

**MFL (French) Curriculum Progression**  
**Shoscombe Church School**

**Purpose and Aims of our French Curriculum:**

***National Curriculum:***

*Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.*

At Shoscombe we have introduced La Jolie Ronde to support us in teaching French as our Modern Foreign Language. We start teaching French in Year 3 and continue teaching each term throughout KS2 until the end of Year 6. We have chosen to teach French as this is the most common additional language taught in our feeder secondary schools and so children will move on from Shoscombe with a firm foundation in French ready to continue to progress in Key Stage 3 and beyond.

We have chosen La Jolie Ronde as it is a complete scheme that can be easily delivered in mixed-age classes, lower key stage 2 and upper key stage 2. The resource supports teachers who may be non-specialists to ensure our teaching and learning of French is high quality and children are exposed to correctly pronounced and articulated French whether from the teacher or from the CD resource, as well as a wide range of poetry, images and songs that reinforce the written and spoken language. The progression in La Jolie Ronde is based on the National Languages Strategy Framework.

We aim that every child learns to be confident and enthused by our French lessons. We want children to be able to communicate in French both orally and in writing, understanding what they hear and read and being able to respond appropriately. Our intention is that lessons are practical and content is based on familiar routines such as counting, colours, days, pets, hobbies, food and family. We have built revision and recap into the 2-year rolling programme, believing that when children learn a new language this helps them remember and recall their learning. As children progress and revisit key vocabulary, they are also taught more complex grammar structures within which to use this vocabulary thereby building in new learning alongside revision.

As with our whole curriculum, we have identified 'Big Ideas' (or Threshold concepts) that help children to connect old learning to new learning. In French these Big Ideas are:

- Oracy - to speak confidently
- Literacy -
  - Reading - to read fluently demonstrating knowledge of the language
  - Writing - to use and apply knowledge of the language to write accurately
- Intercultural Understanding - to gain a good understanding of the culture of the countries where the language is spoken, especially mainland France
- Knowledge about language

To ensure children 'catch up' following the disruption of the Coronavirus pandemic, our 2-year cycle has been revised to revisit any missed content. Units will start with recap and revision to ensure that children are secure in essential prior knowledge and skills before moving on.

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**The National Curriculum Breadth of Study in French**

	KS2	
	Year 3 / Year 4	Year 5 / Year 6
<b>Skills / Disciplines</b>	<ul style="list-style-type: none"> <li>● Understand and respond to spoken and written language from a variety of sources</li> <li>● Speak fluently and spontaneously through discussion and questions with accuracy on pronunciation and accent</li> <li>● Write at varying length for purpose and audience using the structures they have learned</li> <li>● Discover and develop an appreciation of a range of writing in the language</li> </ul>	
<b>Knowledge</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● listen attentively to spoken language and show understanding by joining in and responding</li> <li>● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>● 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*</li> <li>● present ideas and information orally to a range of audiences*</li> <li>● read carefully and show understanding of words, phrases and simple writing</li> <li>● appreciate stories, songs, poems and rhymes in the language</li> <li>● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>● write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>● describe people, places, things and actions orally* and in writing</li> <li>● understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine 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.</li> </ul>	

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**Our 2-year Cycle Long Term Overview in French (How we have organised la Jolie Ronde)**

**Cycle A 2021 - 2022**

<b>Year 3&amp;4 Breadth of Study</b>	<b>MFL</b>	Year 3 Lessons 1, 2, 3, 4	Year 3 Lessons 5, 6, 7, C1	Year 4 Lessons 3, 11, 12	Year 4 Lessons 9, 10, 14 Year 3 Lesson ST	Year 4 Lessons 8, 13	Year 4 Lessons 15, 18
<b>Year 5&amp;6 Breadth of Study</b>	<b>MFL</b>	Year 5 Lessons 1, 2, 3	Year 5 Lessons 4, 5, 7	Year 6 Lessons 1, 2, 5	Year 6 Lessons 3, 4	Year 6 Lessons 8, 9, 11	Year 6 Lessons 12, 13

**Cycle B 2022 - 2023**

<b>Year 3&amp;4 Breadth of Study</b>	<b>MFL</b>	Year 3 Lessons 1, 2, 3, 4, 5	Year 3 Lessons 8, 9, 10, 11, C2	Year 4 Lessons 1, 2, 6, 7	Year 4 Lessons 4, 5 Year 3 E1, E2	Year 4 Lessons 16, 17	Year 4 Lessons 19, 20
<b>Year 5&amp;6 Breadth of Study</b>	<b>MFL</b>	Year 5 Lessons 8, 9, 10	Year 5 Lessons 11, 12, 13, 6	Year 5 Lessons 14, 15, 19	Year 5 Lessons 16, 17, 18	Year 6 Lessons 14, 15, 16	Year 6 Lessons 17, 18, 19

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**Details of the content covered**

**Cycle A 2021 - 2022**

<p><b>Year 3&amp;4 Breadth of Study</b></p>	<p><b>MFL</b></p>	<p>Year 3 Lessons 1, 2, 3, 4</p> <ul style="list-style-type: none"> <li>● Numbers 0-10</li> <li>● Greetings – How are you?</li> <li>● Classroom Instructions</li> <li>● Ask for and give name</li> </ul>	<p>Year 3 Lessons 5, 6, 7, C1</p> <ul style="list-style-type: none"> <li>● Revision of numbers 0-10 and greetings</li> <li>● Ask for and state age Verb avoir (to have)</li> <li>● Colours</li> <li>● Additional colours and stating preferences</li> <li>● Verb être (to be)</li> <li>● Nativity</li> <li>● Carols</li> </ul>	<p>Year 4 Lessons 3, 11, 12</p> <ul style="list-style-type: none"> <li>● Traditional stories (le radis géant)</li> <li>● Pets</li> <li>● Have/Have not pets</li> <li>● Verb avoir (to have)</li> <li>● Nursery rhyme (traditions)</li> </ul>	<p>Year 4 Lessons 9, 10, 14 Year 3 Lesson ST</p> <ul style="list-style-type: none"> <li>● Family members</li> <li>● Family relationships (ask and answer questions)</li> <li>● Verb avoir (to have)</li> <li>● Revision of colours</li> <li>● Using a dictionary</li> <li>● Easter traditions</li> <li>● Making pancakes</li> </ul>	<p>Year 4 Lessons 8, 13</p> <ul style="list-style-type: none"> <li>● Nursery rhyme (reciting poetry)</li> <li>● Revision of names, age, family and pets</li> <li>● Verb être (to be)</li> <li>● Verb avoir (to have)</li> </ul>	<p>Year 4 Lessons 15, 18</p> <ul style="list-style-type: none"> <li>● Playing indoor and outdoor games</li> <li>● Using a dictionary</li> <li>● Alphabet</li> <li>● Numbers 12-31</li> <li>● Opinions (asking and answering questions – Tu aimes...?)</li> </ul>
<p><b>Year 5&amp;6 Breadth of Study</b></p>	<p><b>MFL</b></p>	<p>Year 5 Lessons 1, 2, 3</p> <ul style="list-style-type: none"> <li>● Il y a + buildings in the high street</li> <li>● Directions</li> <li>● A gauche, à droite</li> <li>● Asking where places are</li> </ul>	<p>Year 5 Lessons 4, 5, 7</p> <ul style="list-style-type: none"> <li>● Revision of days of the week</li> <li>● Time</li> <li>● Short story (Le petit Thomas)</li> <li>● Christmas traditions</li> <li>● Christmas carols</li> </ul>	<p>Year 6 Lessons 1, 2, 5</p> <ul style="list-style-type: none"> <li>● Classroom routines</li> <li>● Pencil case contents</li> <li>● Revision of breakfast (perform a sketch)</li> <li>● Using a dictionary</li> <li>● Occupations</li> <li>● Verb être (to be)</li> <li>●</li> </ul>	<p>Year 6 Lessons 3, 4</p> <ul style="list-style-type: none"> <li>● Revision of clothing, colours and opinions</li> <li>● Revision of family and pets</li> </ul>	<p>Year 6 Lessons 8, 9, 11</p> <ul style="list-style-type: none"> <li>● Revision of Il y a, j’habite à, house and rooms in a home</li> <li>● Alphabet</li> <li>● Revision of vowels</li> <li>● Describing homes</li> <li>● Advertisements</li> <li>● Prepositions</li> </ul>	<p>Year 6 Lessons 12, 13</p> <ul style="list-style-type: none"> <li>● Furniture</li> <li>● Revision of repeat a phrase</li> <li>● Revision of describing homes, conversation and alphabet</li> </ul>

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**Cycle B 2022 - 2023**

<p><b>Year 3&amp;4 Breadth of Study</b></p>	<p><b>MFL</b></p>	<p>Year 3 Lessons 1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> <li>● Revision of numbers 0-10, greetings – How are you?, classroom instructions, What’s your name? and age</li> </ul>	<p>Year 3 Lessons 8, 9, 10, 11, C2</p> <ul style="list-style-type: none"> <li>● Fruit</li> <li>● Revision of numbers and 0-12</li> <li>● Revision of fruit (La chenille qui fait des trous)</li> <li>● Days of the week</li> <li>● Months of the year</li> <li>● Letter to Father Christmas</li> <li>● Christmas in France</li> </ul>	<p>Year 4 Lessons 1, 2, 6, 7</p> <ul style="list-style-type: none"> <li>● Revision of colours</li> <li>● Body parts</li> <li>● Describe body parts</li> <li>● Snowman (body parts) drama</li> <li>● French song (snowman)</li> </ul>	<p>Year 4 Lessons 4, 5 Year 3 Lessons E1, E2</p> <ul style="list-style-type: none"> <li>● Zoo animals</li> <li>● Vowels</li> <li>● Alphabet</li> <li>● Describe zoo animals</li> <li>● Verb être (to be)</li> <li>● Easter traditions</li> <li>● Make an Easter card</li> </ul>	<p>Year 4 Lessons 16, 17</p> <ul style="list-style-type: none"> <li>● Hobbies</li> <li>● Opinions about hobbies</li> <li>● Using a dictionary</li> </ul>	<p>Year 4 Lessons 19, 20</p> <ul style="list-style-type: none"> <li>● Revision of leisure activities</li> <li>● Transport</li> <li>● Map of France</li> <li>● French cities</li> <li>● Weather</li> <li>● What’s in my suitcase? (clothing)</li> <li>● Using a dictionary</li> </ul>
<p><b>Year 5&amp;6 Breadth of Study</b></p>	<p><b>MFL</b></p>	<p>Year 5 Lessons 8, 9, 10</p> <ul style="list-style-type: none"> <li>● Revision of days of the week, sport and likes and dislikes</li> <li>● Revision of sports, hobbies and numbers 1-20</li> <li>● Numbers 30, 40, 50</li> <li>● Revision of number 1-50</li> <li>● Je vais + verb</li> </ul>	<p>Year 5 Lessons 11, 12, 13, 6</p> <ul style="list-style-type: none"> <li>● Food likes and dislikes</li> <li>● Connectives</li> <li>● Eating habits in France</li> <li>● Christmas traditions (fir trees)</li> <li>● Christmas carols</li> </ul>	<p>Year 5 Lessons 14, 15, 19</p> <ul style="list-style-type: none"> <li>● Breakfast</li> <li>● Making desserts</li> <li>● Similarities and differences between the UK and France</li> </ul>	<p>Year 5 Lessons 16, 17, 18</p> <ul style="list-style-type: none"> <li>● Revision of days of the week and months of the year</li> <li>● Weather</li> <li>● Seasons</li> <li>● Saying where you live</li> <li>● Compass points</li> </ul>	<p>Year 6 Lessons 14, 15, 16</p> <ul style="list-style-type: none"> <li>● Revision of days of the week and months of the year</li> <li>● Planning a holiday in a French speaking country</li> <li>● Booking a holiday</li> <li>● Travel options</li> </ul>	<p>Year 6 Lessons 17, 18, 19</p> <ul style="list-style-type: none"> <li>● Places to visit on holiday</li> <li>● Plan and deliver a talk about holiday plans</li> <li>● Using a dictionary</li> </ul>

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**Our Progression Model in French (summary of key knowledge and skills we teach linked to our Big Ideas)**

<b>Big Idea</b>	<b>LKS2 - Year 3 and Year 4</b>		<b>UKS2 - Year 5 and Year 6</b>	
	<b>Expectations</b>	<b>Outcomes</b> <i>'most children should be able to...'</i>	<b>Expectations</b>	<b>Outcomes</b> <i>'most children should be able to...'</i>
Oracy - to speak confidently	<p><b>Year 3</b> At the beginning of Year 3 the main emphasis is on familiarising children with the sounds and speech patterns of the new language. They enjoy listening to and joining in with a range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to differentiate unfamiliar sounds and words. They mimic and play with sounds. They understand simple words and phrases, and begin to repeat and to use some of them independently in simple communicative tasks and role-plays. They listen to a variety of voices, which may include the class teacher, visiting native speakers, audio CDs, use websites, DVDs or videos</p>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to and speaking in the language</li> <li>• Listen and respond to familiar spoken words, phrases and sentences</li> <li>• Communicate with others using simple words and phrases and short sentences</li> <li>• Understand conventions such as taking turns to speak, valuing the contribution of others</li> <li>• Use correct pronunciation in spoken work.</li> </ul>	<p><b>Year 5</b> Children listen attentively and learn to identify the main points from a short passage of several sentences. They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation</p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Pick out some of the detail from short spoken passages</li> <li>• Enjoy interacting even when they hear unfamiliar language</li> <li>• Join in a short conversation</li> <li>• Make a short presentation using a model</li> </ul>
	<p><b>Year 4</b> Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories.</p>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Listen to and identify words and short phrases</li> <li>• Communicate by asking and answering a wider range of questions</li> <li>• Memorise and present a short text.</li> </ul>	<p><b>Year 6</b> During Year 6 children listen to texts and learn to pick out the main points and some details. They learn texts, sketches and dialogues by heart and perform them in front of an audience. They enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to initiate and sustain short conversations without help. They also enjoy developing short presentations or sharing simple accounts of interesting events from their own experience using a model.</p>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Listen to and understand the main points and some detail from a short spoken passage</li> <li>• Give a presentation in a clear audible voice</li> <li>• Converse briefly without prompts</li> <li>• Enjoy listening and speaking confidently.</li> </ul>
Literacy  Reading - to read fluently demonstrating knowledge	<p><b>Year 3</b> As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings. They enjoy reading a few familiar words and phrases aloud and begin to write letters and familiar words. They</p>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Recognise and understand some familiar words and phrases in written form</li> <li>• Read aloud in chorus, with confidence and enjoyment, from a known text</li> <li>• Write some familiar simple words using a model</li> </ul>	<p><b>Year 5</b> Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills by using</p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Read and understand some of the main points from a text</li> <li>• Understand how a simple sentence is written</li> <li>• Write words, phrases and a few sentences using a model</li> </ul>

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of the language	also experiment with writing some familiar words from memory	<ul style="list-style-type: none"> <li>Write some familiar words from memory.</li> </ul>	words and phrases to build sentences and short texts with support.	
Writing - to use and apply knowledge of the language to write accurately	<p><b><u>Year 4</u></b> Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory</p>	<p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>Read and understand familiar written phrases</li> <li>Follow a short text while listening and reading, saying some of the text</li> <li>Read a wider range of words, phrases and sentences aloud</li> <li>Write some familiar words and phrases without help.</li> </ul>	<p><b><u>Year 6</u></b> Children read a variety of longer texts from different text types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently. They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.</p>	<p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>Read aloud with confidence, enjoyment and expression, in chorus or individually</li> <li>Read and understand the main points and some detail from a short, written passage</li> <li>Write several sentences from memory</li> <li>Develop a short text using a model.</li> </ul>
Intercultural Understanding - to gain a good understanding of the culture of the countries where the language is spoken, especially mainland France	<p><b><u>Year 3</u></b> Learning a language arouses children's interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. During the year they think about the linguistic diversity of their own school and talk about the languages they would like to learn. They find out where the language they are learning is spoken. They make contact either in person or through Internet or video with a partner school or native speaker, e.g. a parent, or a language assistant.</p>	<p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>Appreciate the diversity of languages spoken within their school</li> <li>Talk about the similarities and differences of social conventions between different cultures</li> <li>Identify the country or countries where the language is spoken</li> <li>Have some contact with the country/countries</li> <li>Recognise a children's song, rhyme or poem well known to native speakers.</li> </ul>	<p><b><u>Year 5</u></b> Children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country. Children also learn about symbols, objects and products that represent countries.</p>	<p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences in everyday life</li> <li>List some similarities and differences between contrasting localities</li> <li>Recognise how symbols, products, objects can represent the culture/cultures of a country</li> <li>Recognise how aspects of the culture of different countries become incorporated into the daily life of others.</li> </ul>
	<p><b><u>Year 4</u></b> Children reflect upon celebrations in which they participate at home, at school and in the wider community and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries. They identify common elements in traditional stories from other cultures.</p>	<p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>Talk about celebrations of which they have experience</li> <li>Know about similar celebrations in other cultures</li> <li>Compare aspects of everyday life at home and abroad</li> <li>Identify similarities in traditional stories, building on relevant Y2/3 literacy objectives</li> </ul>	<p><b><u>Year 6</u></b> Children compare attitudes of different cultures. They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. They celebrate their understanding and knowledge with others</p>	<p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of and respect for cultural diversity</li> <li>Present information about an aspect of another country.</li> </ul>
Knowledge about language	<p><b><u>Year 3</u></b> At this initial stage, children begin to foster their interest in the similarities and differences between languages and begin to think together about how they are learning the new language.</p>	<p><b><u>Year 5</u></b> Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.</p>	<p><b><u>Year 4</u></b> Children begin to recognise and apply some simple patterns. They begin to share their knowledge about language and develop some basic techniques for memorising and using language.</p>	<p><b><u>Year 6</u></b> Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another.</p>

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**Year 3 at a glance**

**Oracy**

- O 3.1 Listen and respond to simple rhymes, stories and songs**
  - identify rhyming words
  - perform finger rhymes and sing songs
  - join in with storytelling.
- O 3.2 Recognise and respond to sound patterns and words**
  - listen with care
  - identify phonemes which are the same as or different from English and other known languages
  - speak clearly and confidently.
- O 3.3 Perform simple communicative tasks using single words, phrases and short sentences**
  - recall, retain and use vocabulary
  - ask and answer questions.
- O 3.4 Listen attentively and understand instructions, everyday classroom language and praise words**
  - repeat words and phrases modelled by the teacher
  - remember a sequence of spoken words
  - use physical response, mime and gesture to convey meaning and show understanding.

**Literacy**

- L 3.1 Recognise some familiar words in written form**
  - understand words displayed in the classroom
  - identify and read simple words
  - read and understand simple messages.
- L 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words**
  - pronounce accurately the most commonly used characters, letters and letter strings
  - read aloud a familiar sentence, rhyme or poem.
- L 3.3 Experiment with the writing of simple words**
  - write simple, familiar words using a model
  - write some single words from memory.

**Knowledge about language**

- Identify specific sounds, phonemes and words.
- Recognise commonly used rhyming sounds.
- Imitate pronunciation of sounds.
- Hear main word classes.
- Recognise question forms and negatives.
- 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.

**Intercultural understanding**

- IU 3.1 Learn about the different languages spoken by children in the school**
  - increase awareness of linguistic and cultural diversity.
- IU 3.2 Locate country/countries where the language is spoken**
  - identify some of the countries where the language is spoken.
- IU 3.3. Identify social conventions at home and in other cultures**
  - know some facts about one country, e.g. climate, main towns, famous landmarks, produce.
- IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken**
  - have contact with a native speaker
  - view a video or media resource about the country
  - send an e-mail, letter or postcard to a partner school.

**Language learning strategies**

- Discuss language learning and share ideas and experiences.
- Use actions and rhymes and play games to aid memorisation.
- Remember rhyming words.
- Use the context of what they see/read to determine some of the meaning.
- Practise new language with a friend and outside the classroom.
- Look at the face of the person speaking and listen attentively.
- Use gestures to show they understand.
- Recognise words which the teacher mouths silently.
- Write new words.
- Compare the language with English.



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**Year 4 at a glance**

**Oracy**

- O 4.1 Memorise and present a short spoken text**
  - learn finger rhymes, poems or a non-fiction text
  - learn and say several sentences on a topic.
- O 4.2 Listen for specific words and phrases**
  - listen with care
  - use physical response to show recognition and understanding of specific words and phrases.
- O 4.3 Listen for sounds, rhyme and rhythm**
  - identify specific sounds e.g. rhymes, letters, phonemes, words
  - compare different sounds.
- O 4.4 Ask and answer questions on several topics**
  - practise asking and answering questions with a partner
  - devise and perform simple role-plays.

**Literacy**

- L 4.1 Read and understand a range of familiar written phrases**
  - match phrases and short sentences to pictures or themes
  - identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.
- L 4.2 Follow a short familiar text, listening and reading at the same time**
  - make links between spoken and written words
  - identify common spelling patterns in letter strings.
- L 4.3 Read some familiar words and phrases aloud and pronounce them accurately**
  - read aloud words which they use on a regular basis, e.g. numbers, days, weather
  - pronounce letter strings, words and phrases accurately with good pronunciation.
- L 4.4. Write simple words and phrases using a model and some words from memory**
  - write labels for work on wall displays and in their books
  - complete a semi-completed e-mail message to someone in a partner school.

**Knowledge about language**

- Reinforce and extend recognition of word classes and understand their function.
- 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.
- Identify a different writing system.

**Intercultural understanding**

- IU 4.1 Learn about festivals and celebrations in different cultures**
  - learn how children of different cultures celebrate special days
  - identify similarities and differences
  - learn simple phrases to celebrate festivals.
- IU 4.2 Know about some aspects of everyday life and compare them to their own**
  - compare pastimes of children of different cultures and countries
  - exchange information with a partner school, e.g. sports, hobbies.
- IU 4.3 Compare traditional stories**
  - compare characteristics of simple stories between cultures
  - look at the writing system of the language.
- IU 4.4 To learn about ways of travelling to the country/countries**
  - revise the location of country/countries where the language is spoken
  - identify a route from own locality to specified destination.

**Language and learning strategies**

- Discuss language learning and share ideas and experiences.
- Use mental associations to help remember words.
- Ask for repetition and clarification.
- Use context and previous knowledge to determine meaning and pronunciation.
- Practise new language with a friend and outside the classroom.
- Plan and prepare for a language activity.
- Read and memorise words.
- Sort words into categories.
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing.
- Use a dictionary to look up spellings.
- Use context and previous knowledge to determine meaning and pronunciation.
- Access information sources.

**MFL (French) Curriculum Progression**  
**Shoscombe Church School**

**Year 5 at a glance**

**Oracy**

- O 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts**
  - focus on correct pronunciation and intonation
  - ask and answer questions
  - use tone of voice and gesture to help to convey meaning.
- O 5.2 Understand and express simple opinions**
  - agree and disagree with statements
  - understand and express like and dislikes.
- O 5.3 Listen attentively and understand more complex phrases and sentences**
  - understand the main points from speech which includes unfamiliar language.
- O 5.4 Prepare a short presentation on a familiar topic**
  - remember, retain and recall words, phrases and sentences
  - memorise and present a set of instructions.

**Literacy**

- L 5.1 Re-read frequently a variety of short texts**
  - read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.
- L 5.2 Make simple sentences and short texts**
  - understand that the order of words in a sentence influences the meaning
  - make a sentence using single word cards
  - make a short text using word and phrase cards.
- L 5.3 Write words, phrases and short sentences, using a reference**
  - choose words, phrases and sentences and write them into a gapped text or as picture captions
  - use a bilingual dictionary to check the spelling of familiar words.

**Knowledge about language**

- Recognise patterns in simple sentences.
- 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 that different languages use different writing conventions.
- Recognise the typical conventions of word order in the foreign language.
- Understand that words will not always have a direct equivalent in the language.
- Notice different text types and deal with authentic texts.

**Intercultural understanding**

- IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country**
  - 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.
- IU 5.2 Recognise similarities and differences between places**
  - identify geographical features of contrasting locality
  - learn about buildings and places in different countries.
- IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country**
  - learn about symbols representing their own country
  - learn about symbols and products from another.

**Language and learning strategies**

- Plan and prepare – analyse what needs to be done to carry out a task.
- Integrate new languages into previously learnt language.
- Apply grammatical knowledge to make sentences.
- Use actions and rhymes to aid memorisation.
- Ask for repetition and clarification Use context and previous knowledge to help understanding.
- Practise new language with a friend and outside the classroom.
- Look and listen for visual and aural clues.
- Use a dictionary or a word list.
- Pronounce/read aloud unknown words.

**MFL (French) Curriculum Progression**  
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**Year 6 at a glance**

**Oracy**

- O 6.1 Understand the main points and simple opinions in a spoken story, song or passage**
  - listen attentively, re-tell and discuss the main ideas
  - agree or disagree with statements made about a spoken passage.
- O 6.2 Perform to an audience**
  - recite a short piece of narrative either from memory or by reading aloud from text
  - develop a sketch, role-play or presentation and perform to the class or an assembly.
- O 6.3 Understand longer and more complex phrases or sentences**
  - re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences
  - understand and express reasons
  - understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.
- O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories**
  - participate in simple conversations on familiar topics
  - describe incidents or tell stories from their own experience, in an audible voice.

**Literacy**

- L 6.1 Read and understand the main points and some detail from a short written passage**
  - read and respond to eg an extract from a story, an e-mail message or song
  - give true or false responses to statements about a written passage
  - read descriptions of people in the school or class and identify who they are.
- L 6.2 Identify different text types and read short, authentic texts for enjoyment or information**
  - read for enjoyment an e-mail message, short story or simple text from the Internet
  - read and understand the gist of a familiar news story or simple magazine article.
- L 6.3 Match sound to sentences and paragraphs**
  - use punctuation to make a sentence make sense
  - listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.
- L 6.4 Write sentences on a range of topics using a model**
  - apply most words correctly
  - construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.

**Knowledge about language**

- Recognise patterns in the foreign language.
- Notice and match agreements.
- 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.

**Intercultural understanding**

- IU 6.1 Compare attitudes towards aspects of everyday life**
  - recognise similarities and differences in attitudes amongst children in different cultures
  - learn about role models for children in different cultures.
- IU 6.2 Recognise and understand some of the differences between people**
  - discuss similarities and differences between the cultures they have learned about
  - recognise and challenge stereotypes.
- IU 6.3 Present information about an aspect of culture**
  - perform songs, plays, dances
  - use ICT to present information.

**Language and learning strategies**

- Discuss language learning and reflect and share ideas and experiences.
- Plan and prepare – analyse what needs to be done in order to carry out a task.
- Use language known in one context or topic in another context or topic.
- Ask for repetition and clarification.
- Use context and previous knowledge to help understanding and reading skills.
- Practise new language with a friend and outside the classroom.
- Listen for clues to meaning e.g. tone of voice, key words.
- Make predictions based on existing knowledge.
- Apply a range of linguistic knowledge to create simple, written production.
- Evaluate work.
- Compare and reflect on techniques for memorising language.
- Use a dictionary.