

**Knowledge, Skills and Understanding Progression maps**  
**MFL - French**

KS2				
	Listening	Speaking	Reading	Writing
<b>Year 3 Skills</b>	<p>Understand simple classroom language.</p> <p>Understand a few familiar words and phrases.</p> <p>Understand short statements.</p> <p>Understand simple questions.</p> <p>Understand clearly spoken text.</p> <p>Understand a range of familiar statements, phrases and questions</p> <p>Understand short phrases made up of familiar language.</p> <p>Identify and note main points of a text and give a personal response.</p> <p>Understand instructions, messages and dialogues within short passages.</p>	<p>Answer with a single word.</p> <p>Answer with a short phrase.</p> <p>Say and repeat single words in short and simple phrases.</p> <p>Give short and simple answers to what I see and hear.</p> <p>Answer simple questions and give basic information.</p> <p>Use set phrases.</p> <p>Have a short conversation with 2-3 sentences.</p> <p>Ask and answer questions and talk about my interests.</p> <p>Use short phrases to give a personal response.</p>	<p>Read and understand single words.</p> <p>Recognise and read out a few familiar words and phrases.</p> <p>Understand short statements.</p> <p>Read aloud single words and phrases.</p> <p>Use books, bilingual dictionaries and glossaries to find the meaning of new words.</p> <p>Understand and read out familiar written phrases.</p> <p>Read and understand short texts using familiar language.</p> <p>Understand the main points from a short written text in a clear printed script.</p> <p>Identify and note main points of a text and give a personal response.</p>	<p>Copy single words correctly.</p> <p>Label items.</p> <p>Choose correct words to complete phrases/sentences.</p> <p>Copy short familiar phrases.</p> <p>Write or word process set phrases used in class.</p> <p>Write a few short sentences with support, using familiar expressions.</p> <p>Fill in the words in a simple form.</p> <p>Write what I like and dislike about a familiar topic.</p> <p>Use short phrases to give a personal response.</p> <p>Write 2-3 short sentences on a familiar topic.</p>
<b>Year 3 Knowledge</b>	<p>Understand numbers 1-20 and be able to say, read and write them.</p> <p>Be familiar with the days of the week as well as months and be able to say them and recognise them in written form.</p> <p>Use simple greetings (e.g. saying hello and goodbye, saying how they are).</p> <p>Ask and answer simple questions about name and how they feel.</p>			

<p>Understand and communicate familiar nouns (e.g. animals, fruit, ice cream flavours) including the correct article (dependent on gender).</p> <p>Use some simple verbs in the first person "I" form (e.g. I am and My name is).</p> <p>Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</p>
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	Listening	Speaking	Reading	Writing
<b>Year 4 Skills</b>	<p>Understand a few familiar spoken words and phrases.</p> <p>Understand short statements and simple questions.</p> <p>Understand clearly spoken text.</p> <p>Understand a range of familiar statements and questions</p> <p>Understand short phrases made up of familiar language.</p> <p>Understand a range of familiar spoken phrases.</p> <p>Understand instructions, messages and dialogues within short passages.</p> <p>Identify and note the main points.</p> <p>Understand basic imperatives.</p>	<p>Answer simple questions and give basic information.</p> <p>Give short and simple answers to what I see and hear.</p> <p>Answer simple questions and give basic information.</p> <p>Use set phrases.</p> <p>Have a short conversation with 3-4 sentences.</p> <p>Ask and answer questions on familiar topics.</p> <p>Use short phrases to provide information.</p>	<p>Read and understand short texts using familiar language.</p> <p>Understand short statements.</p> <p>Read aloud single words and phrases.</p> <p>Use books, a bilingual dictionary and glossaries to find the meaning of new words.</p> <p>Understand and read out familiar written phrases.</p> <p>Read and understand short texts using familiar language.</p> <p>Understand the main points from a short written text in a clear printed script.</p> <p>Identify dates, including day and month.</p>	<p>Write 3-4 sentences to a familiar topic.</p> <p>Choose correct words to complete phrases/sentences.</p> <p>Copy short familiar phrases.</p> <p>Write or word process set phrases used in class.</p> <p>Write sentences on the topic of family with more grammatical accuracy</p> <p>Write a few short sentences with support, using familiar expressions.</p> <p>Fill in the words in a simple form.</p> <p>Write dates accurately.</p> <p>Awareness of differences between French and English (use of capitals, word order...).</p>
<b>Year 4 Knowledge</b>	<p>Understand and use the alphabet to assist the correct spelling and pronunciation.</p> <p>Be able to say, read and write the date, including the day, number and month of the year.</p> <p>Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</p> <p>Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</p>			

	<p>Understand and communicate using a wider range of familiar nouns, including the correct article (e.g. classroom items, family members, food and drink).</p> <p>Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).</p> <p>Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).</p> <p>Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article. Start using the 3rd person singular (Il/elle s'appelle.../ Il/elle a ...ans) for more able students.</p> <p>Understand and use transactional language (e.g. role play in the shops or a cafe).</p>
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	Listening	Speaking	Reading	Writing
<b>Year 5 Skills</b>	<p>Understand a few familiar spoken words and phrases.</p> <p>Answer simple questions and give basic information.</p> <p>Listen out for key words and retrieve information in longer recorded messages about the weather.</p> <p>Repeat words and/or sentences modelled by the teacher, showing understanding with an action.</p> <p>Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Understand instructions, messages and dialogues within short passages.</p> <p>Understand the main points from a short spoken passage made up of</p>	<p>Say and repeat single words in short and simple sentences.</p> <p>Answer simple questions and give basic information.</p> <p>Ask and answer questions in the present tense, take part in structured conversations and alter model phrases to suit purpose.</p> <p>Present language to different audiences.</p> <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Recognise and read out a few familiar sentences.</p> <p>Retrieve information from factual text.</p> <p>Independently use a glossary or dictionary to look up new words.</p> <p>Read and understand short texts made up of familiar language.</p> <p>Identify and note main points and give a personal response.</p> <p>Read independently and begin to use knowledge and strategies to understand unfamiliar language.</p> <p>Read and show understanding of more complex written phrases.</p>	<p>Write short sentences with support, using familiar expressions, connectives and/or subordinate clauses</p> <p>Write paragraphs made up of at least 4-5 sentences, using connectives.</p> <p>Copy simple vocabulary and write words from memory with plausible spelling.</p> <p>With support, substitute one element in a simple phrase to vary the meaning.</p> <p>Write about what I like and dislike on familiar topics.</p> <p>Write sentences to a model, manipulating language.</p> <p>Write a paragraph of about 3-5 sentences on a familiar topic.</p> <p>Write sentences, adapting the language I have learned.</p> <p>Use a dictionary to find the meaning of</p>

	<p>familiar language.</p> <p>Show some understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Understand longer passages made up of familiar language in simple sentences.</p> <p>Identify main points and give a personal response to a passage.</p>	<p>Use short phrases to give a personal response.</p> <p>Hold a simple conversation of 4-5 exchanges.</p> <p>Ask and answer questions on the current topic.</p> <p>Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p> <p>Engage in short scripted conversations.</p>	<p>Understand a factual text and note some of the main points.</p> <p>Read short passages and answer questions on what I have read.</p>	<p>unknown words and to translate own idea</p> <p>Write words, phrases and short paragraphs and edit them.</p>
<p><b>Year 5 Knowledge</b></p>	<p>Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</p> <p>All numbers from 1-100 in multiples of 10 as well as numbers 1-31 should be familiar.</p> <p>Take part in conversations and be able to make simple statements and present information (e.g. weather, the date, what they wear at different times of the year or on different occasions).</p> <p>Understand and communicate simple descriptions orally and in writing (the weather, a person, a place).</p> <p>Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read.</p> <p>Be able to listen to longer passages of text and answer questions about the passage they have read ( e.g. what the weather is like on different days or in different areas of the country).</p> <p>Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in activities. This can be done using familiar verbs such as "to wear" to describe what they and others are wearing.</p> <p>Use adjectives to make their sentences more descriptive (colour) with correct agreement of gender and singular or plural.</p> <p>Study cross curricular topics and use their subject knowledge to allow themselves to be challenged by longer passages of unknown texts or language.They should be able to use the language learning skills they have learned to help them decode meaning and gist from more complex passages.</p>			

	Listening	Speaking	Reading	Writing
<b>Year 6 Skills</b>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Understand a short passage made up of familiar words and basic phrases.</p> <p>Understand longer passages made up of familiar language in simple sentences.</p> <p>Identify the main points from a recorded passage.</p> <p>Identify and note the main points and give a personal response to a passage.</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Understand the main points from a short passage made up of familiar words and basic phrases</p>	<p>Say and repeat phrases with accurate pronunciation, using simple sentences.</p> <p>Engage in short scripted conversations speaking in longer sentences, learning to use particular sentence structures more flexibly to create my own sentence.</p> <p>Ask and answer simple questions on a very familiar topic.</p> <p>Engage in short scripted conversations giving readily understandable information.</p> <p>Use my knowledge of grammar to adapt and substitute single words and phrases.</p> <p>Engage in short 3-4 exchanges scripted conversations made of familiar language.</p> <p>Speak in longer sentences, learning to use particular sentence structures more flexibly to create my own sentences.</p>	<p>Read longer texts aloud, containing taught phrases and vocabulary.</p> <p>Understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Use a dictionary or word list.</p> <p>Use a bilingual dictionary or glossary to check the meaning of new words.</p> <p>Read familiar sentences aloud, containing taught phrases and vocabulary.</p> <p>Practise reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Use context and other strategies to work out unfamiliar words.</p> <p>Read independently.</p>	<p>Write words with accurate spelling from memory.</p> <p>Write a few short sentences to a model.</p> <p>Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p> <p>Write a few short sentences with support, using familiar language.</p> <p>Adapt taught phrases to create new sentences.</p> <p>Write a short, simple paragraph from memory, using simple sentences from one familiar topic with reasonable spelling?</p> <p>Write a short text on a familiar topic, adapting language already learned.</p> <p>Write a short text on a familiar topic, using connectives and adapting language already learned, with reasonable spellings?</p>
<b>Year 6 Knowledge</b>	<p>Understand numbers 1-1000 and use them in context (date, age, prices).</p> <p>Identify and tell the time in the context of school and weekend routines.</p> <p>Understand, express and be able to justify opinions orally and in writing (School subjects they like and dislike, leisure activities and food).</p> <p>Be able to express a statement in the positive and negative form (e.g. I like/ I don't like maths) and explain why (parce que c'est ennuyeux : because it's ...)</p>			

Use connectives for more complex sentence building (e.g. after, and, also, later on, finally).

Be able to read or listen to longer passages of text and answer questions about the passage they have just read (e.g. what people do to stay healthy).

Study cross curricular topics and use their subject knowledge to allow themselves to be challenged by longer passages of unknown texts or language. They should be able to use the language learning skills they have learned to help them decode meaning and gist from more complex passages.

Begin to understand conjugation of verbs with various pronouns (mainly Je, tu, il/elle).

