

Joy

Compassion

Respect

Perseverance



# Hunton

C of E Primary School

Life in all its fullness - John 10:10

## Progression of Skills in MFL - French

### Listening

Porteous		Borton	
<b>Year 3</b> I can listen to and respond to single words and short phrases.  I can listen to and identify key words in rhymes and songs.	<b>Year 4</b> I can listen to songs, join in with songs and notice sound patterns.  I can listen to longer passages of text and understand more of what I hear by picking out key words and phrases.  I can understand the main points from spoken passages.	<b>Year 5</b> I can listen and follow the sequence of a story, song or text.  I can understand more of what I hear, even when some of the language is unfamiliar, by using the decoding skills that I have developed.	<b>Year 6</b> I can listen to longer texts and listen to more stories, songs or texts in French.  I can pick out cognates and familiar words and learn to 'gist listen' even when hearing language that is unfamiliar.

### Speaking

Porteous		Borton	
<b>Year 3</b> I can practise speaking with a partner.  I can introduce myself to a partner using simple phrases.  I can ask and/or answer simple questions  I can use simple words and short phrases covered in the units to give information.	<b>Year 4</b> I can ask and answer simple questions and talk about interests.  I can use a negative reply if, and when required.  I can take part in discussions.	<b>Year 5</b> I can communicate on a wider range of topics and themes.  I can present ideas and information orally to a range of audiences.  I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	<b>Year 6</b> I can recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity.  I can vary language and produce extended responses.

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	I can communicate with others with improved confidence and fluency.		I can engage in conversations on familiar topics, responding with opinions and justifications where necessary.  I can be understood with little or no difficulty.
<b>Reading</b>			
<b>Porteous</b>		<b>Borton</b>	
<b>Year 3</b> I can recognise some familiar words in written form.  I can read aloud familiar words and short phrases.  I can understand the meaning in English of short words I read in French.	<b>Year 4</b> I can read aloud short pieces of text  I can read and understand the main points in short written texts.  I can read short texts in French independently.  I can use a translation dictionary to look up new words.	<b>Year 5</b> I can understand longer passages in French and start to decode the meaning of unknown words using cognates and context.  I can show confidence in reading aloud, and in using reference materials.	<b>Year 6</b> I can make increasingly accurate attempts to read unfamiliar words and phrases.  I can read and understand the main points and opinions in written texts.  I can read a text aloud using accurate pronunciation and intonation so that others can understand what is being said.
<b>Writing</b>			
<b>Porteous</b>		<b>Borton</b>	
<b>Year 3</b> I can write familiar words and short phrases using a model or vocabulary list. E.g. 'I play the piano,' 'I like apples.'	<b>Year 4</b> I can write some short sentences/phrases based on familiar expressions and topics.  I can begin to use connectives/conjunctions and the	<b>Year 5</b> I can write short texts on familiar topics.  I can use my existing knowledge of vocabulary and phrases to create new sentences	<b>Year 6</b> I can express my ideas clearly and I can write a piece of text using the language from a variety of units covered.

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	negative form where appropriate. E.g., my name, where I live and my age.	I can substitute words for suitable alternatives. E.g. a colour I like and a colour I don't like.	<p>I can use a wide range of descriptive phrases and vocabulary.</p> <p>I can apply the correct forms of grammar when writing my own sentences.</p> <p>I can use a dictionary or glossary to check words.</p>
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## Grammar

Porteous		Borton	
<p><b>Year 3</b></p> <p>I can understand the concept of noun gender and the use of articles.</p> <p>I can use the first-person singular version of high frequency verbs e.g. 'I like...' 'I play...' 'I am called...'</p>	<p><b>Year 4</b></p> <p>I can understand the concept of masculine and feminine words used in French.</p> <p>I can think about which articles to use (e.g. 'the', 'a' or 'some')</p> <p>I can recognise and begin to apply rules for placement and agreement of adjectives</p> <p>I can recognise and using the negative form. E.g. 'In my bag I do not have...'</p>	<p><b>Year 5</b></p> <p>I can demonstrate the correct use of definite and indefinite article depending on gender and nouns.</p> <p>I can show an understanding of the rules of adjectival agreement and possessive adjectives.</p> <p>I can start to explore full verb conjugation (e.g. I wear..., he/she wears...)</p>	<p><b>Year 6</b></p> <p>I can correctly use gender, nouns, negatives, adjectival agreement and possessive adjectives. (e.g. which subjects I like at school and also which subjects I do not like).</p> <p>I can use a wider range of connectives/conjunctions.</p> <p>I can use a variety of regular verbs and I am beginning to use some common irregular verbs, e.g. 'to make', 'to go', 'to have', 'to be' and 'to do'.</p>

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### **Progression of Skills in MFL - French**

	I can making comparisons of word order in French and English.		
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