

Progression of Knowledge in the French Language to Support Progressive and Sequential Planning and Scaffolding and Challenge in Planning

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.

National Curriculum Purpose of Study 2014

The national curriculum for languages aims to ensure that all pupils:

- ❖ understand and respond to spoken and written language from a variety of authentic sources
- ❖ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ❖ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ❖ discover and develop an appreciation of a range of writing in the language studied.



Progression of Substantive Knowledge MFL 2023-24			
	Year 3/4	Year 5	Year 6
Food	Bon appetit	Shopping in France	Shopping in France
	Coming soon Kapow	<ul style="list-style-type: none"> -know the names of different fruits and recognise patterns in sounds -know that 'de' translates as 'of' or 'some' and know that it changes when coupled with 'le' to become 'du' (not 'de le') and when coupled with 'les' to become 'des' (not 'de les'). Know and recognise cognates and near cognates to identify foods in a text. -Know how to form a negative using ne and pas around a verb. -know when you say you are hungry in French, you have to use the verb, to have – avoir. Literally, the French say, I have hunger. You cannot in French use the verb to be, as we do in English. 	<ul style="list-style-type: none"> -know the names of different fruits and recognise patterns in sounds -know that 'de' translates as 'of' or 'some' and know that it changes when coupled with 'le' to become 'du' (not 'de le') and when coupled with 'les' to become 'des' (not 'de les'). Know and recognise cognates and near cognates to identify foods in a text. -Know how to form a negative using ne and pas around a verb. -know when you say you are hungry in French, you have to use the verb, to have – avoir. Literally, the French say, I have hunger. You cannot in French use the verb to be, as we do in English.
Shape and Colour	French adjectives of colour, size and shape	French Monster Pets	
	<ul style="list-style-type: none"> -know that a cognate is a word that is the same in both French and English e.g. un triangle -know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle -know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle -know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu 	<ul style="list-style-type: none"> -know that bilingual dictionaries should not be used to look up every single word in a text -know that there are usually four forms of an adjective to describe a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine -revise that adjectives of size go before the noun and adjectives of colour go after the noun 	
Places	In a French Classroom	French Speaking World	French Sport and the Olympics
	<ul style="list-style-type: none"> -know that, in French, a space is needed before and after ? and ! -know some of the similarities and differences between school in France and schools in the UK -Know that every French noun is either masculine or feminine 	<ul style="list-style-type: none"> -know that when using à (to) and then the direct article à+le = au (e.g. au nord). -know that there are many countries in the world where French is spoken and be able to name some of these. 	<ul style="list-style-type: none"> -know that we use the verb 'jouer' (to play) with some sports and 'faire' (to make) with other sports. -know the French word for countries around the world.

	<p>-know that the gender affects the form of the word un or une (the indefinite article)</p> <p>-know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de</p>	<p>-know some 'treasures' that make up the national identity of France and some other French-speaking countries.</p> <p>-know that I can use il y a to mean 'there is' or 'there are'.</p> <p style="text-align: center;">Space Exploration in French</p> <p>-know that, in French, the days of the week (with the exception of Sunday – Dimanche) were named after bodies in the solar system.</p> <p>-know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another.</p> <p>-know that I can compare nouns by placing plus/moins and que around the adjective (e.g. Neptune est plus grande que Mercure).</p> <p>-know that I can use parce que (because) to extend my sentence and give a justification.</p>	<p>-know that the way verbs change to match the pronoun is called conjugation.</p> <p>-know each part of the verb 'aller' (to go), depending on the pronoun.</p> <p>-know that different prepositions are used to say going to a country: 'en' if the country is feminine singular (e.g. en France) 'au' if the country is masculine singular (e.g. au Canada) 'aux' if the country is plural (e.g. aux États-Unis d'Amérique).</p> <p>-know that the Tour de France is a world famous cycling race that takes place in France each year.</p> <p>-know that pétanque is a popular French game sometimes known as boules.</p> <p>-know a range of techniques that can be used to learn new vocabulary.</p> <p style="text-align: center;">Planning a French Holiday</p> <p>-know when to use an indefinite article or a possessive adjective.</p> <p>-know that the near future tense in French is created by using the verb 'aller' in the present tense and a second verb in the infinitive form.</p> <p>-know that the choice of preposition before a country name depends on the gender of the country name.</p> <p>-know the rules for adjectival agreement and placement.</p> <p style="text-align: center;">French Speaking World</p> <p>-know that when using à (to) and then the direct article à+le = au (e.g. au nord).</p> <p>-know that there are many countries in the world where French is spoken and be able to name some of these.</p> <p>-know some 'treasures' that make up the national identity of France and some other French-speaking countries.</p>
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People	<p>Greetings with Puppets</p> <p>-know that in French there are formal and informal greetings and when it is appropriate to use each one</p> <p>-know that different greetings are used at different times of the day</p> <p>-know that tone of voice can indicate a question</p> <p>-know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound</p> <p>-know that French words are pronounced differently to the way they are spelt</p>	<p>Meet My French Family</p> <p>-know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother).</p> <p>-know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie</p> <p>revise agreement and position of adjectives in French.</p> <p>-know that the word order is sometimes different in French compared to English</p>	<p>Meet My French Family</p> <p>-know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother).</p> <p>-know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie</p> <p>revise agreement and position of adjectives in French.</p> <p>-know that the word order is sometimes different in French compared to English</p>
	<p>Playground Games Number and Age</p>	<p>Shopping in France</p>	<p>Shopping in France</p>
Numbers and Time	<p>-know that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French</p> <p>-know that sentences are often structured differently in French and English</p> <p>-know the sounds the common phonemes eu, oi, ou and ui make in French</p> <p>-know the names of some Parisian landmarks</p>	<p>-know that the pattern of building larger numbers</p> <p>changes beyond 70 by adding the teen numbers to</p> <p>60, e.g soixante-dix (70), soixante-onze, soixante-douze</p>	<p>-know that the pattern of building larger numbers</p> <p>changes beyond 70 by adding the teen numbers to</p> <p>60, e.g soixante-dix (70), soixante-onze, soixante-douze</p>

	<p>-know some French playground games</p> <p style="text-align: center;">French Numbers, Calendars and Birthdays</p> <p>-know some similarities and differences between French and English schools</p> <p>-know some French festivals that happen throughout the year</p> <p>-know some similarities and differences between French and English birthday celebrations</p> <p>-know that the abbreviation R.S.V.P, which is often used in English stands for Répondez s'il vous plaît which translates as 'Reply, if you please'</p> <p>-know that creating images to help remember pronunciation of new vocabulary is a good strategy, e.g. quatorze, (cat, oars)</p>	<p>-know that the word for 80 means 'four twenties' - quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g quatre-vingt-neuf, (89) quatre-vingt-dix, (90) quatre-vingt-onze (91)</p> <p>-know that there are clues in the words for the multiples of 10, eg cinquante - 50</p> <p>-know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les).</p> <p style="text-align: center;">Verbs in a French Week</p> <p>-know that French verbs take different forms.</p> <p>-know that the infinitive is the basic form of the verb which in English is usually expressed as 'to [do something]' (e.g. 'to run').</p> <p>-know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re. To know that the ending of regular -er verbs changes to go with the subject pronoun.</p> <p>-know that the French use guillemets << >> in the same way that the speech marks are used in English.</p> <p>-know that some verbs do not follow regular patterns, such as 'avoir' (to have) and 'être' (to be).</p> <p>-know how to conjugate the verbs 'avoir' and 'être'.</p>	<p>-know that the word for 80 means 'four twenties' - quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g quatre-vingt-neuf, (89) quatre-vingt-dix, (90) quatre-vingt-onze (91)</p> <p>-know that there are clues in the words for the multiples of 10, eg cinquante - 50</p> <p>-know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les).</p> <p style="text-align: center;">Verbs in a French Week</p> <p>-know that French verbs take different forms.</p> <p>-know that the infinitive is the basic form of the verb which in English is usually expressed as 'to [do something]' (e.g. 'to run').</p> <p>-know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re. To know that the ending of regular -er verbs changes to go with the subject pronoun.</p> <p>-know that the French use guillemets << >> in the same way that the speech marks are used in English.</p> <p>-know that some verbs do not follow regular patterns, such as 'avoir' (to have) and 'être' (to be).</p> <p>-know how to conjugate the verbs 'avoir' and 'être'.</p>
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Progression of Disciplinary Knowledge MFL

	Year 3	Year 4	Year 5	Year 6
Speaking and pronunciation	<ul style="list-style-type: none"> -Asking and/or answering simple questions -Forming simple statements with information including the negative -Practising speaking with a partner -Using short phrases to give information -Beginning to adapt phrases from a rhyme/song -Listening and repeating key phonemes with care -Repeating short phrases accurately, including liaison of final consonant before vowel -Introducing self to a partner with simple phrases -Recognising and using adjectives 	<ul style="list-style-type: none"> -Recognising and answering simple questions which involve giving personal information -Beginning to form opinion phrases -Beginning to use conversational phrases for purposeful dialogue Using a model to form a spoken sentence -Speaking in full sentences using known vocabulary -Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care -Rehearsing and performing a short presentation -Choosing appropriate adjectives from a wider range of adjectives 	<ul style="list-style-type: none"> -Forming a question in order to ask for Information* -Presenting factual information in extended sentences including justification -Rehearsing and recycling extended sentences orally -Planning and presenting a short descriptive text -Using intonation and gesture to differentiate between statements and questions -Making realistic attempts at pronunciation of new, unknown vocabulary -Listening and repeating key phonemes with care applying pronunciation rules -Adapting a story and retelling to the class Using adjectives with correct placement and agreement 	<ul style="list-style-type: none"> -Developing extended sentences, for example to justify a fact or opinion -Planning, asking and answering extended questions -Engaging in conversation and transactional language -Planning and presenting a short descriptive text -Modifying, expressing and comparing opinions -Discussing strategies for remembering and applying pronunciation rules -Speaking and reading aloud with increasing confidence and fluency -Comparing and applying pronunciation rules or patterns from known vocabulary -Recognising and using a wide range of descriptive phrases -Giving a presentation drawing upon learning from a number of previous topics
Listening	<ul style="list-style-type: none"> -Listening and responding to single words and short phrases -Following verbal instructions in French -Responding to objects or images with a phrase or other verbal response -Listening and identifying key words in rhymes and songs and joining in -Beginning to identify vowel sounds and combinations -Listening and noticing rhyming words 	<ul style="list-style-type: none"> -Identifying items by colour and other adjectives -Listening and selecting information Using language detective skills to decode vocabulary -Listening to songs, joining in with songs and noticing sound patterns -Noticing and beginning to predict key word patterns and spellings 	<ul style="list-style-type: none"> -Using prepositions to indicate the location of objects relative to something -Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school -Recognising present and near future tense sentences (using aller + infinitive) -Recalling and performing an extended song or rhyme 	<ul style="list-style-type: none"> -Using prepositions to indicate the location of objects relative to something -Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school -Recognising present and near future tense sentences (using aller + infinitive) -Recalling and performing an extended song or rhyme

			-Listening to stories, songs or texts in French	-Listening to stories, songs or texts in French
Reading and Writing	<ul style="list-style-type: none"> -Listening and responding to single words and short phrases -Following verbal instructions in French -Responding to objects or images with a phrase or other verbal response -Listening and identifying key words in rhymes and songs and joining in -Beginning to identify vowel sounds and combinations -Listening and noticing rhyming words 	<ul style="list-style-type: none"> -Noticing and discussing cognates and beginning to identify language detective strategies -Following a short text or rhyme, listening and reading at the same time -Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words -Using cognates and near cognates along with other detective skills to gist information -Selecting and writing short words and phrases -Making short phrases or sentences using word cards -Using adapted phrases to describe an object or person 	<ul style="list-style-type: none"> -Recognising features of different text types -Using a range of language detective strategies to decode new vocabulary including context and text type -Reading and adapting a range of different format short texts -Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words -Using contextual clues and cues to gist and make predictions about meanings -Gisting information from an extended text -Using existing knowledge of vocabulary and phrases to create new sentences -Completing a gapped text with key words/phrases -Writing a short text using word and phrase cards to model or scaffold -Using different adjectives, with correct positioning and agreement -Using language of metaphor and comparison* 	<ul style="list-style-type: none"> -Making increasingly accurate attempts to read unfamiliar words and phrases -Reading and using language detective skills to assess meaning including sentence structure -Reading and responding to. an extract from a story, an e-mail message or song -Reading short authentic texts for enjoyment or information -Using a bilingual dictionary to select alternative vocabulary for sentence building -Choosing words, phrases and sentences and writing as a text or captions -Constructing a short text on a familiar topic -Using a wide range of descriptive phrases -Recognising and using verbs in different tenses
Grammar	<ul style="list-style-type: none"> -Beginning to recognise gender of nouns, definite and indefinite article -Identifying plurals of nouns -Recognising adjectives and placement relative to the noun -Beginning to understand that verbs have patterns -Noticing the negative form 	<ul style="list-style-type: none"> -Using indefinite article in the plural form -Recognising and using possessive adjective 'my' and pronouns he/she/it -Recognising and beginning to apply rules for placement and agreement of adjectives 	<ul style="list-style-type: none"> -Recognising and applying verb endings for present regular 'er' verbs -Learning and using some common irregular verbs, e.g. faire - 'to make/do' -Understanding how word order differs between French and English 	<ul style="list-style-type: none"> -Accurately applying placement and agreement rules for adjectives -Recognising and beginning to form some verbs in near future tense using aller -Recognising and applying verb endings for present regular 'er' verbs

	<ul style="list-style-type: none"> -Beginning to use prepositions 	<ul style="list-style-type: none"> -Recognising and using the negative form -Using prepositions Making comparisons of word order in French and English 	<ul style="list-style-type: none"> -Identifying word classes within a sentence -Recognising and applying verb endings for present regular 'er' verbs -Exploring verbs in infinitive form -Learning and using some high frequency irregular verbs e.g. to have, to be, to go -Using comparative language 	<ul style="list-style-type: none"> -Learning and using some common irregular verbs, e.g. faire - 'to make/do' -Understanding how word order differs between French and English -Identifying word classes within a sentence
Intercultural Understanding	<ul style="list-style-type: none"> -Recognising that different languages are spoken in the community/world -Showing awareness of the capital and identifying some key cultural landmarks -Recognising cultural similarities and differences between customs and traditions in France and England 	<ul style="list-style-type: none"> -Comparing schools and celebrations between France and the UK -Comparing shops and high streets of France and UK -Recognising and using the Euro currency -Identifying some French-speaking countries 	<ul style="list-style-type: none"> -Identifying and locating other countries in the world where French is spoken -Comparing geographical features and climates of different French-speaking countries 	<ul style="list-style-type: none"> -Learning about France's sporting culture and events -Asking question and making insightful commentary on cultural differences, including some understanding of stereotype