



# St Paul's Modern Foreign Language (French) Progression Statements

## Modern Foreign Language (French) Intent Statement

At St Paul's CE Primary school we will "Start children off on the way they should go..." by enabling children to:

- develop understanding and responses to spoken and written French
- develop fluency when speaking French, gaining increasing confidence with pronunciation
- write an increasing number of French words, phrases and sentences showing knowledge of grammatical structures
- have a growing awareness of how learning another language can be helpful in later life.

# MFL (French): Listening

## EYFS:

Appreciate and actively participate in traditional short stories & fairy tales.

## Key Stage 1:

Listen to spoken language.  
Appreciate stories, songs, poems and rhymes in the language.

## Year 5:

Listen more attentively and for longer.

Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

## Year 4:

Listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

## Year 3:

Listen to and enjoy short stories, nursery rhymes and songs.  
Recognise familiar words and short phrases covered in the units taught.

## Year 6:

Listen to longer text and more authentic French material.

Pick out cognates and familiar words.

'Gist listen' even when hearing language that has not been taught or covered.

## Year 7 (from main feeder school):

Listen for gist, picking out language that they recognise.

# MFL (French): Speaking

## EYFS:

Learn to repeat and reproduce the language I hear with accurate pronunciation.

## Key Stage 1:

Learn to repeat and reproduce the language I hear with accurate pronunciation.

## Year 5:

Communicate on a wider range of topics and themes.

Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

## Year 4:

Communicate with others with improved confidence and accuracy.

Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

## Year 3:

Communicate with others using simple words and short phrases covered in the units.

## Year 6:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.

Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

## Year 7 (from main feeder school):

Understand the pronunciation of cognates and the French alphabet.

# MFL (French): Reading

## EYFS:

Be able to identify written versions of the words I hear.

## Key Stage 1:

Being able to identify the written version of a wider range of the words I hear.

## Year 3:

Read familiar words and short phrases accurately by applying knowledge.  
Understand the meaning in English of short words I read in the foreign language.

## Year 4:

Read aloud short pieces of text applying knowledge learnt.  
Understand most of what we read in the foreign language when it is based on familiar language.

## Year 5:

Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.  
Increase our knowledge of phonemes and letter string.

## Year 6:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt, including awareness of accents, silent letters etc.  
Decode unknown language using bilingual dictionaries.

## Year 7 (from main feeder school):

Read for gist, picking out language that they recognise.  
Use a French/English dictionary.

# MFL (French): Writing

## EYFS:

Consolidate letter formation skills by copying words in the foreign language from a model.

## Key Stage 1:

Start to reproduce nouns and determiners/articles from a model.

## Year 3:

Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

## Year 4:

Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

## Year 5:

Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.

Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.

## Year 6:

Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

## Year 7 (from main feeder school):

Demonstrate understanding of adjectival agreement.  
Differentiate between avoir (to have) and être (to be).

# MFL (French): Grammar

## EYFS:

Start to understand that foreign languages can have different structures to English.

## Key Stage 1:

Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.

## Year 3:

Start to understand the concept of noun gender and the use of articles.

Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

## Year 4:

Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').  
Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

## Year 5:

Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).

Understand better the rules of adjectival agreement and possessive adjectives.

Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.

## Year 6:

Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).

Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

## Year 7 (from main feeder school):

Understand that nouns are either masculine (le) or feminine (la), nouns that begin with a vowel are preceded by l' and the plural form is les.