising key words around school Speaking • learn to repeat and reproduce language with accurate pronunciation Reading • identify written versions of the words heard Writing • Consolidate letter formation skills by copying simple words in French Grammar • Begin to recognise that French has different structures to English
Year 1	There are no NC expectations for MFL in KS1 and EYFS. As a school we have decided that children will:- • Join in with songs and rhymes – e.g. Happy Birthday • Answer simple questions with a single word. • Begin to count to 10 in French. • Respond to a simple command. • Answer questions about where they live with a short phrase. • Ask a question. • Name classroom objects. • Read and understand some simple words in French. • copy a simple word or phrase in French correctly. • Name local features – e.g. park, bridge, river, house	Listening • appreciate and actively participate in French songs • appreciate hearing French instructions and recognising key words around school Speaking • learn to repeat and reproduce language with accurate pronunciation Reading • identify written versions of the words heard Writing • Consolidate letter formation skills by copying simple words in French Grammar • Begin to recognise that French has different structures to English

Year 2	There are no NC expectations for MFL in KS1 and EYFS. As a school we have decided that children will:- • Name people and objects • Name the days of the week • Learn simple body parts • Learn different sports in French • Sing simple songs – e.g. Happy Birthday • Begin to count to 20 and beyond. • Choose the right word to complete a short sentence. • Read and understand short phrases in French. • Use simple dictionaries to find the meaning of words. • Label pictures. • Write single words correctly. • Greet people	Listening • appreciate and actively participate in French songs • appreciate hearing French instructions and recognising key words around school • appreciate short stories and start to understand some familiar words Speaking • learn to articulate key words introduced in the lesson and understand their meaning. Reading • identify written versions of a wider range of words heard Writing • Start to reproduce nouns and determiners and articles from a model Grammar • Begin to recognise nouns having a determiner/article
Year 3	Children will begin to be able 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	Listening • Listen to short stories, nursery rhymes and songs • Recognise familiar words and short phrases already covered Speaking • Communicate with others using simple words and short phrases:- • to greet someone, • count to 50, • say how old they are and ask others, • recognise the days of the week/months of the year/birthday dates • learn vocabulary for classroom objects. • ask and say where they live – discuss continents. Reading • Read simple instructions, familiar words and short phrases accurately – e.g. the date, weather Writing

	• 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 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.	• Begin to write in French using familiar words and phrases using a model or vocabulary list. E.g. I like apples, I play the piano. Grammar • Start to understand the concept of noun gender and the use of articles. • Use the first person singular version of high frequency verbs – e.g. I like, I play, I am called.
Year 4	Children will further develop the National Curriculum objectives stated above.	Listening: • Learn to listen to longer passages and understand more of what is heard by picking out key words and phrases previously covered Speaking • Be able to have a short conversation saying 3-4 things and give a response using a short phrase. E.g. ask where someone lives and respond • Start to speak in sentences. • Count up to 100 • Learn the French alphabet Reading: • Be able to read a passage independently. • Use a bilingual dictionary or glossary to look up new words. • Recognise different continents of the world Writing: • Write 2-3 short sentences on a familiar topic. E.g. My name is ..., I live ..., I am ... years old • Write numbers to 100 • Focus written French on French culture

		Grammar: • Develop a better understanding of gender • Recognise which articles to use for meaning – e.g. the “a” or “some” • Introduce simple adjectival agreement • Introduce the negative form and possessive adjectives. E.g. In my pencil case I have ... or In my pencil case I do not have ...
Year 5	Children will secure the National Curriculum objectives stated above.	Listening • Understand a short story or factual text and note the main points • Listen more attentively and for longer • Understand more of what is heard even when some language is unfamiliar by using decoding skills Speaking • Be able to hold a simple conversation with at least 4 exchanges. • Communicate on a wider range of topics and themes, for example, hobbies and interests, pets, favourite foods, talking to a friend about what is enjoyed or what they are wearing, giving directions • Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity • Discuss a picture with a partner describing shapes and colours and saying whether they like it or not Reading • Understand a short story or factual text and note the main points, e.g. points on a postcard or email, understand a description of a school day or information about a friend Writing • Write a paragraph of 4-5 sentences. • Be able to substitute words and phrases. Grammar

		• Revision of gender and nouns and learn to use and recognise the terminology of articles – e.g. definite and indefinite article • Better understanding of the adjectival agreement and possessive adjectives • Start to explore full verb conjugation – e.g. I wear, you wear, he/she/it wears • Be able to describe in terms of colour – e.g. with clothes – my blue coat
Year 6	Children will secure and extend their understanding of the National Curriculum objectives stated above.	Listening • Listen to longer text and more authentic foreign language material • Learn to pick out familiar words and to “gist listen” when hearing language that has not yet been taught or covered Speaking • Learn to recall previously learnt language and incorporate it with new language with increased speed and spontaneity. • Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate Reading • Be able to tackle unknown language with increased accuracy by applying knowledge learnt and using context of surrounding text • Develop awareness of accents and silent letters • Decode unknown language • Use bilingual dictionaries Writing • Write longer pieces of text and adapt models to show solid understanding of grammar already covered – link to sports : talk/write about preferences • Start to incorporate conjugated verbs • Use connectives and conjunctions, adjectives and possessive adjectives

		• Write in further detail about where we live, write directions, describe home / village - write visitor guide to Delph • Study of a French-speaking country – interpret information presented in text and present it in writing and /or verbally Grammar • Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives – e.g. which subjects I like at school and which I do not like. • Become familiar with a wide range of connectives/conjunctions and more confident with full verb conjugation – regular • Begin to investigate irregular verbs – e.g. to go, to do, to have, to be
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