



Compassion, Joy, Perseverance, Respect  
 'Live life in all its fullness' John 10:10

## Progression of Skills in MFL - French

Listening			
Porteous		Borton	
<p><b>Year 3</b> I can listen to and respond to single words and short phrases.</p> <p>I can listen to and identify key words in rhymes and songs.</p>	<p><b>Year 4</b> I can listen to songs, join in with songs and notice sound patterns.</p> <p>I can listen to longer passages of text and understand more of what I hear by picking out key words and phrases.</p> <p>I can understand the main points from spoken passages.</p>	<p><b>Year 5</b> I can listen and follow the sequence of a story, song or text.</p> <p>I can understand more of what I hear, even when some of the language is unfamiliar, by using the decoding skills that I have developed.</p>	<p><b>Year 6</b> I can listen to longer texts and listen to more stories, songs or texts in French.</p> <p>I can pick our cognates and familiar words and learn to 'gist listen' even when hearing language that is unfamiliar.</p>
Speaking			
Porteous		Borton	
<p><b>Year 3</b> I can practise speaking with a partner.</p> <p>I can introducing myself to a partner using simple phrases.</p> <p>I can ask and/or answer simple questions</p> <p>I can use simple words and short phrases covered in the units to give information.</p>	<p><b>Year 4</b> I can ask and answer simple questions and talk about interests.</p> <p>I can use a negative reply if, and when required.</p> <p>I can take part in discussions.</p> <p>I can communicate with others with improved confidence and fluency.</p>	<p><b>Year 5</b> I can communicate on a wider range of topics and themes.</p> <p>I can present ideas and information orally to a range of audiences.</p> <p>I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p><b>Year 6</b> I can recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity.</p> <p>I can vary language and produce extended responses.</p> <p>I can engage in conversations on familiar topics, responding with opinions and justifications where necessary.</p> <p>I can be understood with little or no difficulty.</p>



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## Progression of Skills in MFL - French

Reading			
Porteous		Borton	
<p><b>Year 3</b>            I can recognise some familiar words in written form.</p> <p>I can read aloud familiar words and short phrases.</p> <p>I can understand the meaning in English of short words I read in French.</p>	<p><b>Year 4</b>            I can read aloud short pieces of text</p> <p>I can read and understand the main points in short written texts.</p> <p>I can read short texts in French independently.</p> <p>I can use a translation dictionary to look up new words.</p>	<p><b>Year 5</b>            I can understand longer passages in French and start to decode the meaning of unknown words using cognates and context.</p> <p>I can show confidence in reading aloud, and in using reference materials.</p>	<p><b>Year 6</b>            I can make increasingly accurate attempts to read unfamiliar words and phrases.</p> <p>I can read and understand the main points and opinions in written texts.</p> <p>I can read a text aloud using accurate pronunciation and intonation so that others can understand what is being said.</p>
Writing			
Porteous		Borton	
<p><b>Year 3</b>            I can write familiar words and short phrases using a model or vocabulary list. E.g. 'I play the piano,' 'I like apples.'</p>	<p><b>Year 4</b>            I can write some short sentences/phrases based on familiar expressions and topics.</p> <p>I can begin to use connectives/conjunctions and the negative form where appropriate. E.g., my name, where I live and my age.</p>	<p><b>Year 5</b>            I can write short texts on familiar topics.</p> <p>I can use my existing knowledge of vocabulary and phrases to create new sentences</p> <p>I can substitute words for suitable alternatives. E.g. a colour I like and a colour I don't like.</p>	<p><b>Year 6</b>            I can express my ideas clearly and I can write a piece of text using the language from a variety of units covered.</p> <p>I can use a wide range of descriptive phrases and vocabulary.</p> <p>I can apply the correct forms of grammar when writing my own sentences.</p> <p>I can use a dictionary or glossary to check words.</p>



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## Progression of Skills in MFL - French

### Grammar

Porteous		Borton	
<b>Year 3</b> I can understand the concept of noun gender and the use of articles.  I can use the first-person singular version of high frequency verbs e.g. 'I like...' 'I play...' 'I am called...'	<b>Year 4</b> I can understand the concept of masculine and feminine words used in French.  I can think about which articles to use (e.g. 'the, 'a' or 'some')  I can recognise and begin to apply rules for placement and agreement of adjectives  I can recognise and using the negative form. E.g. 'In my bag I do not have...'  I can making comparisons of word order in French and English.	<b>Year 5</b> I can demonstrate the correct use of definite and indefinite article depending on gender and nouns.  I can show an understanding of the rules of adjectival agreement and possessive adjectives.  I can start to explore full verb conjugation (e.g. I wear..., he/she wears...)	<b>Year 6</b> I can correctly use gender, nouns, negatives, adjectival agreement and possessive adjectives. (e.g. which subjects I like at school and also which subjects I do not like).  I can use a wider range of connectives/conjunctions.  I can use a variety of regular verbs and I am beginning to use some common irregular verbs, e.g. 'to make', 'to go', 'to have', 'to be' and 'to do'.