

Progression of Knowledge and Skills: Modern Foreign Languages (French)

Version 3: Updated 2022 to reflect Ofsted subject review 2021 and again July 2024 to reflect Kapow scheme of work changes 2024-2025.



Cultural Awareness

Knowledge Strands

Phonics	Vocabulary	Grammar
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Skills Strands

Language Comprehension (Listening and Reading)	Language Production (Speaking and Writing)
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Alveley's MFL Curriculum

French greetings with puppets
French adjectives for colour, size and shape
Playground games, numbers and age
In a French classroom
Bon Appetit
Shopping for French Food
This is me
School Days
Birthday Celebrations
Colourful Creatures
Fabulous French Food
Gourmet tour of France
Portraits - describing in French
Meet my French family
Clothes - getting dressed in France
French weather
French speaking world
Planning a French holiday
French musica celebrations
In my French house
French sport and the Olympics
French verbs in a week
French transport
Visiting a town in France

1. These are the three skill strands that will each be developed through various units that are taught in the curriculum.

From the Ofsted research review language series we have identified the three knowledge strands or pillars.

In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.

2. Next, we have our units of learning in our curriculum.

Each of these units contains the three knowledge standards and two skill strands, as explained above. This means that every unit of MFL gives pupils the chance to practise their **Phonics, Vocabulary, Grammar, Language Comprehension and Language Production** skills.

Phonics

National Curriculum Objective	Years 3 and 4	Years 5 and 6
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<ul style="list-style-type: none">-To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English).-To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et.-To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â-To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u.-It changes the pronunciation of the c from a hard to a soft 'ss' sound.-To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert.-The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.-To recognise and begin to predict key word patterns and spellings.-To know that 'h' at the start of a word in French is not pronounced.	<ul style="list-style-type: none">-To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.-To know that a change in voice intonation can indicate when a question is being asked.-To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?-To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.

Vocabulary

Year 3 and 4 Cycle A	Autumn 1 French Greetings with Puppets	Autumn 2 French adjectives for colour, size and shape	Spring 1 Playground Games, Number and Age
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	Je tu bonjour bonsoir bonne nuit je m'appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir c'est Comment tu t'appelles ? Ça va/Comment ça va ?	I you hello good evening good night my name is I am fine I am very well so so I am not ok I am really not ok goodbye it is What is your name? How are you? (informal/formal).	grand petit rouge blue jaune vert blanc noir orange violet rose brun un cercle un carré un rectangle un triangle
		big small red blue yellow green white black orange purple pink brown a circle a square a rectangle a triangle	Combien ? Tu as quel âge ? un deux trois quatre cinq six sept huit neuf dix onze douze plus moins et font/égale
			Howmany/much? How old are you? one two three four five six seven eight nine ten eleven twelve plus minus and Equals (in Maths)

Year 3 and 4 Cycle A	Spring 2 In a French Classroom	Summer 1 Bon Appétit	Summer 2 Shopping for French Food
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	écoutez! écrivez ! lisez ! fermez ! ouvrez ! parlez ! regardez ! levez-vous ! asseyez-vous ! dans mon sac j'ai... je n'ai pas de... mais Tu as... ?	listen write read close open speak watch/look stand up sit down in my bag I have... I do not have... but Do you have...?	la tomate la pomme la fraise le melon le citron l'orange aujourd'hui demain hier lundi mardi mercredi jeudi vendredi samedi dimanche j'aime je n'aime pas
		tomato apple strawberry melon lemon orange today tomorrow yesterday Monday Tuesday Wednesday Thursday Friday Saturday Sunday I like I do not like	le marché le café le supermarché la boulangerie la pâtisserie au/à la/à l' je vais j'achète trente quarante cinquante soixante
			market café supermarket bakery cake shop to I go I buy thirty forty fifty sixty

			je voudrais ça fait s'il vous plaît	I would like that costs please		
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Vocabulary

Year 3 and 4 Cycle B	Autumn 1 This is Me	Autumn 2 School Days	Spring 1 Birthday Celebrations			
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	Bonjour Bonsoir Bonne nuit Salut Je m'appelle ça va ça va bien ça va très bien ça ne va pas ça va mal ça va ? Comment tu t'appelles ?	Hello Good evening Goodnight Hi My name is I am ok I am fine I am very well I am not ok I am really not ok How are you? What is your name?	le/la/l'/les un/une et l'école dans ma salle de classe il y a il n'y a pas d'/de j'étudie un emploi du temps	the a/an/one and school in my classroom there is/are there is/are not I study a timetable	le jour la semaine hier demain aujourd'hui les mois je voudrais C'est quand ton anniversaire ? Mon anniversaire c'est le ... Quelle est la date aujourd'hui ? lundi mardi mercredi jeudi vendredi samedi dimanche	the day the week yesterday tomorrow today the months I would like When is your birthday? My birthday is on the... What is the date today? Monday Tuesday Wednesday Thursday Friday Saturday Sunday numbers 13-31 months of the year

Year 3 and 4 Cycle B	Spring 2 Colourful Creatures		Summer 1 Fabulous French Food		Summer 2 Gourmet tour of France	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	c'est bleu(e) énorme grand(e) jaune minuscule petit(e) orange rose rouge vert violet un lion un tigre un serpent un éléphant une grenouille une licorne une giraffe un/une	it is blue huge big yellow tiny small orange pink red green purple a lion a tiger a snake an elephant a frog a unicorn a giraffe a/an/one	le menu une boisson une entrée un plat principal l'addition s'il vous plaît ça fait ... le serveur / la serveuse un billet une pièce de monnaie Vous désirez ?	menu drink starter main dish the bill please it comes to... (amount) waiter/waitress a banknote a coin What would you like? Names of different shops and eateries nouns for foods and drinks	le chocolat le croissant le fromage le gâteau la baguette la tarte la saucisse le cornichon car c'est bon délicieux horrible fade j'aime je n'aime pas je préfère ma nourriture préférée est tu aimes...? quelle est ta nourriture préférée	chocolate croissant cheese cake baguette bread tart sausage gherkin pickle because it is good delicious horrible tasteless I like I don't like I prefer My favourite food is Do you like...? What is your favourite food?

Vocabulary

Year 5 and 6 Cycle A	Autumn 1 Portraits – Describing in French		Autumn 2 Meet my French family		Spring 1 Clothes – Getting Dressed in France	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	il/elle a les cheveux les yeux il/elle est poli(e) fort(e) travailleur/travailleuse sportif/sportive	he/she has hair eyes he/she is polite strong hard working sporty colour adjectives in masculine, feminine and plural forms	j'ai un frère j'ai une sœur je n'ai pas de je suis fils(masc)/fille (fem) unique son anniversaire c'est le ... j'adore	I have a brother I have a sister I do not have I am an only child his/her birthday is on the... I love names of family members names of fruits	un une des mon/ma/mes dans ma valise il y a	a/an (masculine article of clothing) a/an (feminine article of clothing) For articles of clothing that take the plural form in French my (m/f/pl) in my suitcase there is/are

Vocabulary

Year 5 and 6 Cycle B	Autumn 1 Music French Celebrations		Autumn 2 In my French House		Spring 1 French Sport and the Olympics	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	tu joues d'un instrument ? je joue du piano je joue de la batterie je ne joue pas de la guitare je voudrais jouer quel genre de musique aimes-tu ? le zouk la musique classique la musique rock car c'est bruyant ennuyeux entraînant reposant triste moderne	Do you play an instrument? I play the piano I play the drums I do not play the guitar I would like to play What type of music do you like? zouk classical music rock music because it is noisy boring catchy relaxing sad modern Opinion verbs	J'habite dans un appartement une maison jumelée une maison mitoyenne la cuisine le salon la chambre la salle de bain au rez-de-chaussée au premier étage le lit le bureau la chaise les livres les jouets les étagères Ily a prepositions	I live in an apartment a semi-detached house a terraced house the kitchen the living room the bedroom the bathroom on the ground floor on the first floor the bed the desk the chair the books the toys the shelves	Je joue Je fais rapide fatigant amusant compétitif passionnant cool technique Je vais Tu vas il/elle va Nous allons Vous allez ils/elles vont Opinion verbs Names of countries	I play I do fast tiring fast competitive engaging cool technical I go You go he/she goes We go You (formal/plural) go They go

Year 5 and 6 Cycle B	Spring 2 Verbs in a French week		Summer 1 French Transport		Summer 2 Visiting a town in France	
Understanding and communicating ideas, using their knowledge of phonology, grammatical	chanter courir danser dormir écrire jouer lire manger	To sing To run To dance To sleep To write To play To read To eat	en/à je vais en/à ... puis Tu vas où ? Tu vas comment ? Il y a combien de ... ?	By (referring to transport) I go by... then Where are you going? How are you going? How many ... are there?	Dans ma ville le parc le marché le musée le zoo le théâtre le cinéma la piscine la bibliothèque	In my town the park the market the museum the zoo the theatre the cinema the swimming pool the library

structures and vocabulary.	nager aimer avoir être Opinion verbs	To swim To like To have To be	Comment tu vas à l'école ?	How do you go to school? Colour adjectives Names in French of French-speaking countries and places	est devant derrière à côté de entre en face de près de - near to loin de - far from il y a il n'y a pas d'/de	is in front of behind next to between opposite near to far from there is/are there is/are no
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Grammar

National Curriculum Objective	Years 3 and 4	Years 5 and 6
Terminology	Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular	Adverb Comparative adjectives Metaphor Compound nouns Compound sentences Infinitive Conjugation Future tense Irregular verbs Second verb infinitive Partitive articles
Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	<ul style="list-style-type: none"> -To understand that every French noun is either masculine or feminine. -To know that the gender affects the form of the indefinite article un or une. -To know that feminine nouns often (but not always) end in 'e'. -To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. -To know that the pronoun ça means 'it'. To know that the pronoun y means 'there'. -To know that the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. -To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender 	<ul style="list-style-type: none"> -To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. -To know whether to use the pronouns il 'he' or elle 'she' when describing someone
Feminine and masculine forms: Adjectives (position and agreement)	<ul style="list-style-type: none"> -To know that most adjectives are placed after the noun in French. -To know that adjectives of size such as petit and grand are placed before the noun. -To know that the ending of an adjective changes depending on the gender and number of the noun it describes. 	<ul style="list-style-type: none"> -To know that adjectives must agree with the gender and number of the noun being described. -To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison. -To know that partitive articles describe where something is placed: le livre est à côté du stylo.

	<ul style="list-style-type: none"> -To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. -To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse. -To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe, 	<ul style="list-style-type: none"> -To know a range of prepositions to describe the position of objects or places.
Verbs (including conjugation and negation)	<ul style="list-style-type: none"> -To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions. -To know that je/j', tu and vous are subject pronouns. -To know that c'est means "it is" and is used to describe what something is. -To know that il y a is used to say 'there is/are.' -To know that placing ne...pas around the verb makes it negative: ne + verb + pas. -To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. -To know that the endings of verbs change according to the subject. -To know how to form the first, second and/or third person of the verbs avoir (to have) and être (to be). 	<ul style="list-style-type: none"> -To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. -To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. -To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. J'ai dix ans - I am ten years old. Il a faim - He is hungry. -To know that some verbs are irregular. -To know that compound sentences join two simple sentences together using connectives such as et and mais. -To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. -To know that the way verbs change to match the pronoun is called conjugation. -To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). -To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). -To conjugate the verbs aller, jouer and faire. -To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. -To know that, for regular verbs, the formal imperative verb (tu) is formed by removing the pronoun vous and just keeping the -ez form of the verb e.g. tournez ! -To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin
Key features and patterns of the language; how to apply these, for instance, to build sentences; and how	<ul style="list-style-type: none"> -To know that the word order is sometimes different in French compared to English. -To know that we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. -To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. 	<ul style="list-style-type: none"> -To know that there is no possessive apostrophe in French. -To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. -To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.

these differ from or are similar to English

- To know that accents in French can change the sound of a letter.
- To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that you can make a statement into a question simply by changing the intonation of your voice in French.
- To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.

- To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'.
- To understand that words in French and English will not always have a direct equivalent in the other language.
- To know that parce que and/or car (because) can be used to extend a sentence and give a justification.

Language Comprehension (Listening and Reading)

National Curriculum Objective	Years 3 and 4	Years 5 and 6
Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> -Listening and responding to single words, short phrases and full sentences. 	<ul style="list-style-type: none"> -Listening and inferring information from audio passages using language detective skills.
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	<ul style="list-style-type: none"> -Listening and noticing rhyming words when joining in with songs. -Beginning to notice common spelling patterns. 	<ul style="list-style-type: none"> -Independently identifying rhyming words and spelling patterns when joining in with songs. -Beginning to predict spelling patterns.
Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none"> -Reading aloud some words from simple songs, stories and rhymes. -Following a short text or rhyme, listening and reading at the same time. 	<ul style="list-style-type: none"> -Reading short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> -Recognising some familiar French words in written form. -Beginning to understand and notice cognates and near cognates. -Beginning to explore various language detective strategies. 	<ul style="list-style-type: none"> -Identifying and extracting key information in a range of authentic texts. -Reading and using language detective skills to assess meaning including context, text type and sentence structure.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> -Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. -Using visual and contextual clues and cues to gist and make predictions about meanings. 	<ul style="list-style-type: none"> -Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. -Using a bilingual dictionary to select alternative vocabulary for independent sentence building. -Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.

Language Comprehension (Listening and Reading)

National Curriculum Objective	Years 3 and 4	Years 5 and 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> -Forming simple statements with information including the negative. -Practising speaking with a partner. -Recognising, asking, and answering simple questions. -Beginning to form opinion phrases. -Using a variety of conversational phrases. 	<ul style="list-style-type: none"> -Beginning to use conversational phrases for purposeful dialogue. -Planning, asking and answering questions. -Developing extended sentences to justify a fact or opinion.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> -Using short phrases to give information. -Recognising, repeating and adapting phrases from rhymes and songs. -Using a model to form a spoken sentence. 	<ul style="list-style-type: none"> -Rehearsing and recycling extended sentences orally. -Speaking in full sentences using known vocabulary. -Planning and giving a short oral presentation. -Modifying, expressing and comparing opinions.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> -Listening and repeating key phonemes with care. -Recognising that sounds and spelling patterns can be different from English. -Recognising how intonation and gesture are used to differentiate between statements and questions. -Discussing strategies for remembering and applying pronunciation rules. 	<ul style="list-style-type: none"> -Recognising key phonemes in an unfamiliar context, applying pronunciation rules. -Using intonation and gesture to differentiate between statements and questions. -Formulating their own strategies to remember and apply pronunciation rules. -Speaking and reading aloud with increasing confidence and fluency.
Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> -Introducing self to a partner with simple phrases. -Rehearsing and performing a short role-play, song or story. 	<ul style="list-style-type: none"> -Creating and presenting a dialogue or role-play. -Giving a presentation drawing upon learning from a number of previous topics.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	<ul style="list-style-type: none"> -Selecting and writing simple words and short phrases, some from memory. 	<ul style="list-style-type: none"> -Adapting model sentences to express different ideas. -Using existing knowledge of vocabulary and phrases to create new sentences.
Use familiar vocabulary in phrases and simple writing.	<ul style="list-style-type: none"> -Making short phrases or sentences using word cards, knowledge organisers and cloze exercises. 	<ul style="list-style-type: none"> -Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. -Constructing a short text on a familiar topic.
Describe people, places and things and actions orally and in writing.	<ul style="list-style-type: none"> -Using different adjectives with a singular noun, with correct positioning and agreement. -Choosing appropriate adjectives from a range of adjectives. 	<ul style="list-style-type: none"> -Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. -Using adapted phrases to describe an object, person or place. -Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. -Using a wide range of descriptive words and phrases independently.

Cultural Awareness

Years 3 and 4		Years 5 and 6	
Skills	Knowledge	Skills	Knowledge
<ul style="list-style-type: none"> -Discussing similarities and differences between customs and traditions in France and the UK. -Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse. -Discovering French festivals and their traditions. -Ordering typical French food and/or drink. 	<ul style="list-style-type: none"> -To know that in French there are formal and informal greetings. -To know some playground games played in France. -To know the names and locations of some of the cities in France. -To name some famous paintings by French artists. -To know that in French there is a formal and informal version of the word for 'you', and when to use which one. -To know that the currency used in France is euros and to recognise some of the notes and coins. -To know that orders are typically taken at the table in France. 	<ul style="list-style-type: none"> -Identifying key geographical features of countries in the French-speaking world. -Analysing climate data for some French-speaking countries. -Playing the traditional French game of la pétanque. -Comparing sporting activities in France and the UK. 	<ul style="list-style-type: none"> -To know that French is spoken in different countries around the world. -To be able to name French-speaking countries and recognise the flags of those countries. -To be able to explain how climate varies in some French-speaking countries. -To know the rules for playing French bowls. -To know informal and formal terms of address in France.