

# Skills Progression

## MFL – French

Key Skills	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	Recognition & Production (Sound (L) to print (W))	<p>To learn the SSC and phonics key words and remember them.</p> <p>To match the French SSC I hear to print and transcribe accurately the SSC I know best.</p> <p>To enjoy listening to and joining in with simple songs and rhymes.</p>	<p>To link SSC to new words to what I hear.</p> <p>To listen and transcribe SSC within single words with some success.</p> <p>To use sound-spelling links to follow when listening and reading.</p> <p>To enjoy listening to and joining in with simple songs and rhymes.</p>	<p>To learn about vowel combinations and stress patterns.</p> <p>To identify these when listening.</p> <p>To connect sound and spelling by transcribing a range of new words and parts of words.</p> <p>To enjoy listening to and joining in with songs and short poems.</p>	<p>To listen and write short phrases including unfamiliar words more accurately, when focusing on transcription.</p> <p>To enjoy listening to and joining in with songs and short poems.</p>
	Recognition & Production (Print (R) to sound (S))	<p>To be readily read aloud the SSC and phonics key words.</p> <p>To carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.</p>	<p>To read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words.</p> <p>To pronounce usually comprehensibly.</p>	<p>To read aloud many familiar words with clear and comprehensible pronunciation.</p> <p>More slowly and carefully, to decode unfamiliar words using SSC knowledge.</p>	<p>To read familiar words and short sentences aloud with clear and comprehensible pronunciation.</p> <p>To read aloud single unknown words more readily.</p>
Vocabulary	Understanding (Aural (L) / Written (R))	<p>To understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.</p>	<p>To understand around 200 words when listening and reading them as single items and in short sentences which describe people, places, things and actions.</p> <p>To look words up in an alphabetical word list or French dictionary.</p>	<p>To understand around 300 words when listening and reading them as single items and in short and compound sentences which describe people, places, things and actions.</p> <p>To begin to use known words in a sentence to work out likely meanings of single unknown words.</p> <p>To use a French dictionary.</p>	<p>To understand around 400 words when listening and reading them as single items and in short and compound sentences which describe people, places, things and actions.</p> <p>To use the words I know in a sentence to work out likely meanings of single unknown words.</p> <p>To use a French dictionary.</p>

		<p>To use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>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.</p> <p>To speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>To use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>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.</p> <p>To speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>
<b>Grammar<sup>1</sup></b>	<b>Understanding</b> (Aural (L) / Written (R))	<p>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>		<p>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>	
	<b>Production</b> (Oral (S) / Written (W))	<p>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>To describe people, places, things and actions (in speaking and writing) I 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>	

<sup>1</sup> The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

Key: L (Listening), S (Speaking), R (Reading), W (Writing)