



**MFL - Curriculum Progression**

	Year 3	Year 4	Year 5	Year 6
Speaking	Repeat, read or say aloud some learned words, short phrases and questions using phonic knowledge	Using phonic knowledge, repeat, read or say aloud some learned phrases and questions during a short exchange	Using phonic knowledge, read or say aloud some familiar language, adapting models to give own information in an exchange	Using phonic knowledge, read or say aloud some familiar and new language, including asking and answering questions and giving opinions
Listening	Listen to, understand and respond to spoken words and phrases learned	Listen to, understand and respond to spoken questions and identify a key point in a sentence	Listen to and understand the main points in a short text when spoken slowly and clearly	Listen to and understand a short passage containing familiar words and phrases when spoken slowly and clearly
Listening and writing PHONICS	Listen to and recognise a familiar phoneme and write it accurately	Listen to familiar high frequency words and write it with understandable spelling	Listen to familiar words and write them using phonic knowledge	Listen to words and short phrases and write them using phonic knowledge
Reading	Read and understand familiar words and short phrases using context and visual cues	Read and understand familiar words, phrases and sentences using context, visual cues and prior knowledge	Read and understand a short text including familiar words and phrases using context, visual cues and prior knowledge	Read and understand a text made up of familiar and unfamiliar language using context, visual cues, prior knowledge and an understanding of the taught language and English
Dictionary	Use a word list to locate specific words	Use a word list or dictionary to check the spelling of a word	Use a word list or dictionary check the spelling and meaning of a word in context	Use a word list or dictionary check the spelling, meaning and gender of unknown words including nouns and adjectives
Writing	Copy and spell words and short phrases with some accuracy, substituting one element to vary meaning	Write and spell words and short phrases with increasing accuracy using a model, substituting a range of element to vary meaning	Write and spell simple sentences with increasing accuracy using a short text and reference materials to redraft meaning	Write and spell compound or complex sentences with increasing accuracy using a text and reference materials to redraft meaning with accuracy

Writing grammar	Understand and use age appropriate grammar taught in a range of speaking, listening, reading and writing tasks (see HJS's ARE for grammar in French)	Understand and use age appropriate grammar taught in a range of speaking, listening, reading and writing tasks  (see HJS's ARE for grammar in French)	Understand and use age appropriate grammar taught in a range of speaking, listening, reading and writing tasks  (see HJS's ARE for grammar in French)	Understand and use age appropriate grammar taught in a range of speaking, listening, reading and writing tasks  (see HJS's ARE for grammar in French)
Writing grammar ARE	<p><b>Use</b> indefinite articles in the singular with masculine and feminine nouns (un [a/an masc] ,une [a/an fem])</p> <p><b>Recognise</b> definite articles (le or l' [the masc] la or l' [the fem] and les [the plural masc and fem] and plural indefinites des [some plural masc and fem])</p> <p>Recognise the definite article with verbs of like / dislike and with sports.</p> <p>Form regular plural nouns. <a href="https://grammar.collinsdictionary.com/french-easy-learning/forming-plurals">https://grammar.collinsdictionary.com/french-easy-learning/forming-plurals</a> Nouns which you add an 's' to to make plural</p> <p>Identify adjective and noun position. La piscine bleu- The blue pool Le chien marron- The brown dog</p> <p>Use some singular masculine and plural adjectives correctly. <a href="https://www.cliffsnotes.com/study-guides/french/french-">https://www.cliffsnotes.com/study-guides/french/french-</a></p>	<p>Use indefinite articles in singular and plural (un [a/an masc] ,une [a/an fem] and des [some plural masc and fem] and definite articles in both singular and plural. (le or l' [the masc] la or l' [the fem] and les [the plural masc and fem])</p> <p><b>**L' is used instead of le la or les when the following word begins with a vowel or vowel sound**</b></p> <p>Use the definite article with verbs of like / dislike and verbs of sport.</p> <p>Use a variety of plural nouns, including some irregular ones.</p> <p>Use adjectives (agreement and position) with more confidence.</p> <p>Can use the connectives <i>and</i>, <i>but</i> and <i>also</i>.</p> <p>Use the high-frequency verb forms in the 1<sup>st</sup> &amp; 2<sup>nd</sup> person (eg j'ai, tu as, je suis, tu es) confidently.</p> <p>Use of the negative 'ne..pas'</p>	<p>Use definite and indefinite articles with increasing accuracy.</p> <p>Can use the connectives <i>parce que</i> / <i>car</i>.</p> <p><i>J'adore le gâteau parce que c'est délicieux.</i></p> <p><i>J'aime beaucoup mon frère car il est tres agreable.</i></p> <p><i>J'aime beaucoup mon frère parce qu'il est travailleur.</i></p> <p>Agree adjectives for number and gender after 'because it is/they are'.</p> <p>Use 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person of several regular verbs in the present tense in addition to the irregular high frequency verbs.</p> <p>Use time phrases such as the days of the week in sentence formation.</p>	<p>Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.</p> <p>Agree adjectives for number and gender after because it is/they are, but still makes errors.</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Can use subordinating connectives (if, because) and some may be able to use 'which'.</p>

[i/french-i-adjectives/changing-masculine-to-singular-feminine](#)

Use the high-frequency verb forms in the **1<sup>st</sup> person** (eg j'ai, je suis) confidently.

These verbs may include: être, avoir, pouvoir, faire, aller, vouloir, parler, aimer

Use of the negative 'ne..pas'

Ne ... pas are positioned either side of the verb in a sentence to make it negative. E.g.