



*Fairview Community Primary  
School*

## **Key Skills & Knowledge Progression Map:**

### **MFL (French)**

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

#### MFL Rationale

At Fairview we believe that studying a MFL will help pupils to develop an understanding of different countries and cultures. A high-quality MFL education should inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children are encouraged to develop a greater understanding and knowledge of French as a MFL, the vocabulary both spoken and written but to also gain an insight into the culture and life in France and how this is similar and different to their own.

The curriculum is designed to ensure that teaching equips pupils with the vocabulary needed to communicate both verbally and in writing and should lay the foundations for further foreign language teaching at key stage 3. As pupils progress through the school, their growing knowledge of French vocabulary helps them to deepen their understanding of the French language and to use this knowledge when interacting with each other.

Our teaching of MFL, although mainly focused on French, is not solely limited to this. Children are encouraged to use languages from their own cultures, languages from holidays and various languages from around the world in songs, greetings and celebrations.

	<b>Foundation Year1 Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Speaking and listening</b>		<p>To respond to simple questions with support from a spoken model or visual clue.</p> <p>To respond to spoken instructions.</p> <p>To recognise numbers 1-20.</p> <p>To discriminate sounds and identify meaning when items are repeated several times</p> <p>To be able to greet others with confidence and reply to the questions</p>	<p>To identify and pronounce accurately the names of some countries and towns.</p> <p>To sing a song from memory on a related topic.</p> <p>I can listen with care.</p> <p>To listen to a story and select keywords and phrases from it.</p> <p>To be able to ask and answer simple questions with correct intonation.</p>	<p>To understand numbers in multiples of 10 up to 100.</p> <p>To understand and give simple directions.</p> <p>I can say that I don't understand and ask for something to be repeated.</p> <p>To give information.</p> <p>To be able to use short sentences when asking and answering questions.</p>	<p>To follow short descriptions in order to find specific information.</p> <p>To devise and perform a quick sketch in a role play situation.</p> <p>To demonstrate creativity and imagination in using known language in new contexts.</p> <p>To listen attentively and understand more complex phrases and sentences.</p>

		<p>To be able to remember a well-known children's song in the language studied.</p> <p>To sing a song from memory, with clear pronunciation.</p> <p>To be able to identify common nouns.</p> <p>To remember some key vocabulary. E.g., colours, numbers.</p>	<p>To remember a sequence of spoken words I can speak clearly and confidently.</p> <p>To initiate a conversation when working with a partner.</p> <p>To be able to express my opinion.</p>	<p>To prepare a short talking task alone or with a partner and present this with reasonable pronunciation.</p> <p>To listen to a story or poem and identify key words and phrases.</p>	<p>To understand longer and more complex phrases or sentences.</p> <p>To use spoken language confidently to initiate and sustain conversations to tell stories.</p> <p>To prepare a short presentation on a familiar topic.</p> <p>To be understood when speaking in a different language.</p>
<b>Reading</b>		<p>To sequence written instructions.</p> <p>I can recognise some familiar word in written form.</p> <p>I can recognise and read known sounds within words.</p> <p>I can read some key vocabulary.</p>	<p>I can understand words displayed in the classroom.</p> <p>I can research additional vocabulary using a dictionary.</p> <p>I can read familiar words and join in with a non-fiction text / story.</p>	<p>I can show understanding of a short text containing familiar and unfamiliar language.</p> <p>I can retrieve information from a text.</p> <p>I can make predictions based on existing knowledge.</p> <p>I can read aloud to a partner or small group.</p>	<p>I can use knowledge of word order and sentence construction to support the understanding of written text.</p> <p>I can read and understand the main points and some details from a short written passage.</p> <p>I can read aloud with confidence.</p>

<b>Writing</b>		<p>I can write some of the numbers to 20 from memory.</p> <p>I can experiment with writing simple words.</p> <p>I can copy accurately in writing some key words.</p> <p>I can copy or label using single words or short phrases.</p>	<p>I can write familiar words and simple phrases from a model.</p> <p>I can understand and write a short email using structures learnt.</p>	<p>I can write a simple poem.</p> <p>I can write short sentences in a presentation or booklet.</p> <p>I can write simple instructions accurately.</p> <p>I can write sentences on a range of topics using a model.</p>	<p>I can write sentences using some description I can apply a range of linguistic knowledge to create simple, written pieces that can be understood.</p> <p>I can use dictionaries to support writing.</p>
<b>Knowledge about languages</b>		<p>I can understand and start to use some basic core structures.</p>	<p>I can understand the main core structures and begin to use them actively.</p> <p>I can identify phonemes that are the same as or different from English.</p>	<p>I can use agreements of adjectives.</p> <p>I can manipulate language by changing an element in a sentence.</p>	<p>I can understand and use negatives.</p> <p>I can recognise patterns in the foreign language.</p>
<b>Knowledge about the culture of countries</b>		<p>I can understand cultural similarities and differences and how festivals are celebrated.</p> <p>I can understand the differences in social conventions when people greet each other</p>	<p>I can identify countries where selected languages are spoken.</p> <p>I can investigate aspects of lifestyle in a selected country e.g. food or leisure activities.</p>	<p>I can look at further aspects of everyday lives from the perspective of someone from a different country.</p> <p>I can learn about places of interest/importance within the country studied.</p>	<p>I can present information about an aspect of culture.</p> <p>I can compare and contrast countries where language is spoken with this country.</p> <p>I can investigate famous people/events from the chosen country to be studied.</p> <p>I can investigate cultural differences.</p>

Key Vocabulary		Masculine, feminine, pronoun, noun, verb, singular, plural, negation, culture, accent, translate, phoneme, agreement, prefix, suffix, determiner, interpret.	Masculine, feminine, pronoun, singular, plural, adjective, noun, verb, negation, culture, accent, translate, phoneme, agreement, prefix, suffix, determiner, interpret.	Masculine, feminine, pronoun, singular, plural, preposition, adjective, noun, verb, directional language, negation, culture, accent, translate, phoneme, agreement, prefix, suffix, determiner, interpret.	Masculine, feminine, pronoun, proposition, noun, verb, adjective, negation, culture, conjugation, accent, translate, phoneme, agreement, prefix, suffix, determiner, interpret.
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