



AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION
MFL French



	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings 	<ul style="list-style-type: none"> show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English 	<ul style="list-style-type: none"> gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language identify different ways to spell key sounds, and select the correct spelling of a familiar word 	<ul style="list-style-type: none"> understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
Speaking	<ul style="list-style-type: none"> ask and answer simple questions, for example about personal information repeat sentences heard and make simple adaptations to them use mostly accurate pronunciation and speak clearly when addressing an audience 	<ul style="list-style-type: none"> ask and answer a range of questions on different topic areas using familiar sentences as models, make varied adaptations to create new sentences read aloud using accurate pronunciation and present a short learned piece for performance 	<ul style="list-style-type: none"> take part in conversations and express simple opinions giving reasons adapt known complex sentences to reflect a variation in meaning begin to use intonation to differentiate between sentence types 	<ul style="list-style-type: none"> engage in longer conversations, asking for clarification when necessary create his/her own sentences using knowledge of basic sentence structure use pronunciation and intonation effectively to accurately express meaning and engage an audience
Reading	<ul style="list-style-type: none"> recognise some familiar words and phrases in written form read some familiar words aloud using mostly accurate pronunciation 	<ul style="list-style-type: none"> show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard listen to and accurately repeat particular phonemes in songs 	<ul style="list-style-type: none"> read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation learn a song or poem using the written text for support 	<ul style="list-style-type: none"> read aloud and understand a short text containing unfamiliar words, using accurate pronunciation attempt to read a range of texts independently, using different strategies to make meaning



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	<ul style="list-style-type: none"> • learn and remember new words encountered in reading 	<p>and rhymes and begin to make links to spellings</p> <p>notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</p>	<ul style="list-style-type: none"> • use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words 	<ul style="list-style-type: none"> • use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
Writing	<ul style="list-style-type: none"> • write some single words from memory • use simple adjectives such as colours and sizes to describe things orally • record descriptive sentences using a word bank 	<ul style="list-style-type: none"> • write words and short phrases from memory • use a range of adjectives to describe things in more detail, such as describing someone's appearance • write descriptive sentences using a model but supplying some words from memory 	<ul style="list-style-type: none"> • write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank • use a wide range of adjectives to describe people and things, and use different verbs to describe actions 	<ul style="list-style-type: none"> • write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic • select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions and begin to use some adverbs