

Key Areas of learning for MFL
<p>Listening Listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>
<p>Speaking engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences</p>
<p>Reading read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
<p>Writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions in writing</p>
<p>Grammar understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<p>Culture Raise awareness to other cultures, celebrations, traditions and make comparisons to UK. Foster curiosity and deepen understanding of the world</p>

The following tables show our knowledge, skills and vocabulary progression across the key areas of Modern Foreign Languages as children progress through our school.

Bold text: This refers to sticky knowledge within each section in the progression document as well as key vocabulary (Know).

Italics = Skills (Know how to...)

MFL Progression					
	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Know how to appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	<i>Know how to listen to and enjoy short stories, nursery rhymes & songs.</i> Know familiar words and short phrases covered in the units taught.	<i>Know how to listen to longer passages and understand more of what we hear by picking out key words and phrases cover</i>	<i>Know how to listen more attentively and for longer.</i> Know more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	<i>Know how to listen to longer text and more authentic foreign language material.</i> <i>Know how to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</i>
Speaking	Know key words introduced in the lesson and understand their meaning.	<i>Know how to communicate with others using simple words and short phrases covered in the units.</i>	<i>Know how to communicate with others with improved confidence and accuracy.</i> <i>Know how to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required</i>	<i>Know how to communicate on a wider range of topics and themes.</i> Know a range of vocabulary with increased knowledge, confidence and spontaneity	<i>Know how to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</i> Know how to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Know the written version of a wider range of the words I hear.	<i>Know how to read familiar words and short phrases accurately.</i> Know the meaning in English of short words I read in the foreign language.	<i>Know how to read aloud short pieces of text.</i> <i>Know how to read in the foreign language when it is based on familiar language.</i>	<i>Know how to read longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</i>	<i>Know how to tackle unknown language with increased accuracy. Include awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</i>
Writing	<i>Know how to write nouns and determiners/articles from a model.</i>	<i>Know how to write familiar words & short phrases using a model or vocabulary list.</i> EG: 'I play the piano'. 'I like apples'	<i>Know how to write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate.</i> EG: My name, where I live and my age	<i>Know how to write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</i> <i>Know how to manipulate the language and be able to substitute words for suitable alternatives.</i> EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	<i>Know how to write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</i> <i>Know how to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.</i> EG: A presentation or description of a typical school day including subjects, time and opinions
Grammar	Know that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Know that nouns have a gender and the use of articles. Know the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	<i>Know how to use gender and which articles to use for meaning</i> (EG: 'the', 'a' or 'some'). <i>Know how to use simple adjectival agreement</i> (EG: <i>adjectival agreement when describing nationality</i>), <i>the negative form and possessive adjectives.</i> EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	(Revision of gender and nouns) <i>Know how to use and recognise the terminology of articles</i> (EG: <i>definite, indefinite and partitive</i>). Know the rules of adjectival agreement and possessive adjectives. Know full verb conjugation (EG: 'I wear...', 'he/she wears...') <i>Know how to describe clothes in terms of colour</i> EG: 'My blue coat'.	(Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Know in depth the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.
Culture	Know that people speak different languages in this country and other countries	Know that in <i>Spain</i> people speak <i>Spanish</i> Know that social conventions are everyday polite behaviours	Know that a custom is an accepted way of behaving or doing something	Know some interesting details and aspects of the country or communities	Know similarities and differences between countries and communities Know that language and culture are inextricably linked and shape each other over time

MFL Knowledge & Vocabulary					
	Year 2	Year 3	Year 4	Year 5	Year 6
The fundamentals	<p>Colours and Numbers (E)</p>	<p>I'm Learning (E)</p> <ul style="list-style-type: none"> - Pinpoint France and other French speaking countries on a map of the world - Ask and answer the question 'How are you?' in French - Say 'Hello' and 'Goodbye' in French - Ask and answer the question 'What is your name?' in French - Count to ten in French - Say ten colours in French 	<p>Presenting myself (I)</p> <ul style="list-style-type: none"> - Count to 20. - Say their name and age. - Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. - Tell you where they live. - Tell you their nationality and understand basic gender agreement rules. 	<p>La Famille (I)</p> <ul style="list-style-type: none"> - Tell somebody the members, names and various ages of either their own or a fictional family in French. - Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. - Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. - Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	
Animals		<p>Animals (E)</p> <ul style="list-style-type: none"> - Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. - Understand better that articles/determiners have more options in French than they do in English. - Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). 	<p>Do you have a pet? (I)</p> <ul style="list-style-type: none"> - Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. - Tell somebody in French if they have or do not have a pet. - Ask somebody else in French if they have a pet. - Tell somebody in French the name of their pet. - Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but") 		<p>Habitats (I)</p> <ul style="list-style-type: none"> - Tell somebody in French the key elements animals and plants need to survive in their habitat. - Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. - Tell somebody in French which animals live in these different habitats. - Tell somebody in French which plants live in these different habitats.

Food		<p>Fruits (E)</p> <ul style="list-style-type: none"> - Name and recognise up to 10 fruits in French. - Attempt to spell some of these nouns - Ask somebody in French if they like a particular fruit. - Say what fruits they like and dislike. 	<p>Vegetables (E)</p> <ul style="list-style-type: none"> - Name and recognise up to 10 vegetables in French. - Attempt to spell some of these nouns (including the correct article) - Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. - Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<p>At the café (I)</p> <ul style="list-style-type: none"> - Order from a selection of foods from a French menu. - Order from a selection of drinks from a French menu. - Order a French breakfast. - Order typical French snacks. - Ask for the bill. - Remember how to say hello, goodbye, please and thank you. 	<p>Healthy lifestyles (P)</p> <ul style="list-style-type: none"> - Name and recognise ten foods and drinks that are considered good for your health. - Name and recognise ten foods and drinks that are considered bad for your health. - Say what activities they do to keep in shape during the week. - Say in general what they do to keep a healthy life-style. - Learn to make a healthy recipe in French.
School life				<p>In Class (I)</p> <ul style="list-style-type: none"> - Remember and recall 12 classroom objects with their indefinite article/determiner. - Replace an indefinite article/determiner with a possessive adjective. - Say and write what they have and do not have in their pencil case. 	<p>At School (P)</p> <ul style="list-style-type: none"> - Repeat and recognise the vocabulary for school subjects. - Say what subjects they like and dislike at school. - Say why they like/ dislike certain school subjects. - Tell the time (on the hour) in French. - Say what time they study certain subjects at school.
Our World		<p>Seasons (E)</p> <ul style="list-style-type: none"> - Recognise, recall and remember the four seasons in French. - Recognise, recall and remember a short phrase for each season in French. - Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. 	<p>Weather (I)</p> <ul style="list-style-type: none"> - Repeat and recognise the vocabulary for weather in French. - Ask what the weather is like today. - Say what the weather is like today. - Create a French weather map. - Describe the weather in different regions of France using a weather map with symbols. 	<p>Clothes (I)</p> <ul style="list-style-type: none"> - Repeat and recognise the vocabulary for a variety of clothes in French. - Use the appropriate genders and articles for these clothes. - Use the verb PORTER in French with increasing confidence. - Say what they wear in different weather/situations. - Describe clothes in terms of their colour and apply adjectival agreement. 	<p>Me in my World (P)</p> <ul style="list-style-type: none"> - About the many countries in the Francophone world. - About different festivals (religious and non-religious) around the world. - That we are different and yet all the same. - That we can all help to protect our planet. - How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).



MFL Curriculum Progression Priory Junior School



				<ul style="list-style-type: none">- Use the possessives with increased accuracy.	
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