



## MFL

### *Subject Intent*

In MFL, at Three Bridges Primary School, we want every child to **enjoy** learning new vocabulary and grammatical skills which supports them in developing language confidence and fluency. We aim for all children to **achieve** the skills to read, write and speak confidently in French. We also aim for all children to develop their listening skills so they can understand and interpret the French language. We will encourage this by giving them the tools to become **resilient** French speakers.





MFL Skills Progression:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>						
			<ul style="list-style-type: none"> <li>I can recognise a few familiar spoken words and phrases.</li> <li>I can listen to and recognise numbers up to 20.</li> <li>I can recognise different colours.</li> <li>I can recognise the names of family members.</li> <li>I can begin to listen to and recognise information in questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the meaning of a range of familiar spoken phrases</li> <li>I can identify some similarities and differences in French culture.</li> <li>I can recognise numbers up to 30.</li> <li>I can recognise the months of the year.</li> <li>I can listen to and understand questions beginning with <i>quelle</i> and <i>comment</i>.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the main points from a short spoken passage made up of familiar language.</li> <li>I can identify a range of similarities and differences in French culture.</li> <li>I can recognise numbers up to 40.</li> <li>I can listen to a sentence and identify important information.</li> <li>I can listen to and understand questions in a similar topic.</li> <li>I can listen to and understand some questions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences</li> <li>I can explain the similarities and differences in French culture.</li> <li>I can recognise numbers up to 50.</li> <li>I can listen to multiple sentences and identify important information.</li> <li>I can listen to and understand a range of questions.</li> </ul>

## Speaking

- I can say and repeat single words and short simple phrases
- I can answer simple questions using single words and short simple phrases.
- **I can say:**
  - Greetings
  - what my name is
  - saying how I am feeling
  - Respond with oui, non, s'il vous plait, merci
  - days of the week
  - numbers
  - months
  - colours

- I can say words and short simple phrases with increased accuracy in pronunciation.
- I can answer simple questions and give basic information.
- **I can say (in phrases):**
  - how old I am
  - \_favourite colour
  - saying the date
  - when my birthday is
  - whether I have siblings

- I can say words, short simple phrases and sentences.
- I can ask and answer simple questions and talk about my interests.
- **I can say (in sentences):**
  - how old I am
  - \_favourite colour
  - saying the date
  - when my birthday is
  - whether I have siblings

- I can say words, phrases and multiple sentences with increased accuracy.
- I can take part in a simple conversation and express opinions by asking and answering questions.
- **I can say (in multiple sentences and short paragraphs.):**
  - how old I am
  - \_favourite colour
  - saying the date
  - when my birthday is
  - whether I have siblings

## Reading

- I can recognise and read out a few familiar words and phrases.
- I can recognise and understand most/some familiar written words and phrases.
- I can identify words I know to make sense of what I have read.

- I can read out and discuss familiar written phrases.
- I can recognise and understand most/some phrases and simple sentences.
- I can identify words and phrases to make sense of what I have read.

- I can summarise the questions and main point(s) from a short-written passage in clear printed script.
- I can recognise and understand simple sentences with conjunctions.
- I can a range of words and phrases I know to make sense of the meaning.

- I can explain the main points and some of the detail from short written texts in familiar contexts.
- I can mostly read and understand simple texts that are familiar.
- I can make accurate sense of a short text from a range of words, phrases and

						sentence structures.
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**Writing**

			<ul style="list-style-type: none"> <li>• I can write or copy simple words or symbols correctly</li> <li>• I can include some grammar features with accuracy(see grammar section) when writing words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write one short sentence to a model and fill in the words.</li> <li>• I can include a range of grammar features (see grammar section) in my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a few short sentences with support using expressions which they have already learnt write short sentences using reference materials - e.g. - describe your family</li> <li>• I can include grammar features (see grammar section) when writing short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a short text on a familiar topic, adapting language which they have already learnt.</li> <li>• I can include grammar features (see grammar section) when writing short texts and paragraphs.</li> </ul>
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## Grammar

- Using I have (J'ai)
- Using "tu" Comment and Quel/Quelle in questions
- Using "je" in answers Questions using
- Using like/dislike (J'aime/Je n'aime pas)
- Gender of nouns (female/male)
- Using indefinite articles (un/une)
- Using numbers in a sentence
- Possessive adjectives my (mon/ma/mes)
- Using negation Je n'ai pas
- Using il y a (there is/ there are)

- Using tu, Qu'est ce que, comment, quell/quelle, Où in questions.
- Using "je" in answers • Using "j'ai"
- Using negation « Je n'ai pas »
- Using numbers in a sentence
- Plural (adding an "s" or "x")
- Gender of nouns (female/male/plural)
- Using indefinite articles (un/une/des)
- Using definite articles (le/la/les/l')
- Using I like/I love/I dislike/I hate (J'aime/J'adore/Je n'aime pas/Je déteste)
- J'aime + verb
- Using verbs: I live/I go/I eat/I drink/I play
- saying 'in' (dans, en, à la)
- Using coordinating conjunctions (et/mais) • Using il y a (there is/ there are)
- saying 'in/at' (en/à)

- Using tu, Qu'est ce que, comment, quell/quelle, Où in questions.
- Using "je" in answers • Using "j'ai"
- Using negation « Je n'ai pas »
- Using numbers in a sentence
- Plural (adding an "s" or "x")
- Gender of nouns (female/male/plural)
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- J'aime + verb
- Using verbs: I live/I go/I eat/I drink/I play (J'habite/Je vais/Je mange/Je bois/Je joue)
- saying 'in' (dans, en, à la)
- Using coordinating conjunctions

- Use a range of grammar structures from previous years. Using "tu", "il", "elle" in questions
- Using "je", "il", "elle" in answers
- Using numbers in a sentence
- Plural (adding an "s" and x)
- Gender of nouns (female/male/plural)
- Using indefinite articles (un/une/des)
- Using definite articles (le/la/les/l')
- Using « il y a... »
- negative using "ne...pas"
- Using conjunctions (et/mais)
- Je voudrais
- The partitive article (du/de la/de l'/des) • J'aime/J'adore .... mais je n'aime pas/je déteste...
- Je voudrais être + (profession).
- Mon père/Ma mère/Il/Elle est (profession).

					(et/mais) • Using il y a (there is/ there are) • saying 'in/at' (en/à)	
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