

Hudson Road Primary School

MFL—French

Progression of Knowledge, Vocabulary and Skills Document



	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Unit of Study One</u> Autumn				- All About Me	- Animals	- School	- Traditions (French Christmas)
<u>Unit of Study Two</u> Spring				- My Family	- Opinions and Feelings	- Hobbies	- Geography
<u>Unit of Study Three</u> Summer				- Food	- Clothes	- People	- French Story

French

	Year 3	Year 4	Year 5	Year 6
Autumn	<p><u>All About Me</u></p> <p>- 'j'ai' - I have - should be able to use in a sentence (for example, 'j'ai sept ans' when talking about age)</p> <p>- 1st and 3rd person verbs (for example, 'j'habite and il/elle habite', avoir)</p> <p><i>Also need to cover numbers 1-10, basic classroom instructions and basic greetings.</i></p> <p>Communicate with others using simple words and phrases—disciplinary knowledge</p>	<p><u>Animals</u></p> <p>-Widen range of adjectives used.</p> <p>- Understand and be able to form the negative (i.e. je n'aime pas les chats)</p> <p>-Understand that French nouns have a gender</p> <p>-Use a model to write a short paragraph.</p> <p><i>Also need to cover numbers 40-69 and recap classroom instructions.</i></p> <p>Communicate by answering a wider range of questions—disciplinary knowledge.</p>	<p><u>School</u></p> <p>-Develop understanding of French sentence structure, including beginning to understand conjugation of High Frequency verbs</p> <p>- Use a range of conjunctions both orally and in written work.</p> <p>- Write a short paragraph with less support.</p> <p><i>Also need to recap numbers to 69 and introduce numbers 70 - 100.</i></p> <p>Join in a short conversation—disciplinary knowledge.</p>	<p><u>Traditions (French Christmas)</u></p> <p>-Use a model to write a longer text, trying to experiment more with language and use some sentence structures from memory.</p> <p>- Begin to use the past tense formally and explore past tense verb endings.</p> <p><i>Recap opinion sentence structures and the use of the negative/conjunctions.</i></p> <p>Join in a short conversation using a range of question and answer stems—disciplinary knowledge.</p>
Spring	<p><u>My Family</u></p> <p>-adjectival agreement and positioning (for example when describing family members)</p> <p>-gender (ma, mon, mes/le, la, les)</p> <p>- Use a model to write simple sentences</p> <p><i>Also need to cover numbers 11-40, French alphabet and basic greetings.</i></p> <p>Notice the spelling of familiar words—disciplinary knowledge</p>	<p><u>Opinions/Feelings</u></p> <p>-Confidently use a range of sentence structures to talk about opinions, including using the negative (i.e. j'adore, je n'aime pas, j'aime)</p> <p>- Use 'because' (parce que) and similar conjunctions</p> <p>- Verb: penser (to think)</p> <p>- Explore pronouns.</p> <p>Use a model to write a short paragraph.</p> <p><i>This is a chance to recap vocabulary when discussing opinions - i.e. food, colours.</i></p> <p>Write some familiar words and phrases (noun & gender and adjectives) without help (from memory—disciplinary knowledge</p>	<p><u>Hobbies</u></p> <p>-Develop understanding of French sentence structure, including beginning to understand conjugation of High Frequency verbs</p> <p>-J'aime + infinitive</p> <p>- Use a model to write a longer text.</p> <p>- Introduce concept 'il fait' for weather; il y a</p> <p><i>Also need to cover weather and consolidate numbers.</i></p> <p>Recognise typical conventions of word order and compare with English—disciplinary knowledge.</p>	<p><u>Geography</u></p> <p>-Verbs relating to travel/transport.</p> <p>-Explore question and response structures.</p> <p><i>Find out more about the geography/culture of France. Focus on French country names then names of French cities.</i></p> <p>Recognise categories of words (e.g. colours) and word classes—disciplinary knowledge.</p>

French

	Year 3	Year 4	Year 5	Year 6
Summer	<p>Food</p> <ul style="list-style-type: none"> -adjectival agreement and positioning (for example 'une pomme rouge') -Use a model to write simple sentences -Recap 1st and 3rd person with je mange, elle mange etc -Begin to use opinion structures such as 'j'aime' and 'je deteste' <p><i>Also need to formally cover days and months (may have already been visited) and colours</i></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures—disciplinary knowledge</p>	<p>Clothes</p> <ul style="list-style-type: none"> -Consolidate adjectival agreement - Understand that trousers, shorts etc are singular in French - Verb: porter (to wear) - Use pronouns more confidently. - Use a model to write a short paragraph. <p><i>This could be a good opportunity to write a more extended piece of writing about themselves - covering their name, where they live etc as well as what animals they like, their favourite foods etc.</i></p> <p>Speak in sentences with accurate punctuation, using familiar vocabulary, phrases and basic language structures—disciplinary knowledge</p>	<p>People</p> <ul style="list-style-type: none"> -Show an understanding of 1st, 2nd and 3rd person in present tense singular -Develop understanding of French sentence structure, including beginning to understand conjugation of High Frequency verbs (etre and avoir) <ul style="list-style-type: none"> • Use a model to write a longer text (focus on description - re-capping descriptive vocabulary and using adjectives, gender etc) <p>Communicate by asking a wider range of questions and expressing opinions—disciplinary knowledge</p>	<p>French Story</p> <ul style="list-style-type: none"> - Use a model to write a longer text, trying to experiment more with language and use some sentence structures from memory. - Use a French dictionary to support the spelling of words. - Write more complex sentences. <p><i>Focusing on reading a French story and writing own.</i></p> <p>Give a clear presentation in a clear audible voice—disciplinary knowledge.</p>

French Vocabulary For Each Term

	Year 3	Year 4	Year 5	Year 6
Autumn	<p><u>Stem Sentences:</u></p> <p>Je m'appelle.... et j'habite à ...</p> <p>J'ai _____ ans</p> <p><u>Key words:</u></p> <p>bonjour/au revoir ma maison</p> <p>Les nombres 1-10 mon anniversaire</p> <p>garçon /fille Ça va</p>	<p><u>Stem Sentences:</u></p> <p>Tu as un animal?</p> <p>Oui/non, j'ai un/une....</p> <p>J'aime/je n'aime pas</p> <p><u>Key words:</u></p> <p>Le chien le chat le lapin</p> <p>Le poisson le cheval l'oiseaux</p>	<p><u>Stem Sentences:</u></p> <p>A l'école mon sujet prefere est... mais je n'aime pas...</p> <p><u>Key words:</u></p> <p>école salle de cours</p> <p>L'anglais instituteur/professeur</p> <p>Le mathematique stilo crayon</p>	<p><u>Stem Sentences:</u></p> <p>Dans le hiver</p> <p><u>Key words:</u></p> <p>Pere Noel etoile neige</p> <p>Joyeux Noel cadeau</p> <p>Le reveillon de Noel</p>
Spring	<p><u>Stem Sentences:</u></p> <p>J'habite avec...</p> <p>Il a/ elle a</p> <p><u>Key words:</u></p> <p>Mère père frère</p> <p>Sœur mes amis ma famille</p>	<p><u>Stem Sentences:</u></p> <p>A mon avis... parce que c'est</p> <p>J'aime, j'adore, je deteste, je n'aime pas</p> <p><u>Key words:</u></p> <p>Contente triste je pense que</p> <p>Genial pour moi terrible</p>	<p><u>Stem Sentences:</u></p> <p>Je joue</p> <p>Je suis alle</p> <p><u>Key words:</u></p> <p>Les sports la musique</p> <p>la lecture la piscine le dessin</p>	<p><u>Stem Sentences:</u></p> <p>Je visite</p> <p>Je suis alle</p> <p><u>Key words:</u></p> <p>La monde les pays monte</p> <p>La mer riviere ville</p>
Summer	<p><u>Stem Sentences:</u></p> <p>J'aime... parce que c'est...</p> <p>Je voudrais... s'il vous plaît</p> <p>Je mange/je bois</p> <p><u>Key words:</u></p> <p>Les fruit le restaurant préféré(e)</p> <p>les legumes délicieux(se)</p>	<p><u>Stem Sentences:</u></p> <p>Je porte</p> <p><u>Key words:</u></p> <p>Les vêtements pull</p> <p>Chasseur pantalon</p> <p>Manteau robe</p>	<p><u>Stem Sentences:</u></p> <p>Ils sont/elles sont</p> <p>Je suis</p> <p><u>Key words:</u></p> <p>Les yeux cheveux</p> <p>Grande/petite longs/courts</p> <p>Amisant mechant</p>	<p><u>Stem Sentences:</u></p> <p>Il etait une fois</p> <p><u>Key words:</u></p> <p>L'auteur l'histoire</p> <p>Titre la fin</p>

Skills and Curriculum Coverage

	Year 3	Year 4	Year 5	Year 6
Reading	<p>Make links between some phoneme, rhymes and spellings and read aloud familiar words.</p> <ul style="list-style-type: none"> ☑ Notice the spelling of familiar words. ☑ Recognise how sounds are represented in written form. ☑ Identify specific sounds, phonemes and words. 	<p>Read and understand familiar words and short written phrases.</p> <ul style="list-style-type: none"> ☑ Follow a short text. ☑ Read a wider range of words, phrases and sentences aloud. ☑ Apply phonic knowledge to decode text. ☑ Recognise and apply simple agreements (e.g. gender, plural, singular). ☑ Recognise negative statements. ☑ Recognise categories of words (e.g. colours) and word classes 	<p>Read and understand some of the main points from a short text.</p> <ul style="list-style-type: none"> ☑ Recognise typical conventions of word order and compare with English. ☑ Understand and use negative statements. 	<p>Read aloud with confidence, enjoyment and expression.</p> <ul style="list-style-type: none"> ☑ Read and understand the main points and some detail from a short written passage. ☑ Identify different text types and read short, authentic texts for enjoyment or information. ☑ Match sound to sentences and paragraphs ☑ Notice and manipulate agreements. ☑ Apply knowledge of word order and sentence construction to support understanding of written text
Writing	<p>Write some familiar simple words accurately using a model.</p> <ul style="list-style-type: none"> ☑ Write some familiar simple words from memory. 	<p>Write some familiar words and phrases (noun & gender and adjectives) without help (from memory).</p> <ul style="list-style-type: none"> ☑ Copying simple structures. ☑ Use question forms. ☑ Use phonic knowledge to support accurate pronunciation and to write simple words and phrases. ☑ Recognise and apply simple agreements (e.g. gender, plural, singular). 	<p>Use phonic knowledge to support accurate pronunciation and to say simple words and phrases.</p> <p>Use question forms.</p>	<p>Listen to and identify words and short phrases.</p> <ul style="list-style-type: none"> ☑ Communicate by answering a wider range of questions. ☑ Sort words according to sounds. ☑ Recognise negative statements. ☑ Recognise categories of words (e.g. colours) and word classes.

Skills and Curriculum Coverage

	Year 3	Year 4	Year 5	Year 6
Speaking	<p>Communicate with others using simple words and phrases.</p> <ul style="list-style-type: none"> ☑ Use the correct pronunciation in spoken work. ☑ Recognise question forms and negatives. 	<p>Use phonic knowledge to support accurate pronunciation and to say simple words and phrases.</p> <p>Use question forms.</p>	<p>Communicate by asking a wider range of questions.</p> <ul style="list-style-type: none"> ☑ Express simple opinions. ☑ Develop accuracy in pronunciation and intonation ☑ Manipulate language by changing elements in a sentence. ☑ Use repair strategies to keep a conversation going. ☑ Understand and use negative statements. ☑ Apply knowledge of language rules and conventions when building short sentences. 	<p>Join in short conversation.</p> <p>Give a clear presentation in a clear audible voice.</p> <ul style="list-style-type: none"> ☑ Recognise the importance and significance of intonation. ☑ Notice and manipulate agreements. ☑ Use knowledge of words, text and structure to make meaning, using simple language
Listening	<p>Recognise question forms and negatives.</p> <ul style="list-style-type: none"> ☑ Identify specific sounds, phonemes and words. <p>Link sounds to meaning.</p>	<p>Listen to and identify words and short phrases.</p> <ul style="list-style-type: none"> ☑ Communicate by answering a wider range of questions. ☑ Sort words according to sounds. ☑ Recognise negative statements. ☑ Recognise categories of words (e.g. colours) and word classes. 	<p>Pick out some of the main points from short spoken passages.</p> <ul style="list-style-type: none"> ☑ Join in a short conversation. ☑ Understand simple opinions. ☑ Recognise typical conventions of word order and compare with English. ☑ Understand and use negative statements 	<p>Listen to and understand the main points and some detail from a short spoken passage.</p> <ul style="list-style-type: none"> ☑ Notice and manipulate agreements.

Skills and Curriculum Coverage

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Intercultural Understanding	<p>3.1 Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> • increase awareness of linguistic and cultural diversity. <p>3.2 Locate country/countries where the language is spoken</p> <ul style="list-style-type: none"> • identify some of the countries where the language is spoken. <p>3.3. Identify social conventions at home and in other cultures</p> <p>know some facts about one country, e.g. traditions/festivals/celebrations</p> <p>3.4. Make indirect or direct contact with the country where the language is spoken.</p> <p>View a video or similar resources about the country.</p>	<p>4.1 Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals. <p>4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries <p>4.3 Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures <p>Look at the writing system of the language</p> <p>4.4. To learn about the ways of travelling to the country/ countries.</p>	<p>5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • identify geographical features of contrasting locality <p>Learn about buildings and places in different countries.</p> <p>5.3. Compare symbols, objects or products which represent their own culture with those of another country.</p> <p>Learn about symbols representing their own country</p> <p>Learn about symbols and products from another.</p>	<p>6.1 Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures. <p>6.2 Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. <p>6.3 Present information about an aspect of culture</p> <p>Perform songs, plays, dances</p> <p>Use ICT to present information.</p>

Skills and Curriculum Coverage

	Year 3	Year 4	Year 5	Year 6
Knowledge about Language	<ul style="list-style-type: none"> • Identify specific sounds, phonemes and words. • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms. • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. 	<p>Reinforce and extend recognition of word classes and understand their function.</p> <ul style="list-style-type: none"> • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. 	<p>Recognise patterns in simple sentences.</p> <ul style="list-style-type: none"> • Manipulate language by changing an element in a sentence. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Understand and use negatives. • Appreciate and recognise that different languages use different writing conventions. • Understand that words will not always have a 	<ul style="list-style-type: none"> • Recognise patterns in the foreign language. • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use.