



MFL – French
UKS2 Skills Progression Document



Years 5 and 6

Speaking & Listening / Oracy

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

- listening and showing understanding of simple sentences containing familiar words through physical response;
- listening and understanding the main points from short, spoken material in French;
- listening and understanding the main points and some detail from short, spoken material in French.

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

- engaging in a short conversation using a range of simple, familiar questions;
- asking and answering more complex questions with a scaffold of responses;
- expressing a wider range of opinions and beginning to provide simple justification;
- conversing briefly without prompts.

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

- saying a longer sentence using familiar language;
- using familiar vocabulary to say several longer sentences using a language scaffold;
- referring to everyday activities and interests, recent experiences and future plans;
- varying language and producing extended responses.

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

- pronouncing familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- appreciating the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- starting to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- adapting intonation, for example to mark questions and exclamations.

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

- manipulating familiar language to present ideas and information in simple sentences;
- presenting a range of ideas and information, using prompts, to a partner or a small group of people;
- presenting a range of ideas and information, without prompts, to a partner or a group of people.

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

- saying several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- manipulating familiar language to describe people, places, things and actions, maybe using a dictionary;
- using a wider range of descriptive language in their descriptions of 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 simple sentences containing familiar and some unfamiliar language;
- reading and understanding the main points from short, written material;
- reading and understanding the main points and some detail from short, written material.

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 a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
- using a bilingual dictionary to identify the word class;
- using a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

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

- reading and pronouncing familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- appreciating the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- starting to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- adapting intonation for example to mark questions and exclamations in a short, written passage.

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

- writing a simple sentence from memory using familiar language;
- writing several sentences from memory with familiar language with understandable accuracy;
- replacing vocabulary in sentences written from memory to create new sentences with understandable accuracy.

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

- writing several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- manipulating familiar language to describe people, places, things and actions, maybe using a dictionary;
- using a wider range of descriptive language in their descriptions of people, places, things and actions.

Stores, 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 rhyming words and specific sounds in songs and rhymes;
- following the text of familiar songs and rhymes, identifying the meaning of words;
- reading the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

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

- following the text of a familiar song or story;
- following the text of a familiar song or story and sing or read aloud;
- understanding the gist of an unfamiliar story or song using familiar language and sing or read aloud.

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:

- identifying word classes;
- demonstrating understanding of gender and number of nouns and use appropriate determiners;
- explaining and applying the rules of position and agreement of adjectives with increasing accuracy and confidence;
- naming and using a range of conjunctions to create compound sentences;
- using some adverbs;
- demonstrating the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;
- explaining and using elision; state the differences and similarities with English;
- recognising and using the simple future tense of a high frequency verb; compare with English;
- recognising and using the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- recognising and using the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
- recognising and using a range of prepositions;
- using the third person plural of a few high frequency verbs in the present tense;
- naming all subject pronouns and using to conjugate a high frequency verb in the present tense;
- recognising and using a high frequency verb in the perfect tense; comparing with English;
- following a pattern to conjugate a regular verb in the present tense;
- choosing the correct tense of a verb (present/perfect/imperfect/future) according to context.