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| **MFL (French) Progression Map** | | | | | | | |
|  | **The** **DfE (Department for Education) Learning Objectives from the National Curriculum** |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening** | Listen attentively to spoken language and show understanding by joining in and responding. |  | ~ Listen and respond to rhymes/songs/stories.  ~ Listen attentively and understand instructions/praise.  ~ Listen for specific words and phrases. | ~ Listen attentively and understand more complex phrases and sentences.  ~ Identify specific sounds, phonemes and words.  ~ Listen for specific words and phrases. | ~ Listen attentively and understand more complex phrases and sentences.  ~ Listen for specific words and phrases.  ~ Understand the main points and simple opinions in a spoken story, song or passage. | ~ Understand the main points and simple opinions in a spoken story, song or passage.  ~ Understand the main points and some detail from a short-spoken passage.  ~ Listen for specific words and phrases.  ~ Listen attentively and understand more complex phrases and sentences. |
|  | **The DfE Learning Objectives from the National Curriculum** |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Speaking** | Speak in sentences, using familiar vocabulary, phrases and basic language structures. |  | ~ Perform simple communicative tasks using single words/phrases and sentences. | ~ Ask and answer questions on several topics.  ~ Prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts).  ~ Perform simple communicative tasks using single words, phrases and short sentences. | ~ Use spoken language confidently to initiate and sustain simple dialogues and conversations.  ~ Ask and answer questions on several topics.  ~ Understand and express opinions. | ~ Use spoken language confidently to initiate and sustain simple dialogues and conversations.  ~ Ask and answer questions on several topics.  ~ Retell using familiar language a sequence of events from a spoken passage containing complex structures.  ~ Use time and/or sequencing structures in spoken sentences.  ~ Understand and express opinions. |
| Present ideas and information orally to a range of audiences. |  | ~ Perform simple communicative tasks using single words/phrases and sentences.  ~ Memorise and present a short-spoken text. | ~ Perform simple communicative tasks using single words/phrases and sentences.  ~ Memorise and present a short-spoken text.  ~ Prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts). | ~ Prepare a short presentation on a familiar topic.  ~ Memorise and present a short-spoken text.  ~ Understand and express opinions. | ~ Prepare a short presentation on a familiar topic.  ~ Memorise and present a short-spoken text.  ~ Understand and express opinions.  ~ Using familiar language and some unfamiliar language re-tell or present a story to an audience. |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. |  | ~ Perform simple communicative tasks using single words/phrases/short sentences.  ~ Ask and answer a question (on more than one topic). | ~ Prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts).  ~ Ask and answer questions on several topics.  ~ Devise and perform simple roleplays. | ~ Use spoken language confidently to initiate and sustain simple dialogues and conversations.  ~ Ask and answer questions on several topics.  ~ Understand and express opinions.  ~ Devise and perform simple roleplays. | ~ Use spoken language confidently to initiate and sustain simple dialogues and conversations.  ~ Ask and answer questions on several topics.  ~ Understand and express opinions.  ~ Devise and perform simple roleplays. |

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|  | **The DfE Learning Objectives from the National Curriculum** |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Reading** | Read carefully and show understanding of words, phrases and simple writing. |  | ~ Recognise some familiar words in written form.  ~ Recognise and respond to sound patterns and words.  ~ Identify specific sounds phoneme and words.  ~ Imitate pronunciation.  ~ Read and understand a range of familiar phrases. | ~ Read a range of familiar written phrases.  ~ Read and understand a range of familiar phrases.  ~ Identify specific sounds, phoneme and words.  ~ Imitate pronunciation. | ~ Read and understand the main points and some detail from a short-written passage (mainly familiar words).  ~ Identify specific sounds phoneme and words.  ~ Imitate pronunciation.  ~ Read and understand a range of familiar phrases. | ~ Read and understand the main points and some detail from a short-written passage (mainly familiar words).  ~ Apply phonic and whole word knowledge of the new language in order to locate words in a reference source.  ~ Attempt to recite a short piece of narrative by reading aloud from the text.  ~ Read and understand a range of familiar phrases. |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. |  | ~ Recognise and respond to sound patterns and words.  ~ Identify specific sounds, phoneme and words.  ~ Imitate pronunciation.  ~ Read and understand a range of familiar phrases.  ~ Apply phonic and whole word knowledge of the new language in order to locate words in a reference source. | ~ Identify specific sounds phoneme and words.  ~ Imitate pronunciation.  ~ Read and understand a range of familiar phrases.  ~ Apply phonic and whole word knowledge of the new language in order to locate words in a reference source. | ~ Recognise and respond to sound patterns and words.  ~ Read and understand the main points and some detail from a short-written passage (mainly familiar words).  ~ Read and understand a range of familiar and unfamiliar phrases.  ~ Apply phonic and whole word knowledge of the new language in order to locate words in a reference source. | ~ Read and understand the main points and some detail from a short-written passage (mainly familiar words).  ~ Read and understand a range of familiar and unfamiliar phrases.  ~ Apply phonic and whole word knowledge of the new language in order to locate words in a reference source. |

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|  | **The DfE Learning Objectives from the National Curriculum** |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing** | Write phrases from memory and adapt these to create new sentences to express ideas clearly |  | ~ Experiment with the writing of simple words.  ~ Experiment with the writing of simple sentences.  ~ Write words and phrases using a reference. | ~ Prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts).  ~ Write simple words and phrases using a model and some words from memory.  ~ Write words and short sentences using a reference. | ~ Write words, phrases and sentence (using a reference).  ~ Experiment with the writing of words and phrases from memory. | ~ Write words, phrases and sentence (using a reference).  ~ Use time and sequencing structures in written sentences.  ~ Experiment with the writing of words and phrases from memory. |
| Describe people, places, things and actions orally and in writing. |  | ~ Perform simple communicative tasks using single words/phrases and sentences.  ~ Recognise some familiar words in written form.  ~ Experiment with the writing of simple words.  ~ Experiment with the writing of simple sentences. | ~ Write word, phrases and short sentences using a reference.  ~ Write simple words and phrases using a model and some words from memory. | ~ Construct a short text e.g. create a ppt/ presentation or short passage to give a description.  ~ Attempt to memorise and present a written text as a spoken text. | ~ Construct a short text e.g. create a ppt/ presentation or short passage to give a description.  ~ Use time and sequencing structures in spoken sentences. |

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|  | **The DfE Learning Objectives from the National Curriculum** |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening Speaking Reading Writing Phoneme/ grapheme correspondence** | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. |  | ~ Recognise and respond to sound patterns and words.  ~ Identify specific sounds, phonemes, words. Imitate pronunciation.  ~ Perform simple communicative tasks using single words/phrases and sentences.  ~ Focus on correct pronunciation. | ~ Imitate pronunciation.  ~ Identify specific sounds, phonemes, words. Imitate pronunciation.  ~ Perform simple communicative tasks using single words/phrases and sentences.  ~ Develop accuracy in pronunciation. | ~ Recognise and respond to sound patterns and words.  ~ Identify specific sounds, phonemes, words. Imitate pronunciation.  ~ Recite a short piece of narrative text by reading aloud.  ~ Focus on correct pronunciation. | ~ Identify specific sounds, phonemes, words. Imitate pronunciation.  ~ Recite a short piece of narrative text by reading aloud.  ~ Focus on correct pronunciation. |
| Explore the patterns and sounds of the language through songs and rhymes and link the spelling, sound and meaning of words. |  | ~ Recognise and respond to sound patterns/words.  ~ Identify specific sounds/phonemes/words.  ~ Focus on correct pronunciation. | ~ Listen for sounds, rhyme and rhythm.  ~ Identify specific sounds/phonemes/words.  ~ Focus on correct pronunciation and intonation. | ~ Imitate pronunciation.  ~ Identify specific sounds/phonemes/words.  ~ Focus on correct pronunciation. | ~ Imitate pronunciation.  ~ Identify specific sounds/phonemes/words.  ~ Recite a short piece of narrative either from memory or by reading aloud from a text. |
| Appreciate stories, songs, poems and rhymes in the language. |  | ~ Listen and respond to rhymes/songs/stories.  ~ Recognise some familiar words in written form.  ~ Read and understand a range of familiar phrases. | ~ Listen and respond to rhymes/songs/stories.  ~ Attempt to recite a short piece of narrative by reading aloud from the text.  read and understand a range of familiar phrases | ~ Listen and respond to rhymes/songs/stories.  ~ Read and understand the main points and some detail from a short-written passage (mainly familiar words). | ~ Listen and respond to rhymes/songs/stories.  ~ Read and understand the main points and some detail from a short-written passage (mainly familiar words). |
| Understand basic grammar. |  | ~ Use question forms  ~ Begin to explore nouns  ~ Identify and understand commands | ~ Nouns/ gender and in singular and plural.  ~ Begin to explore agreement of adjectives.  ~ Understand and use the question form “have you ...?” and give a positive/ negative response “I have/ haven’t.”  ~ Construct simple sentences using nouns, verb (to be) and an adjective. | ~ Use verbs in 3rd person singular to describe someone else.  ~ Explore the verb to be in the present tense.  ~ Explore and practise a regular present tense verb: "to wear.”  ~ Explore and practise the present tense verb “to have “.  ~ Practise accurate use of adjectives in agreement with nouns. | ~ Revisit (extend) and explore use of conjunctions.  ~ Understand and use time phrases to give “o’clock” times.  ~ Explore and practise a regular present tense verb: “to play.”  ~ Explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences. |