

MFL Progression Grid (French)

God is love, so we: Learn to Love; Love to Learn; Learn for Life

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, (with the exception of EYFS) along with the specific vocabulary which supports this understanding.

Threshold Concepts

Communication		Perseverance		Whole-child	
Each year will have vocabulary linked to each unit being taught. There is a different vocabulary page for each unit provided by Euro Stars scheme.		By speaking and listening in French, reading French passages and writing in French throughout the units at age appropriate level		They will develop and embed a second language during the year, through topic based units. They will learn about French culture and how to express different emotions.	
	AUTUMN		SPRING		SUMMER
Year 3 EUROSTARS Book 1	Autumn 1 – All about me Autumn 2 – Games and Songs	Spring 1 – Celebrations Spring 2 - Portraits		Sum 1 – The four friends Sum 2 – Growing things	
Year 4 EUROSTARS Book 2	Autumn 1 – All aboard! Autumn 2 - Pocket Money	Spring 1 - Tell me a story Spring 2 - Our sporting lives		Sum 1 - The Carnival of the animals Sum 2 - What's the weather like?	
Year 5 EUROSTARS Book 3	Autumn 1 - Healthy Eating Autumn 2 - I am the Music Man	Spring 1 - On the way to school Spring 2 - Beach scene		Sum 1 - The return of Spring Sum 2 - The Planets	
Year 6 EUROSTARS Book 4	Autumn 1 - Our School Autumn 2 - The World Around Us	Spring 1 - Then and Now Spring 2 - Out and about		Sum 1 - Setting up a café Sum 2 - What's in the news?	
	AUTUMN Learners will learn that: (Knowledge)		SPRING Learners will learn that: (Knowledge)		SUMMER Learners will learn that: (Knowledge)
Year 3	*Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. *Appreciate songs in the language.	*Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. *Appreciate songs in the language. *Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.		*Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. *Appreciate stories, songs, poems and rhymes in the language. *Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.	

<p>Year 4</p>	<p>*Explore patterns and sounds of language and link the spelling, sound and meaning of words. *Appreciate stories, songs, poems and rhymes in the language.</p>	<p>*Explore patterns and sounds of language and link the spelling, sound and meaning of words. *Appreciate stories, songs, poems and rhymes in the language. *Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.</p>	<p>*Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. *Appreciate stories, songs, poems and rhymes in French. *Broaden their vocabulary and develop their ability to understand new words.</p>
<p>Year 5</p>	<p>*Explore patterns and sounds of language and link the spelling, sound and meaning of words. *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. *Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are or are similar to English.</p>	<p>*Explore patterns and sounds of language and link the spelling, sound and meaning of words. *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. *Appreciate stories, songs, poems and rhymes in the language. *Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are or are similar to English.</p>	<p>*Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. *Appreciate stories, songs, poems and rhymes in the language. *Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are or are similar to English.</p>
<p>Year 6</p>	<p>*Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. *Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are or are similar to English. *Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>*Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. *Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are or are similar to English.</p>	<p>*Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. *Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are or are similar to English. *Appreciate stories, songs, poems and rhymes in the language.</p>

	AUTUMN Learners will learn how: (Skills)	SPRING Learners will learn that: (Skills))	SUMMER Learners will learn that: (Skills)
Year 3	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. *Express opinions and respond to those of others. 	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. *Ask and answer questions; express opinions and respond to those of others. 	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Describe things and actions orally and in writing. *Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. *Ask and answer questions; express opinions and respond to those of others.
Year 4	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Develop accurate pronunciation and intonation so that others understand when they are reading or using familiar words and phrases. *Read carefully and show understanding of words, phrases and simple writing. *Engage in conversation, ask and answer questions, and express opinions and respond to those of others. *Speak in sentences, using familiar vocabulary, phrases and basic language structures. *Present ideas and information orally to a range of audiences. 	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Develop accurate pronunciation and intonation so that others understand when they are reading or using familiar words and phrases. *Read carefully and show understanding of words, phrases and simple writing. *Present ideas and information orally. 	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Speak in sentences, using familiar vocabulary, phrases and basic language structures. *Describe people, places, things and actions orally and in writing. *Develop accurate pronunciation and intonation so that others understand when they are reading or using familiar words and phrases. *Present ideas and information orally. *Read carefully and show understanding of words, phrases and simple writing. *Engage in conversations; ask and answer questions.
Year 5	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Speak in sentences, using familiar vocabulary, phrases and basic language structures. *Read carefully and show understanding of words, phrases and simple writing. *Ask and answer questions. 	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Speak in sentences, using familiar vocabulary, phrases and basic language structures. *Present ideas and information orally to a range of audiences. *Engage in conversations; ask and answer questions; seek clarification and help. *Read carefully and show understanding of words, phrases and simple writing. *Develop accurate pronunciation and intonation 	<ul style="list-style-type: none"> *Speak in sentences, using familiar vocabulary, phrases and basic language structures. *Present ideas and information orally to a range of audiences. *Read carefully and show understanding of words, phrases and simple writing. *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
Year 6	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Speak in sentences, using familiar vocabulary, phrases and basic language structures. *Read carefully and show understanding of words, phrases and simple writing. *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. *Describe people, places, things and actions orally and in writing. *Engage in conversations; ask and answer questions; express opinions and respond to those of others. 	<ul style="list-style-type: none"> *Listen attentively to spoken language and show understanding by joining in and responding. *Speak in sentences, using familiar vocabulary, phrases and basic language structures. *Engage in conversations; ask and answer questions; express opinions and respond to those of others. *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. *Present ideas and information orally to a range of audiences. 	<ul style="list-style-type: none"> *Engage in conversations; ask and answer questions; express opinions and respond to those of others. *Speak in sentences, using familiar vocabulary, phrases and basic language structures. *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. *Present ideas and information orally to a range of audiences. *Describe people, places, things and actions orally and in writing.

	Autumn Vocabulary		Spring Vocabulary		Summer Vocabulary	
Year 3	<p>Bonjour! Salut! Ca va? Ca va bien/mal Et toi? Au revoir! Oui/non Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix J'ai Quel age as-tu? J'ai sept/huit ans</p>	<p>Hello Hi How are you? I'm fine/ not very well And you? Goodbye! Yes/No 1-10 I have How old are you? I'm seven/ eight years old</p>	<p>(tres) bien Je joue bien au football. Je nage bien Je nage Je danse Je chante Bravo Super Fantastique Joyeux anniversaire! Les mois: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre Je peux.../ Je peux... Les couleurs Rouge Rose Jaune Bleu(e) Vert(e) Noir(e) Blanc(he) Violet(te) Marron Orange Un nez Une bouche Des yeux Un bras Une jambe Il/ Elle a le nez bleu ... la bouche bleu Les yeux/cheveux bleus Il/elle est grand(e)/ petit(e)</p>	<p>(very) well/good I'm good at playing football I'm a good swimmer I swim/ I'm swimming I dance/ I'm dancing I sing/ I'm singing Well done! Super! Fantastic! Happy Birthday Months of the year I can... Can I...? The colours Red Pink Yellow Blue Green Black White Purple Brown Orange A nose A mouth The eyes An arm A leg He/She has a blue nose ... a blue mouth ... blue eyes/ hair He/She is big/small</p>	<p>Le chevel Le mouton Le lapin La souris Il galope Elle court Il/ Elle est Gris(e) Non, le lapin ne galope pas Tu aimes...? J'aime ... Je n'aime pas... Beaucoup Je voudrais S'il vous plait Vous desirez? Voila Merci Dans mon panier Il y a</p>	<p>The horse The sheep The rabbit The mouse He/ It gallops She/ It runs He/ She/ It is ... Grey No, the rabbit doesn't gallop Do you like...? I like ... I don't like ... A lot I would like ... Please What would you like? There you are Thank you In my basket There is/ there are</p>

	Autumn Vocabulary		Spring Vocabulary		Summer Vocabulary	
Year 4	<p>Je vais a lecole</p> <p>A pied En voiture En velo En bus En train Ou vas-tu?</p> <p>Je Vais En Belgique En France Il Fait Chaud Il fait froid Il fait beau Il fait mauvais Il fait du soleil Il fait du vent Il pleut lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche</p> <p>et</p> <p>J'adore.. Ja detest... Ca Vingt et un, vngt-deux, vingt-trois, vingt-qutre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente C'est combien? Un euro C'est sper/ magnifique, fantastique Jai Je n'ai pas de</p>	<p>I go/ I'm going to school On foot By car By bike By bus By train Where are you going? I'm going ... To Belgium To France It's hot It's cold Its fine weather Is bad weather It's sunny It's Windy It's raining Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday And</p> <p>I love... I hate .. That 21-30</p> <p>How much is it One euro Its great/ magnificent/ fantastic I have I don't have</p>	<p>Regardez Repetez Ecoutez Quarante, cinquante, soixante, soixante-dix, quatre-vingt, quarte-vingtdix, cent Il/Elle est... Grand(e) Petit(e) Vrai/faux</p> <p>Qu'est-ce que tu fais (lundi)? Je joue au tennis/basket Je joue au cricket Je fais du velo. Je fais du skate. Je fais de la danse/natation Zero Boire Manger Le jus orange Le yoaurt Le poisson Une pomme Les carottes Le chocolat Le coca Les bonbons Oui, c'est bon pour la sante Non, c'est mauvais pour la sante</p>	<p>Look Repeat Listen 40, 50, 60, 70, 80, 90, 100 He/She is... Big Small True/ False</p> <p>What are you doing/ do you do (on Monday)? I play tennis/ basketball I play cricket I ride my bike/go cycling I go skateboarding I dance/ swim Zero To drink To eat Orange juice Yogurt Fish An apple Carrots Chocolate Cola Sweets Yes, it's good for your health No, it's bad for your health</p>	<p>Ou habites-tu? J'habite dans.. Je suis Grand(e) Petit(e) Lent(e) Rapide Fort(e) Faible Feroce Timide Quelle heure est-il? Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures Il est midi Il est minuit</p>	<p>Where do you live? I live in .. I am Small Big Slow Fast Strong Weak Fierce Shy What time is it? One o'clock Two o'clock Three o'clock Four o'clock Five o'clock Six o'clock Seven o'clock Eight o'clock Nine o'clock Ten o'clock Eleven o'clock It's midday It's mdnigh</p>

	Autumn Vocabulary		Spring Vocabulary		Summer Vocabulary	
Year 5	<p>Dans le sac, il y a .. Et Aussi Mais Il est bon/ mauvaise Elle est bonne/ mauvaise pour la sante Ils sont bons/ mauvis</p> <p>Elle sont bonnes/mauvaises</p> <p>Tu joues...? Je joues du saxophone/piano/ violon Je joue de la guitare/ clarinette/ batterie Je ne joue pas de/d' Il/Elle joue C'est genial! C'est nul!</p>	<p>In the bag, there is... And Also But It is good/bad (m) It is good for your health (f) They are good/bad (m. pl) They are good/bad (f. pl)</p> <p>Do you play ... I play the saxophone/ piano/ violin I play the guitar/clarinet/drums I don't play He/ she plays It's brilliant It's rubbish</p>	<p>Quand je vais a l ecole, ... Je pase devant... Je traverse la rue Je tourney Je vais... Cinq minutes plus tard finalement Il est une here et demie, deux heures e demie, etc Je vais a l ecole a huit heures et demie A droite A gauche Tout droit Je ne coprened pas Repetes, s'il vous plait.</p>	<p>When I go to school, ... I pass in front of... I cross the road I turn I go five minutes later Finally It's half past one it's half past two I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please</p>	<p>Au printemps En ete/automne/hiver</p> <p>Clair Sombre Heureux Triste Viens/ Reste (chez moi) Les coloueurs sont ... La fille Trop tres</p> <p>La Terre La Lune Pres de Loin de Pres du soleil Loin du solel Un nom (propere) Un adjectif Parc que Elle Assez tres</p>	<p>In the spring In the summer/autumn/ winter Bright/Light Dark Happy Sad Come/Stay (wth me) The colours are... The girl Too very</p> <p>The Earth The Moon Near Far Near the sun Far from the Sun A (proper) noun An adjective Because If Quite, fairly very</p>

	Autumn Vocabulary		Spring Vocabulary		Summer Vocabulary	
Year 6	La sale de classe	The classroom	Un supermarche	A supermarket	Une lemonade	A lemonade
	L'entrée principale (f.)	The main entrance	Une boulangerie	A baker's	Une eau minerale	A mineral water
	La cour	The playground	Une boucherie	A butcher's	Un jus d'orange	An orange juice
	Le terrain de sport	The sports field	Une epicerie	A grocer's	Un verre de coca	A glass of cola
	Je cherche...	I'm looking for	Une patisserie	A cake shop	Un chocolat chaud	A hot chocolate
	Je cours	I run/ I'm running	Il y avait...	There was/were	Un café	A (black) coffee
	Je travaille	I work/ I'm working	Maintenant	Now	Un café au lait	A coffee with milk
	Ici	Here	Qu'est-ce que c'est?	What is it?	Une tasse de the	A cup of tea
	La	There	Il/ Elle porte..	He/ She is wearing...	Un paquet de chips	A packet of crisps
	Voici	Here it is	Il/Elle s'appelle..	His/ Her name is ...	Une portion de frites	A portion of chips
	Voila	There it is			Une glace ay chocolat	A chocolate ice cream
	Il est deux heures et quart	It's quarter past two			Une glace a la fraise/ a la vanilla	A strawberry/ vanilla ice cream
	Il est deux heures moins le quart	It's quarter to two	Soixante-etonze, soixantedouze, soixantetreize etc	71-79	Vous desirez?	What would you like?
	Il est deux heures cinq/dix/vingt/ vingt-cinq Il est deux heures moins cinq, dix, vingt, vingt-cinq	It's five/ ten/ twenty/ twenty-five past two It's five/ten /twenty /twenty-five to two	Quatre-vingtun, quatrevingt-deux, quatre-vingttrois, Quatre-vingtneuf	81-89	C'est combine?	How much is it?
	Le dejeuner	Lunch(time)			Bon appetite!	Enjoy your meal/ food
	Le professeur	The teacher (general term)	Quatre-vingtonze, quartervingt-douze etc	91-99		
	Le maitre, la maitresse Il/Elle a	Primary school teacher He/ She has...	Quatre-vingtdix-neuf			
	L'Europe (f.)	Europe	Un homme	A man		
	L,Afrique (f.)	Africa	Une femme	A woman		
	Ou est...?	Where is...?	Qu'est-ce que tu aimes/detestes?	What do you like/ hate?		
Des...	Some (plural)	Tu veux jouer au rugby/ netball/ pingpong?	Do you want to play rugby/netball/table tennis?			
Le matin	The morning	Oui, je veux jouer.	Yes I want to play.			
L'apres-midi (m or f.)	The afternoon	Non, je ne veux pas jouer	No, I don't want to play			