



**MFL – French**  
LKS2 Skills Progression Document



Years 3 and 4

**Speaking & Listening / Oracy**

Children listen attentively to spoken language and show understanding by joining in and responding by:

- repeating modelled words;
- listening and show understanding of single words through physical response;
- repeating modelled short phrases;
- listening and show understanding of short phrases through physical response.

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help by:

- recognising a familiar question and responding with a simple rehearsed response;
- asking and answering a simple and familiar question with a response;
- expressing simple opinions such as likes, dislikes and preferences;
- asking and answering at least two simple and familiar questions with a response.

Children speak in sentences, using familiar vocabulary, phrases and basic language structures by:

- naming objects and actions and linking words with a simple connective;
- using familiar vocabulary to say a short sentence using a language scaffold;
- speaking about everyday activities and interests;
- referring to recent experiences or future plans.

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases by:

- identifying individual sounds in words and pronouncing accurately when modelled;
- starting to recognise the sound of some letter strings in familiar words and pronouncing when modelled;
- adapting intonation to ask questions or giving instructions;
- showing awareness of accents, elisions and silent letters; beginning to pronounce words accordingly.

Children present ideas and information orally to a range of audiences by:

- naming nouns and presenting a simple rehearsed statement to a partner;
- presenting simple rehearsed statements about themselves, objects and people to a partner;
- presenting ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.

Children describe people, places, things and actions orally by:

- saying simple familiar words to describe people, places, things and actions using a model;
- saying a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- saying one or two short sentences that may contain an adjective to describe people, places, things and actions.

## Reading & Writing / Literacy

Children read carefully and show understanding of words, phrases and simple writing by:

- reading and showing understanding of familiar single words;
- reading and showing understanding of simple phrases and sentences containing familiar words.

Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary by:

- using strategies for memorisation of vocabulary;
- making links with English or known language to work out the meaning of new words;
- using context to predict the meaning of new words;
- beginning to use a bilingual dictionary to find the meaning of individual words in French and English.

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases by:

- identifying individual sounds in words and pronouncing accurately when modelled;
- starting to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;
- adapting intonation to ask questions;
- showing awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly by:

- writing single familiar words from memory with understandable accuracy;
- writing familiar short phrases from memory with understandable accuracy;
- replacing familiar vocabulary in short phrases written from memory to create new short phrases.

Children describe people, places, things and actions in writing by:

- copying simple familiar words to describe people, places, things and actions using a model;
- writing a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- writing one or two simple sentences that may contain an adjective to describe people, places, things and actions.

## Stories, Poems, Songs and Rhymes

Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words by:

- listening and identifying specific words in songs and rhymes and demonstrating understanding;
- listening and identifying specific phrases in songs and rhymes and demonstrating understanding.

Children appreciate stories, songs, poems and rhymes in the language by:

- joining in with actions to accompany familiar songs, stories and rhymes;
- joining in with words of a song or storytelling.

## Grammar

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English by:

- showing awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- naming the gender of nouns; naming the indefinite and definite articles for both genders and use correctly; saying how to make the plural form of nouns;
- recognising and using partitive articles;
- naming the first and second person singular subject pronouns; using the correct form of some regular and high frequency verbs in the present tense with first and second person;
- naming the third person singular subject pronouns; using the present tense of some high frequency verbs in the third person singular;
- using a simple negative form (ne... pas);
- showing awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- recognising and using the first person possessive adjectives (mon, ma, mes);
- recognising a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- conjugating a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;
- using simple prepositions in their sentences;
- using the third person singular and plural of the verb 'être' in the present tense.