



Inspiring All to Excellence



Wilnecote Junior Academy

MFL (French) Skills and Knowledge Progression

This is the long term plan Progression Document, however, due to beginning a new Scheme of Work for academic year 23/24, the children will be completing the following:

	Y3	Y4	Y5	Y6
23/24	Rouge	Rouge	Jaune	Jaune
24/25	Rouge	Jaune	Jaune	Bleu
25/26	Rouge	Jaune	Bleu	Bleu
26/27	Rouge	Jaune	Bleu	Vert
27/28	Rouge	Jaune	Bleu	Vert

***Each colour represents a full year's program detailed in the separate Scheme of Work documents and are broken down termly.

MFL Progression of Skills & Knowledge

MFL: Key Stage 2						
Phonics		Vocabulary		Grammar		
Recognition & Production (Sound (L) to print (W))	Recognition & Production (Print (R) to Sound (S))	Understanding (Aural (L) / Written (R))	Production (Oral (S) / Written (W))	Understanding (Aural (L) / Written (R))	Production (Oral (S) / Written (W))	
Y 3	I have learnt the SSC and phonics key words and remember them. I can match the French SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.	I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.	I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)

<p>Y 4</p>	<p>I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.</p>	<p>I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.</p>	<p>I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.</p> <p>I look words up in an alphabetical word list.</p>	<p>I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures</p>	<p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p>	<p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p>
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<p>Phonics</p>	<p>Vocabulary</p>	<p>Grammar</p>
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Recognition & Production (Sound (L) to print (W))	Recognition & Production (Print (R) to Sound (S))	Understanding (Aural (L) / Written (R))	Production (Oral (S) / Written (W))	Understanding (Aural (L) / Written (R))	Production (Oral (S) / Written (W))
<p>Y5 I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.</p>	<p>I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.</p>	<p>I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.</p>	<p>I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives -(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p>	<p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives -(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p>

<p>Y6</p>	<p>I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.</p>	<p>I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.</p>	<p>I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.</p>	<p>I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives -(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p>	<p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives -(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p>
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¹ The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

Key: L (Listening), S (Speaking), R (Reading), W (Writing)

SCHEME OF WORK – brief overview

Although Vocabulary and contexts are different in both LKS2 years (Rouge and Jaune) as well as in both UKS2 years (Bleu and Vert); Grammar and Phonics are the same. The Scheme of Work overview including Units is as follows:

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Rouge/Jaune	U1 – Describing me and others U2 – Saying what I and others have U3 – Revision / Christmas	U4 – Saying what I and others do U5 – Saying what I and others like U6 – Saying how many and describing things U7 – Revision / Easter	U8 – Describing things and people U9 – Expressing likes and saying what I and others do U10 – Assessments U11 – The Hungry Caterpillar / Un poeme
Bleu/Vert	U1 – Describing me and others. Interactions U2 – Saying what I and others have. Interactions U3 – Revision Christmas in Haiti/Canada	U4 – Saying what I and others do U5 – Saying where you're going and what there is there U6 – Revision/assessment Easter	U7 – Saying what I and others do U8 – Expressing likes and actions U9 – Revision/assessment

The detailed scheme of work can be found in the following path:

Heathfields and Wilnecote - Teaching Staff - Documents\Teaching Staff\Subject Leadership\MFL\French\French_KS2_Scheme_of_Work_Overview