

Eynesbury C of E Primary School - Progression in MFL (French)

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Chn will be able to understand a few familiar spoken words and phrases - e.g. the teacher's instructions</p> <ul style="list-style-type: none"> • a few words and phrases in a song/rhyme • days of the week • colours • numbers 	<p>Chn will be able to understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> • basic phrases concerning myself, my family, my school, the weather 	<p>Chn will be able to understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> • a short rhyme or song, a telephone message, announcement or weather forecast • sentences describing what people are wearing, what they are doing, an announcement or message 	<p>Chn will be able to</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources
Speaking	<p>Chn will be able to say and repeat single words and short simple phrases e.g.</p> <ul style="list-style-type: none"> • greeting someone • saying oui, non, s'il vous plait, merci • naming classroom objects • days of the week • saying what the weather is like 	<p>Chn will be able to answer simple questions and give basic information e.g.</p> <ul style="list-style-type: none"> • saying where I live • whether I have brothers and sisters • whether I have a pet • when my birthday is • how old I am • saying the date 	<p>Chn will be able to ask and answer simple questions and talk about their interests e.g.</p> <ul style="list-style-type: none"> • taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear • discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food 	<p>Chn will be able to:</p> <ul style="list-style-type: none"> • 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
Reading	<p>Chn will be able to:</p> <ul style="list-style-type: none"> • can recognise and read out a few familiar words and phrases 	<p>Chn will be able to understand and read out familiar written phrases e.g.</p> <ul style="list-style-type: none"> • simple phrases • weather phrases • simple description of objects someone writing about their pet 	<p>Chn will be able to understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"> • very simple messages on a postcard or e-mail or part of a story • three to four sentences of information about my e-pal; a description of someone's school day 	<p>Chn will be able to understand the main points and opinions in written texts from various contexts e.g.</p> <ul style="list-style-type: none"> • a postcard or letter from a pen-pal; a written account of school life, a poem or part of a story • discover and develop an appreciation of a range of writing in French
Writing	<p>Chn will be able to write or copy simple words or symbols correctly e.g.</p> <ul style="list-style-type: none"> • numbers • days of week • colours • classroom objects • a shopping list 	<p>Chn will be able to write one or two short sentences to a model and fill in the words on a simple form e.g.</p> <ul style="list-style-type: none"> • personal information • where I live • how old I am • holiday greetings by e-mail or on a postcard 	<p>Chn will be able to write a few short sentences with support using expressions which they have already learnt e.g.</p> <ul style="list-style-type: none"> • a postcard, a simple note or message, an identity card • write a short text on a familiar topic which they have already learnt 	<p>Chn will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt e.g</p> <ul style="list-style-type: none"> • paragraphs of three to four sentences about myself • about a story or a picture • a message containing three to four sentences; a postcard or greetings card