







# MFL (French) Knowledge, Learning and Skill Progression at Balderstone

 <b>Year A</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cultural Knowledge</b> 	On y va! All Aboard!	Raconte-moi une histoire! Tell Me a Story!	Quel temps fait-il? What's the weather like?
<b>Listening</b>  Identify the meanings of simple words and phrases they hear by matching Understand a range of familiar spoken phrases  <b>Speaking</b>  Understand a few familiar spoken words and phrases and respond to simple questions Say or repeat some familiar words and short simple phrases Ask and answer simple questions and give basic information (including a simple negative statement)	Compass points - nord, sud, est ouest Transport vocabulary Days of the week Numbers to 40 Ask and answer Comment vas-tu à l'école? Je vais à l'école ... (ne vais pas) Qui va à l'école en bus? Où vas-tu? Je vais à/au/en... (I am going to...) countries	The song - La Belle Dormante Numbers in multiples of 10, up to 100 Classroom instructions - extend vocabulary Adjectives that describe the characters in a story	Weather phrases Items of clothing The date Ask and answer Qu'est-ce qu'il te faut? (What do you need?)  Aesop's fable Le Vent et le Soleil Offer alternative answers, eg C'est un chapeau ou un parapluie? Asking and answering Quel temps fait-il? and Quel temps fait-il à...?




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<p>Take part in a simple conversation and their pronunciation and confidence is improving. Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you')</p>			<p>Performing a weather report</p>
<p><b>Reading and phonics</b></p>  <p>Identify the meanings of simple words and phrases they see by matching Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns. Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.</p>	<p>Phonic focus: au/eau, qu, i, un, rhyming patterns Read descriptions of journeys Read the days of the week/numbers to 40</p>	<p>Phonic focus: r and an Strategies to decipher the meaning of unknown words.</p>	<p>Phonic focus: revising common phonemes, especially an/en; breaking words into individual phonemes to build phonetically regular words. Reading and understanding a weather report.</p>
<p><b>Writing</b></p> 	<p>Write an email requesting information from a travel agent.</p>	<p>Writing sentences describing characters Retelling a story</p>	<p>Writing a weather report</p>






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<p>Write or copy a few simple words or symbols accurately.          Be aware that symbols e.g. accents, exist and what they do          Write simple, familiar phrases accurately using a writing frame or scaffold.</p>			
<p style="text-align: center;">   <b>Grammar</b> </p> <p>Understand some basic aspects of language structure          e.g. Year 3 - gender, definite and indefinite articles, singular and plural, nouns, adjectives.          e.g. Year 4 question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.</p>	<p>Question words          Gender          Negative</p>	<p>Agreement of adjectives          Position of adjectives</p>	<p>Link the weather phrases and items of clothing e.g. Quand il pleut, il te faut un parapluie</p>

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 <p><b>Year B</b></p>	<p><b>Moi!</b> All About Me!</p>	<p>Portraits Portraits</p>	<p>Les Quatres Amis The Four Friends</p>
<p><b>Cultural Knowledge</b></p> 	<p>Where is French spoken? What language do you speak or have knowledge of?</p>	<p>French artists</p>	
<p><b>Listening</b></p>  <p>Identify the meanings of simple words and phrases they hear by matching Understand a range of familiar spoken phrases</p> <p><b>Speaking</b></p>  <p>Understand a few familiar spoken words and phrases and respond to simple questions Say or repeat some familiar words and short simple phrases Ask and answer simple questions and give basic information (including a simple negative statement) Take part in a simple conversation and their pronunciation and confidence is improving. Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you'.</p>	<p><i>Greetings</i> Asking and answering <i>ça va?</i> Introducing yourself - name and age Introducing your family Numbers 1-40 Classroom instructions Months and birthdays - <i>Mon anniversaire est en ... (3)</i> Counting and asking <i>Combien de ...? (Unit 2)</i> Social conventions and how French people greet each other including <i>Madame/Monsieur/Mademoiselle</i></p>	<p>Parts of the body Colours Describing what someone looks like Adjectives to describe size The song - <i>la tête, les épaules, les genoux et les pieds</i></p>	<p>Verbs of movement include those from unit 3 Animals Classroom instructions Listen to and perform a simple story with sounds - <i>toc, toc, toc.</i> Asking and answering questions including the negative - <i>Le mouton, qu'est-ce qu'il fait?</i> (What does the sheep do?) <i>Le mouton court</i> (The sheep runs).</p>




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<p><b>Reading and phonics.</b></p> <p>Identify the meanings of simple words and phrases they see by matching</p> <p>Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.</p> <p>Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.</p> 	<p>Phonic focus: on, u, j, and ère</p> <p>Reading introductions from others.</p>	<p>Phonic focus: ou, eu</p> <p>Book - Va-t'en, Grand Monstre Vert!</p> <p>Reading descriptions to play Guess Who?</p>	<p>Phonic focus: on and ch</p> <p>Reading statements about the story - vrai ou faux?</p>
<p><b>Writing</b></p>  <p>Write or copy a few simple words or symbols accurately.</p> <p>Be aware that symbols e.g. accents, exist and what they do</p> <p>Write simple, familiar phrases accurately using a writing frame or scaffold.</p>	<p>Write a short text about themselves</p> <p>Create a family tree</p>	<p>Write a description of themselves - include introduction from previous unit</p> <p>Create and write a description of a monster.</p>	<p>Write sentences about the story/animals</p>
<p><b>Grammar</b></p>  <p>Understand some basic aspects of language structure</p> <p>e.g. Year 3 - gender, definite and indefinite articles, singular and plural, nouns, adjectives.</p> <p>e.g. Year 4 question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.</p>	<p>Singular/plural</p> <p>Question words</p> <p>Possessive article - mon, ma, mes</p> <p>Negative</p>	<p>Agreement and position of adjectives</p> <p>Plural/singular - L'oeil/Les yeux</p> <p>Position of adjectives</p> <p>He/she has Il/Elle a</p>	<p>Using a range of verbs</p> <p>Negative - Ne... pas</p>

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<p><b>Year A</b></p>	<p><b>Bon Appétit!</b> Enjoy Your Meal!</p>	<p><b>En route pour l'École</b> On the Way to School</p>	<p><b>Monter un Café</b> Creating a Café</p>
<p><b>Cultural Knowledge</b></p>	<p>Lunchtime in France French celebrations - e.g. Bastille Day and La fête des Rois</p>	<p>Places in a French town</p>	<p>Food, eating out and shopping in France</p>
<p><b>Listening</b></p> <p>Understand the main points from a spoken passage with some repetition Understand the main points and some detail from a short spoken passage</p> <p><b>Speaking</b></p> <p>Ask and answer simple questions and use a negative. Take part in brief pre-prepared tasks Take part in longer conversations with increasing spontaneity and fluency. Can express simple opinions and their pronunciation is generally confident and accurate.</p>	<p>Food and drink Expressing likes, dislikes and preferences about food and drinks Asking and answering questions using present and perfect tenses - je mange and je bu/ j'ai mangé (I ate) and j'ai bu (I drank). Dates/months within sentences du, de la, de l', des (some). J'ai + noun, eg J'ai du fromage (I have some cheese). Using simple connectives - et and mais</p>	<p>Describing a journey to school Places in the local area - eg. un magasin Give simple directions The alphabet Adverbial phrases of time Il y a</p>	<p>Food and drink Quantities of food and drink Ordering and paying in a café Asking and answering Qu'est-ce que tu as mangé hier? (What did you eat yesterday?)/Qu'est-ce que tu as bu hier? Use au or à la to order an icecream - je voudrais une glace au chocolat Strategies to use to clarify meaning - Je ne comprends pas. Répétez, s'il vous plaît? (I don't understand. Can you repeat please?)</p>

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<p><b>Reading and phonics</b></p> <p>Understand the main points from a short written passage in clear printed script.</p> <p>Are beginning to use a bilingual dictionary independently with some success.</p> <p>Understand the main points and some detail including simple opinions of a longer written passage</p> 	<p>Phonic focus: revision of an/en and au/ea</p> <p>Following and writing instructions (as in a recipe</p>	<p>The alphabet</p> <p>Read directions and accounts of journeys</p>	<p>Phonic focus: using knowledge of phoneme-grapheme correspondence to work out the pronunciation of new words; revision of -ill-</p> <p>Reading a menu</p> <p>Reading and singing La chanson du café</p> <p>Read a playscript set in a café</p>
<p><b>Writing</b></p>  <p>Write two or three short sentences as a personal response accurately and can use reference materials / support.</p> <p>Write a short text on a familiar topic using reference materials / support.</p> <p>Write for a range of audiences and purpose.</p> <p>Use formal and informal 'you'.</p>	<p>Writing sentences using phrases already learnt and simple connectives to create compound sentences.</p> <p>Following and writing instructions (as in a recipe</p>	<p>Write a description of a journey to school and the locations they pass.</p> <p>Write directions for a journey.</p> <p>Include extra information such as transport used.</p>	<p>Create French menus</p> <p>Write a playscript to perform.</p>
<p><b>Grammar</b></p>  <p>Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc.</p> <p>Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs (faire, aller, avoir, etre).</p>	<p>Perfect tense: manger ( j'ai mangé, tu as mangé), boire ( j'ai bu)</p> <p>The use of du, de la, de l', des</p> <p>Plural nouns with les and des</p> <p>Imperatives: vous form of some regular and irregular verbs in the present tense</p> <p>Compound sentences with connectives et and mais</p> <p>When using expressions of opinion le, la or les are used</p>	<p>Alphabet</p> <p>Adverbial phrases of time</p>	<p>Perfect tense in different forms including third person singular form (il/elle a mangé, il/elle a bu)</p> <p>Prepositions: au, à la</p> <p>Use of the apostrophe for contraction in French - j'ai/ l'eau</p>



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Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be. Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English.

instead of du, de la, de l', des,  
eg J'aime les pommes (I like apples).




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<p><b>Year B</b></p>	<p>Les Planètes The Planets</p>	<p>Quelle heure est-il? Time</p>	<p>Our School Notre École</p>
<p>Cultural Knowledge</p>			<p>French School Day</p>
<p><b>Listening</b> Understand the main points from a spoken passage with some repetition Understand the main points and some detail from a short spoken passage</p> <p><b>Speaking</b> Ask and answer simple questions and use a negative. Take part in brief pre-prepared tasks Take part in longer conversations with increasing spontaneity and fluency. Can express simple opinions and their pronunciation is generally confident and accurate.</p>	<p>Description of a planet - colours, size, speed The position of a planet - ensuite ..., voici, ici Prepositions: près de, loin de Qualifiers: assez, très Compound sentences with parce que Asking and answering simple questions about a planet</p>	<p>Numbers from 1 to 100 focusing on numbers to 60 and counting in 5s Telling the time on the hour, half-hours, quarter-hours, 5 minute intervals and 24-hour clock notation Asking and answering the question Quelle heure est-il? Il est quelle heures? Time phrase - Il est midi (It is midday) and Il est minuit (It is midnight), du matin, de l'après-midi, du soir Play: Quelle heure est-il, Monsieur le Loup? (What time is it Mr Wolf?) Using a TV timetable to ask and questions</p>	<p>Places in school eg. la salle de classe Describing a school - a guided tour Describing everyday school routines including the time Describing break time activities, with reference to the past, asking and answering the question Qu'est-ce que tu as fait pendant la récré? Range of different verbs</p>

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<p><b>Reading and phonics</b> </p> <p>Understand the main points from a short written passage in clear printed script. Are beginning to use a bilingual dictionary independently with some success. Understand the main points and some detail including simple opinions of a longer written passage</p>	<p>Phonic focus: revision of common phonemes; hearing individual phonemes in words and using this to aid writing Joining sentences together with because/parce que</p>	<p>Book - Quelle heure est-il, Monsieur le Loup? When to use heure/ heures</p>	<p>Phonic focus: qu Read a timetable. Read a description of a breaktime</p>
<p><b>Writing</b> </p> <p>Write two or three short sentences as a personal response accurately and can use reference materials / support. Write a short text on a familiar topic using reference materials / support. Write for a range of audiences and purpose. Use formal and informal 'you'.</p>	<p>Booklet/presentation about a planet using compound sentences and conjunctions.</p>	<p>Using a TV timetable to ask and questions</p>	<p>Create a written description of the school Write an account of a breaktime.</p>
<p><b>Grammar</b> </p> <p>Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc. Use basic language structures accurately and with confidence e.g. apply correct verb</p>	<p>Classifying nouns, adjectives and verbs Prepositions: près de, loin de Qualifiers: assez, très Compound sentences with parce que Agreement of adjectives - chaud/chaude</p>	<p>Use personal pronouns Verbs - basic forms of verbs ending in -er and -ir Have an awareness of verb patterns eg Regarder: je regard, tu regardes, il/elle regarde, nous regardons, vous regardex, ils/ells regardant Future tense - Immediate future: aller + infinitive (eg je vais regarder le football ...</p>	<p>Definite and indefinite articles: le/la, un/une Perfect tense: regular -er verbs with avoir (eg j'ai joué, j'ai parlé)</p>



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<p>endings to regular and some high frequency irregular verbs (faire, aller, avoir, etre). Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be. Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English.</p>			
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