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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. |