

Cross Gates Primary School- 2024-2025

MFL: French (Progression Document)

Year 1

Greetings	Colours and Numbers	Nursery Rhymes
<p>Introduction to other languages being spoken around the world. Focus on French.</p> <ul style="list-style-type: none">• Know how to say 'Hello', 'Goodbye', and 'See you soon' in French.• Know how to say 'My name is...' in French.• Ask somebody in French how they are feeling and know how to give a response.• Phonics and pronunciation: OU OI.	<p>Introduction to other languages being spoken around the world. Focus on French.</p> <ul style="list-style-type: none">• Say 5 common colours in French.• Count from 1-5 in French.• Listen and respond, role play with a partner to engage in very short conversation, focusing on the pronunciation of CH, ON.	<p>Actively participate in 3 traditional nursery rhymes in French (Twinkle, Twinkle, Little Star; Incy Wincy Spider; The Wheels on the Bus).</p> <ul style="list-style-type: none">• Listen and respond, roll play with a partner to engage in very short conversation, focusing on the pronunciation of CH, OU, OI.• Understand some of what I hear (using images to support).

Year 2

Greetings	Colours and Numbers	Nursery Rhymes
<p>Introduction to other languages being spoken around the world. Focus on French.</p> <ul style="list-style-type: none">• Know how to say 'Hello', 'Goodbye', and 'See you soon' in French.	<p>Introduction to other languages being spoken around the world. Focus on French.</p> <ul style="list-style-type: none">• Say 10 common colours in French.• Count from 1-10 in French.• Listen and respond, role play with a partner to engage in very short	<p>Actively participate in 3 traditional nursery rhymes in French (An Elephant was Swinging; The Little Chicks; Old McDonald).</p> <ul style="list-style-type: none">• Listen and respond, roll play with a partner to engage in very short conversation, focusing on the pronunciation of CH, OU, OI.

<ul style="list-style-type: none"> • Know how to say 'My name is...' in French. • Ask somebody in French how they are feeling and know how to give a response. • Be able to role play with a greeting and response and ask how they are feeling and respond. • Listen and respond, role play with a partner to engage in very short conversation, focusing on the pronunciation of CH OU ON OI. 	<p>conversation, focusing on the pronunciation of CH OU ON OI.</p> <ul style="list-style-type: none"> • Silent letters. We will see that the letter 's' is not pronounced in couleurs, gris and trois. Some final consonants like 's' are nearly always silent letters in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, marron, vert, orange. 	<ul style="list-style-type: none"> • Understand what I hear (using images to support). • Apply knowledge of numbers within a nursery rhyme. • Silent letters. (Chat).
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Speaking and Pronunciation

NC	Y3	Y4	Y5	Y6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<p>Engage in oral role play tasks, giving name, asking how somebody is feeling and replying using all three options.</p> <p>Practise speaking with a partner asking questions and responding with answers.</p>	<p>Engage in oral role play tasks, asking how somebody is feeling and giving an appropriate response back.</p> <p>Ask somebody their name, age and where they live, and be able to reply to this question too through a conversational dialogue (being able to keep the conversation flowing back and forth). Begin able to present ourselves in French and engage in short conversation.</p>	<p>Talk with increasing accuracy, fluency and confidence.</p> <p>Draw upon knowledge of greetings and conjunctions and apply within a new context.</p> <p>Begin to further understand the role of the different words in a sentence, knowing that nouns have gender and that this impacts the choice of articles and possessives adjectives. This will support pupils in begin</p>	<p>Develop extended sentences to justify a fact or opinion.</p> <p>Plan, ask and answer extended questions, applying knowledge and skills learnt in previous topics.</p> <p>Engage in conversation confidently and fluently.</p>

		Be able to present simple descriptions drawing on learnt words and phrases to be able to complete a simple survey with a partner to conclude what they have and haven't got (in their pencil case) – to include positive and negative responses.	able to choose words in sentences carefully.	
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	<p>Learn how to build a short, simple sentence in French using the personal pronoun (je) with a conjugated verb (suis) an article or determiner (un or une) and a noun.</p> <p>Start building a short phrase in French using the personal pronoun (Je) 1st person verb (joue) and partitive article (du, de, la, des).</p> <p>Use short phrases to give Information.</p>	<p>Learn how to ask more questions in French in line with year 4's assigned topics and create more personalised responses.</p> <p>Speak in sentences using J'ai, Je n'ai pas de/d' and using les but altering the noun and definite article/determiner in the plural form.</p> <p>Use 'et' and 'mais' to give more information.</p>	Become more familiar with the high frequency verb conjugation and apply previously learnt useful and generic phrases within new contexts.	<p>Plan and present a short text, modifying, expressing and comparing opinions.</p> <p>Use the patterns in regular -er verbs conjugation to be able to say what they or someone else is wearing. Apply the rules connected to the adjectival agreement when describing items of clothing by colour creating more interesting and extended sentences.</p>
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and	<p>Repeat short phrases accurately.</p> <p>Phonics focus: CH OU ON OI.</p>	<p>Phonics focus: Consolidate and apply in new contexts: CH OU ON OI.</p>	<p>Phonics focus: Consolidate and apply in new contexts: CH OU ON OI, IN, IQUE, ILLE</p> <p>QU, Ç GNE, EN, AN.</p>	Discuss strategies for remembering and applying pronunciation rules.

<p>phrases.</p>	<p>Silent letters e.g. S in gris, t in vert & violet, c in blanc, x in deux and s in trois. X in peux, S in les, s in voudrais, t in chocolat.</p> <p>Guttural R and becoming more familiar with the French r sound such as in noir, orange gris, marron etc. French r sound that is made from the back of the mouth not the front.</p> <p>Nasal sound (on, un, in, an). Does not exist in English and is made through the nose and not the mouth.</p> <p>Dropping the letter e from 'me' in Je m'appelle.</p>	<p>New phonics focus: I IN IQUE ILLE</p> <p>Silent letters e.g. t in croissant but noting that 'cent' is an exception. X and Z in the following: ciseaux, écoutez, écrivez are silent letters.</p> <p>Know how to pronounce l in lisez, silence, livre. Know how to pronounce lle in taille.</p> <p>Know what happens when Les (usually with a silent s), is pronounced with a word starting with a vowel...s becomes a z sound.</p> <p>Guttural R and becoming more familiar with the French r sound in a wider range of vocabulary: fraise, poire, abricot.</p> <p>Drop the letter e from 'je' in J'ai.</p>	<p>Silent letters e.g. t in et, est, s, x, z, t, d, n, m – are usually silent at the end of words. starting to notice that final consonants are often silent letters in French.</p> <p>Pronunciation change when an 'e' is added to 'je suis anglais' / 'anglaise' for example. The 's' in 'sius' transforms and almost sounds like a 'z'.</p> <p>Begin to introduce É E È EAU EUX È sound in février & décembre E sound in septembre & novembre E sound in appartement EAU sound in bureau L'est (e is dropped in le) when the next word starts with a vowel.</p> <p>Become more familiar with the different phonics and pronunciations of the different letter strings and phonemes.</p>	<p>Speak and read aloud with increasing confidence and fluency, applying knowledge from previous years' learning journey.</p> <p>Compare and apply pronunciation rules or patterns from known vocabulary.</p> <p>Phonics Focus: É E È EAU EUX, QU, Ç GNE, EN, AN.</p> <p>È sound in février & décembre E sound in septembre & novembre EAU sound in manteau</p> <p>H Aspiré – This type of H is not aspirated or otherwise pronounced.</p> <p>J'étudie/J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h', including silent letter strings (e.g. 'ent' in trouvent).</p>
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Present ideas and information orally to a range of audiences.	<p>Ask how somebody is feeling and reply.</p> <p>Present a simple phrase with 'Je suis' and 'je peux', 'je ne peux pas' and 'je voudrais'.</p>	<p>Include a simple opinion.</p> <p>Look to extend sentences using conjunctions: et (and) & mais (but), car (because).</p> <p>Use the high frequency verb (je voudrais) in a wider range of contexts.</p>	<p>Begin to use the possessive adjective in French with a focus only on 'my': 'mon', 'ma', 'mes'.</p>	<p>Give a presentation drawing upon learning from a number of previous topics</p>
Describe people, places and things and actions orally.	<p>Recognise and use colours, numbers (1-10), 10 action verbs and 10 fruits, 10 animals, 10 instruments, 10 ice-cream flavours.</p>	<p>Choose appropriate adjectives, including adjectival agreement in the simplest form in French. (Focusing on 11-20, classroom objects and simple classroom commands, vegetables, common foods, snacks and drinks).</p>	<p>Build on knowledge of and use of adjectival agreement.</p> <p>Use possessive adjectives (my).</p> <p>Use the phrase, 'il y a' and 'il n'y a' to describe what there is/what there isn't.</p>	<p>Recognise and using a wide range of descriptive phrases.</p>

Listening

NC	Y3	Y4	Y5	Y6
Listen attentively to spoken language and show understanding by joining in and responding	<p>Listen and respond to single words and short phrases.</p> <p>Follow verbal instructions in French.</p>	<p>Listen and respond to questions, giving an option.</p> <p>Follow simple classroom commands.</p>	<p>Listen to longer, more interesting sentences that include familiar key structures alongside new unfamiliar key words and phrases. Be able to share</p>	<p>Listen to longer more interesting sentences that include familiar key structures alongside new unfamiliar key words and phrases. Be able to share</p>

	<p>Respond to phrases regarding a command, object or image with a phrase or other verbal response.</p> <p>Pick out the correct item from a given phrase.</p>	<p>Respond to phrases regarding a command, object or image with a phrase or other verbal response (with previously learnt and new vocabulary and phrases).</p>	<p>the meaning in English and respond to show understanding in French. Show understanding by joining in and by offering responses.</p>	<p>the meaning in English and respond to show understanding in French. Show understanding by joining in and by offering responses.</p>
<p>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</p>	<p>Listen to and identify key words in rhymes and songs and joining in with missing words/phrases.</p>	<p>Listen to songs, joining in with songs and noticing sound patterns.</p> <p>Notice and begin to predict key word patterns and spelling patterns.</p>	<p>Match unknown written words to new spoken words.</p> <p>Recognise blends of sounds and selecting words to recognise common spelling patterns.</p>	<p>Recall and perform an extended song or rhyme.</p> <p>Match unknown written words to new spoken words.</p> <p>Recognise blends of sounds and selecting words to recognise common spelling patterns.</p>

Reading and Writing

NC	Y3	Y4	Y5	Y6
<p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Recognise some familiar words in written form.</p>	<p>Recognise some familiar words and phrases in written form.</p>	<p>Recognise features of different text types.</p> <p>Use a range of language detective strategies to decode new vocabulary including context and text type.</p>	<p>Make increasingly accurate attempts to read unfamiliar words and phrases.</p> <p>Read and use language detective skills to assess meaning including sentence structure.</p>

Appreciate stories, songs, poems and rhymes in the language.	Read aloud some words from simple songs, stories and rhymes.	Follow a short text or rhyme, listening and reading at the same time.	Read and adapt a range of short texts (including song and rhymes) to give them a new and personalised meaning.	Read and respond to an extract from a story, an e-mail message or song. Read short authentic texts for enjoyment or information.
Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Begin to develop dictionary skills, identifying cognates and near cognates in the topics for Y3: bleu, banane.	Become familiar with format, layout and simple use of a bilingual dictionary to find meanings of unknown words and check the spelling of unfamiliar words. Develop and use a greater variety of high frequency verbs whilst learning to expand, looking up similar action verbs not covered in the sessions. Using cognates and near cognates along with other detective skills to gist information.	Confidently use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Use contextual clues and cues to gist and make predictions about meanings of unfamiliar words and phrases.	Use a bilingual dictionary to select alternative vocabulary for sentence building within a topic to bring in unfamiliar vocabulary. Apply this to familiar phrases to say and write sentences and phrases.
Write phrases from memory, and adapt to create new sentences to express ideas clearly.	Recall and write simple words and phrases (from the speaking and pronunciation section above), adding in own	Recall and write simple words and phrases (from the speaking and pronunciation section above), adding in own	Use existing knowledge of vocabulary and phrases to create new sentences.	Use existing knowledge of vocabulary and phrases to create new, longer more detailed sentences.

	sections to change the meaning of the sentence.	sections to change the meaning of the sentence.		
Use familiar vocabulary in phrases and simple writing.	Experiment with simple writing, copying and application of learnt words and phrases.	Write sentences using word and phrase cards to model or scaffold.	Write a short text using word and phrase cards to model or scaffold.	Construct a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	Recognise and use adjectives of colour, number and flavour.	Use adapted phrases to describe using adjectival agreement in the simplest form to create simple sentences that describe within the Y4 topics.	Use different adjectives, with correct positioning and agreement including possessive adjectives. Use the phrase, 'il y a' and 'il n'y a' to describe what there is/what there isn't.	Use a wide range of descriptive phrases. Recognise and using verbs in different tenses, including near future tense.

Grammar

NC	Y3	Y4	Y5	Y6
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 to build sentences and how these differ from or are similar to English.	<p>Begin to recognise gender of nouns.</p> <p>Learn that nouns in French can have different articles based on their gender.</p> <p>Introduction of 1st person singular verb. Definite and indefinite article.</p> <p>Begin to understand that verbs have patterns.</p>	<p>Recognise gender of nouns.</p> <p>Know that the gender of the noun will affect the article or determiner (which has two forms: un and une).</p> <p>Modal verb, plus infinitive.</p> <p>The plural definite article/determiner (the word for 'the') is les in French and does not change.</p>	<p>Know that months of the year and days of the week do not have a capital letter in French unless they are found at the start of a sentence.</p> <p>The only ordinal number for saying the day in French is the 1st (premier) after that only cardinal numbers are used (no 2nd, 3rd, 4th etc).</p> <p>Become more familiar with the high frequency verb: 'Je voudrais'.</p>	<p>Apply the following knowledge: months of the year and days of the week do not have a capital letter in French unless they are found at the start of a sentence.</p> <p>The only ordinal number for saying the day in French is the 1st (premier) after that only cardinal numbers are used (no 2nd, 3rd, 4th etc).</p> <p>Revisit 1st person singular conjugations of high frequency verbs: je</p>

		<p>Begin to know how to make singular nouns plural in French.</p> <p>Adjective agreement – introduction to the concept of adjectival agreement in the simplest form in French.</p> <p>Begin to use 'J'ai' (I have) to 'Je n'ai pas de/d' (I do not have) independently in conversation.</p>	<p>Exploring the possessive adjective (my) in French: mon, ma, mes.</p> <p>Explore the two regular '-er' verbs.</p> <p>Use of il, y, a, faire within phrases.</p> <p>Develop understanding of making singular nouns become plural.</p> <p>Notice there are a number of words in French for 'the' and begin to recognise why it changes.</p>	<p>m'appelle, j'ai, je suis and j'habite.</p> <p>Embed and revisit: Nouns, gender, definite articles.</p> <p>Explore the high frequency irregular verb 'aller'.</p> <p>Indefinite articles/determiners un and une. Negative structures: je n'ai pas de/d/il y a – il n'y a pas de/d.</p> <p>Adjectival agreement is also revisited and extended using colours.</p> <p>Verb such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.</p>
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Intercultural Understanding

	Y3	Y4	Y5	Y6
	<p>Be able to locate France, Paris and key cities on the map.</p> <p>Show awareness of the capital and identify some key cultural landmarks. To know the names of some famous French landmarks (e.g. Louvre, Tour Eiffel).</p> <p>Recognise cultural similarities and differences between customs and traditions in France and England.</p> <p>To know that in French there are formal and informal greetings and when it is appropriate to use each one.</p> <p>To know that there are other French speaking countries around the world and be able to name and locate these on a map.</p> <p>Le Carnaval de Nice</p>	<p>Compare schools and celebrations between France and the UK.</p> <p>Compare shops and high streets of France and UK.</p> <p>Know some common foods, snacks and drinks that are commonly consumed in France.</p> <p>Improve knowledge of French currency.</p> <p>To know that the currency used in France is Euros and to recognise some of the notes and coins.</p> <p>La Fête des Rois</p>	<p>Learn about France's sporting culture and events.</p> <p>Ask question and make insightful commentary on cultural differences, including some understanding of stereotype.</p> <p>To know that the Tour de France is a world-famous cycling race that takes place in France each year.</p> <p>To know that pétanque is a popular French game sometimes known as boules.</p> <p>To know different ways to travel to and around France.</p> <p>Le Poisson d'avril</p>	<p>To know some similarities and differences between French and English schools.</p> <p>To know some French playground games.</p> <p>To know some French festivals that happen throughout the year.</p> <p>To know some similarities and differences between French and English birthday celebrations.</p> <p>To know that the abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please'.</p> <p>La fête nationale française</p>

