



## The Echelford Primary School - MFL (French) Progression Document

| Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topics and New Vocabulary (including, but not limited to)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b><u>Greetings</u></b><br/>Bonjour, Salut, Au revoir, A bientôt, Comment ça va? ça va bien/très bien/super bien, ça ne va pas/pas du tout, je suis fatigué/très fatigué/ super fatigué, j'ai mal au ventre, j'ai mal à la tête, j'ai mal à la gorge, j'ai chaud/très chaud/super chaud/trop chaud, Comment tu t'appelles? Je m'appelle, Tu as quel âge? J'ai sept ans, j'ai sept ans et demi, j'ai presque huit ans, j'ai huit ans, tu habites où? J'habite à, Tu as des frères et soeurs? J'ai un/deux/... frère/soeur/demi-frère/demi-soeur, je n'ai pas de frère et soeur.</p> <p><b><u>Numbers to 6</u></b><br/>un, deux, trois, quatre, cinq, six</p> <p><b><u>Pencil case items</u></b><br/>un crayon, un stylo, un tube de colle, un taille-crayon, une règle, une gomme, une trousse, des ciseaux / Je voudrais</p> <p><b><u>Christmas</u></b><br/>le père Noël, une guirlande, une boule, un ange, un bonhomme de neige, une pomme de pin, un sapin, une étoile / Joyeux Noël / Bonne Année</p> <p><b><u>Days of the Week</u></b><br/>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p><b><u>Fruits</u></b><br/>Une pastèque, une prune, une orange, une pomme, une fraise, une poire, une cerise</p> <p><b><u>The Very Hungry Caterpillar (consolidation)</u></b><br/>du fromage, une glace, une sucette, une tarte aux cerises, une brioche, un cornichon, un saucisson, une saucisse, un gâteau, un petit</p> | <p><b><u>Colours (consolidation)</u></b><br/>J'aime le + colour<br/>Je n'aime pas le + colour<br/>et/mais/ni</p> <p><b><u>Animals</u></b><br/>J'ai un/deux/trois.../J'avais<br/>Je n'ai pas d'animaux<br/>Je voudrais<br/>un chat, un chien, un cochon d'Inde, un lapin, un poisson, un serpent, une tortue, un cheval, un oiseau<br/>et/mais</p> <p><b><u>Body Parts</u></b><br/>la tête, les épaules, les genoux, les pieds, les yeux, le nez, la bouche, les oreilles, le cou, le bras, la jambe, le ventre, les dents, les cheveux</p> <p><b><u>Monsters</u></b><br/>Mon monstre a, il a, elle a<br/>Consolidation of numbers, body parts and colours. Using colours as adjectives and understanding plural and feminine agreements.</p> <p><b><u>Les salières</u></b><br/>Consolidation of body parts and numbers<br/>How to ask someone to do something (imperative form):<br/>Touche ta tête, ton cou, tes pieds...<br/>Possessives adjectives: ton/ta/tes<br/>Fais un/deux/trois.. abdominaux<br/>Fais une/ deux/trois...pompes.<br/>Statue une/deux/trois... fois.<br/>Saute à la corde une/deux/trois... fois.<br/>Saute à cloche-pied une/deux/trois... fois.<br/>Fais une grimace.</p> | <p><b><u>Introduce yourself</u></b><br/>Consolidation of learning from year 3 and 4<br/>Qu'est-ce que tu aimes comme fruits?<br/>Qu'est-ce que tu aimes manger? Qu'est-ce que tu aimes comme animaux? Qu'est-ce que tu aimes comme matière? Qu'est-ce que tu aimes comme couleurs? J'aime... Tu as peur de quoi? J'ai peur du noir, des fantômes, des zombies, des clowns, d'être seul, du vide, des vagues, des requins, des guêpes, des crocodiles, des moustiques, des scorpions, des ours. Devine qui je suis.</p> <p><b><u>Breakfast</u></b><br/>Qu'est-ce que tu prends au petit déjeuner? Je mange / Je bois<br/>un croissant, un pain au chocolat, du pain grillé, un fruit, des céréales, du miel, de la confiture, du sucre, un verre de jus d'orange, un verre de lait, un verre d'eau, un chocolat chaud. Je ne bois rien. Je ne mange rien. avec</p> <p><b><u>Describe yourself</u></b><br/>J'ai les yeux bleus, marron, verts, gris, noisette. J'ai les cheveux blonds, châains, noirs, bruns, roux, gris, blancs, longs, courts, mi-longs, frisés, raides, ondulés.</p> <p><b><u>Birthday</u></b><br/>Consolidation of numbers to 20<br/>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un.<br/>Mon anniversaire, c'est le...</p> <p><b><u>Fruits</u></b><br/>Une framboise, une pêche, une mûre, un citron, un ananas, une banane, un kiwi</p> | <p><b><u>Sports</u></b><br/>Je fais du foot, rugby, badminton, tennis, ping-pong, golf, ski, basket, judo, trampoline, tir à l'arc.<br/>Je fais de la danse, de la natation.<br/>Je fais de l'équitation.<br/>avec mon frère, père, copain<br/>avec ma soeur, mère, copine<br/>avec mes copains, copines<br/>le lundi, mardi...<br/>matin, après-midi, soir<br/>J'adore le foot, j'aime le foot, je n'aime pas le foot, je déteste le foot.</p> <p><b><u>Clothes</u></b><br/>Je porte une chemise, une cravate, une jupe, une robe, un pantalon, un jean, un pull, un tee-shirt, des bottes, des chaussures, des chaussettes, des baskets + colours</p> <p><b><u>Leisure activities</u></b><br/>Je fais du sport, des courses, du bricolage. Je vais en ville, au Mc Do, à la pêche, au cinéma. Je joue sur l'ordinateur, à la Playstation, sur ma tablette. Je regarde la télé. Je lis. J'écoute de la musique.<br/>Consolidation of "avec" + people<br/>Consolidation of opinions.</p> <p><b><u>Weather</u></b><br/>Il fait beau. Il fait gris. Il pleut. Il y a du brouillard. Il neige. Il y a du vent. Il fait chaud. Il fait froid.<br/>Quand il fait beau, je vais en ville ...</p> <p><b><u>Short play</u></b><br/><b>Au café:</b><br/>Vous désirez? Je voudrais une pizza, une portion de frites, un verre d'eau. Il y a un problème? C'est trop salé! C'est sale! C'est</p> |

|                                                                                                                                                                                                              |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>oeuf, le soleil, la lune, une minuscule chenille, un cocon, un papillon, une belle feuille verte</p> <p><b>Colours</b><br/>Rouge, rose, bleu, violet, gris, noir, blanc, marron, jaune, foncé, clair-</p> | <p><b>Numbers to 20</b><br/>Consolidation of numbers to 12<br/>treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> | <p>C'est gros, c'est petit, c'est de taille moyenne, assez, très, c'est rond, c'est long, c'est oval, c'est en forme de Coeur, il y a des graines, il y a des pépins, il y a un noyau, c'est +colour</p> <p><b>Ice creams</b><br/>Je voudrais une glace à la vanille, mangue, fraise, framboise, noix de coco, banane, à l'ananas, au chocolat noir/blanc/au lait, au citron</p> <p><b>Euros and numbers to 100</b><br/>Consolidation of numbers to 31<br/>quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt-dix, cent</p> | <p>trop petit. L'addition, voilà, merci, s'il vous plaît, bon appétit.</p> <p><b>Opinions on French speaking songs</b><br/>J'aime la mélodie, la voix, le refrain. Je n'aime pas la mélodie, la voix. Il y a un bon rythme. C'est trop lent, rapide, bruyant, triste, répétitif, bien chanté. ça met de bonne humeur, ça donne envie de danser, ça se retient facilement.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Speaking and Listening

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Do they understand short passages made up of familiar language? (Focused on areas listed above in vocabulary coverage)</p> <p>Do they understand instructions, messages and dialogues within short passages? (Focused on areas listed above in vocabulary coverage)</p> <p>Can they identify and note the main points of a dialogue? Short sections may be repeated if necessary (Focused on areas listed above in vocabulary coverage)</p> <p>Can they have a short conversation where they are saying 2-3 things?</p> <p>Can they use short phrases to give a personal response?</p> <p>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements with support</p> | <p>Do they understand short passages made up of familiar language? (Focused on areas listed above in vocabulary coverage)</p> <p>Do they understand instructions, messages and dialogues within short passages and act on or respond to these appropriately?</p> <p>Can they identify and note the main points and give a personal response on a passage?</p> <p>Spoken at near normal speed with no interference. May need short sections repeated.</p> <p>Can they have a short conversation where they are saying 2-3 things?</p> <p>Can they use longer phrases to give a personal response?</p> <p>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements independently</p> | <p>Big emphasis on listening skills at the start of most lessons using the first five weeks of work.</p> <p>Do they understand longer passages made up of familiar language in simple sentences?</p> <p>Can they identify the main points and some details?</p> <p>Can they hold a simple conversation with at least 3-4 exchanges?</p> <p>Can they use their knowledge of grammar to adapt and substitute single words and phrases with support?</p> | <p>Do they understand longer passages on varied topics, made up of familiar language in simple sentences?</p> <p>Can they identify the main points and some details?</p> <p>Can they hold a more complex conversation with at least 3- 4 exchanges in all vocabulary areas covered in the MFL curriculum? Can they ask for clarification if necessary?</p> <p>Can they use their knowledge of grammar to adapt and substitute single words and phrases? Do they use the correct intonation to express meaning when doing this?</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Songs and Rhymes

|                                                                                            |                                                                                                                                                   |                                                                                     |  |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|
| <p>The Very Hungry Caterpillar<br/>Days of the week<br/>Months of the Year<br/>Numbers</p> | <p>Foot, foot<br/>Arc en ciel (Alain le Lait)<br/>Des os il en faut (Alain le Lait)<br/>Les chiffres et les nombres de 1 à 20 (Alain le Lait)</p> | <p>L'abc des fruits (Didier Lester)<br/>Quelle est la date de ton anniversaire?</p> |  |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|

### Reading and Writing

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Can they read and understand short texts using familiar language with vocabulary mats to support?</p> <p>Can they identify and note the main points and give a personal response?</p> <p>Can they read a passage of French independently when focused around subjects areas that they have studied?</p> <p>Can they write 2-3 short sentences on a familiar topic with the support of a vocabulary mat?</p> <p>They write short phrases from memory ensuring their spelling is readily understandable.</p> <p>Stories:<br/>La chenille qui fait des trous<br/>Un, deux, trois, nous irons aux bois.</p> | <p>Can they read and understand short texts using familiar language independently?</p> <p>Can they identify and note the main points and give a personal response on vocabulary areas covered in Year 3 and 4?</p> <p>Can they read independently?</p> <p>Can they write 2-3 short sentences on a familiar topic independently?</p> <p>They write short phrases from memory and their spelling is readily understandable.</p> <p>Stories:<br/>Je t'aime comme tu es.<br/>Un petit trou dans une pomme.</p> | <p>Can they understand a short story or factual text and note some of the main points with vocabulary mats to support?</p> <p>Can they use context to work out unfamiliar words?</p> <p>Can they use a bilingual dictionary or glossary to look up new words?</p> <p>Can they write a paragraph of about 3-4 simple sentences?</p> <p>Can they adapt and substitute words and set phrases?</p> <p>Can they use a dictionary or glossary to check words they have learnt and substitute nouns to construct short sentences?</p> | <p>Can they understand a short story or factual text and note some of the main points without prompts or vocabulary mats?</p> <p>Can they use context to work out unfamiliar words?</p> <p>Can they write a paragraph of about 3-4 simple sentences?</p> <p>Can they adapt and substitute individual words and set phrases?</p> <p>Can they use a dictionary or glossary to check words they have learnt and substitute nouns to construct short sentences?</p> |
| <b>Grammar</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Conjunctions: et , mais, parce que<br/>Negative sentences<br/>Sentences starting with "I" in the present tense</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Consolidation of conjunctions et, mais, parce que<br/>Conjunction: ni<br/>Present tense: he has, she has: il a, elle a<br/>Past tense: I used to have: J'avais<br/>Adjectives: all colours, grand, petit<br/>Placing the colour after the noun it describes.</p>                                                                                                                                                                                                                                        | <p>Consolidation of conjunctions et, mais, ni, parce que<br/>Conjunction: ou<br/>Preposition: avec<br/>negative sentences<br/>Use of colours as adjectives: understanding feminine and plural agreement</p>                                                                                                                                                                                                                                                                                                                    | <p>Consolidation of the preposition "avec"<br/>Consolidation of "parce que"and negatives sentences<br/>Possessive adjectives:<br/>mon, ma, mes<br/>Time indicators: eg.: le mardi soir<br/>Various verbs in the present tense with "Je"<br/>Relative pronoun: quand<br/>Use of colours as adjectives: apply</p>                                                                                                                                                 |