

St Peter's CE Primary School - MFL (French) - Progression of Skills

This document gives an overview of the skills covered in each strand and how they develop across the two mixed-age classes over the two-year cycle. It also shows how we would expect pupils to progress in their application of their knowledge of *phonics, vocabulary and grammar* when dealing with [Language comprehension](#) and [Language production](#) in order to meet the end of key stage attainment targets set out in the **National curriculum**.

Progression of Skills	Language Comprehension (Listening and Reading)	
National Curriculum	LKS2	UKS2
Listen attentively to spoken language and show understanding by joining in and responding.	<p>Listening and responding to single words and short phrases.</p> <p>Listening and responding to full sentences.</p>	<p>Listening and selecting information from short audio passages to give an appropriate response.</p> <p>Listening and inferring information from an extended audio passage using language detective skills.</p>
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	<p>Listening and noticing rhyming words when joining in with songs.</p> <p>Beginning to notice common spelling patterns.</p>	<p>Independently identifying rhyming words and spelling patterns when joining in with songs.</p> <p>Beginning to predict spelling patterns.</p>
Appreciate stories, songs, poems and rhymes in the language.	<p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p>	<p>Reading and responding to a range of authentic texts.</p> <p>Reading short authentic texts for enjoyment or information.</p>
Read carefully and show understanding of words, phrases and simple writing.	<p>Recognising some familiar French words in written form.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p>	<p>Identifying key information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Identifying and extracting key information in a range of authentic texts.</p> <p>Reading and using language detective skills to assess meaning including sentence structure.</p>
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<p>Becoming familiar with format, layout and simple use of a bilingual dictionary.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary,</p> <p>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p>	<p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p>

Progression of Skills	Language Production (Speaking and Writing)	
National Curriculum	LKS2	UKS2
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p> <p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Using a variety of conversational phrases.</p>	<p>Forming a question in order to ask for information.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Planning, asking and answering extended questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Engaging in conversation and transactional language.</p>
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p> <p>Using a model to form a spoken sentence.</p>	<p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p>
<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p>	<p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p>
<p>Present ideas and information orally to a range of audiences.</p>	<p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short Role-play or song.</p>	<p>Creating and presenting a dialogue or role-play.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p>

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<p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p>	<p>Recalling and writing simple words from memory.</p> <p>Selecting and writing short words and phrases.</p>	<p>Adapting model sentences to express different ideas.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p>
<p>Use familiar vocabulary in phrases and simple writing.</p>	<p>Experimenting with simple writing, copying with accuracy.</p> <p>Making short phrases or sentences using word cards and knowledge organisers.</p>	<p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Constructing a short text on a familiar topic.</p>
<p>Describe people, places and things and actions orally and in writing.</p>	<p>Recognising and using adjectives of colour and size.</p> <p>Using different adjectives with a singular noun, with correct positioning and agreement.</p> <p>Choosing appropriate adjectives from a wider range of adjectives.</p>	<p>Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Using adapted phrases to describe an object, person or place.</p> <p>Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Using a wide range of descriptive phrases.</p>

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Cultural Awareness

LKS2

Discussing similarities and differences between customs and traditions in France and the UK.

Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.

Discovering French festivals and their traditions.

Ordering typical French food and drink.

UKS2

Playing the traditional French game of la pétanque.

Researching information about the French cycle race la Tour de France.

Comparing sporting activities in France and the UK.