



MFL Subject Progression Grid

National Curriculum		
Early Years Framework	KS1 National Curriculum Aims (Year 1/2)	KS2 National Curriculum Aims (Year 3 and 4)
<p>Opportunities for pupils to:</p> <ul style="list-style-type: none">• Listen to songs, rhymes and stories, exploring patterns, sounds and meaning.• Participate in a whole school languages/French Day• Participate in a whole school cultural event	<p>Opportunities for pupils to:</p> <ul style="list-style-type: none">• Listen to songs, rhymes and stories, exploring patterns, sounds and meaning.• Participate in a whole school languages/French Day• Participate in a whole school cultural event	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• listen attentively to spoken language and show understanding by joining in and responding• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• engage in conversations; ask and answer questions• speak in sentences, using familiar vocabulary, phrases and basic language structures• develop accurate pronunciation• read carefully and show understanding of words, phrases• appreciate stories, songs, poems and rhymes in the language• broaden their vocabulary• write phrases from memory• describe people, places, things and actions orally• understand basic grammar appropriate to the language being studied• Listen to songs, rhymes and stories, exploring patterns, sounds and meaning.• Ask and answer questions• Understand and respond to a range of familiar spoken phrases• Write from memory or copy simple words or phrases• Recognise, understand and read out a few familiar words and phrases• Improve fluency of vocabulary and accuracy of pronunciation



Subject Progression Grid- Knowledge Progression

Theme	EYFS	Year 1	Year 2	Year 3 and 4	Year 3 and 4
				Year A	Year B
Greetings	To say good morning or afternoon in various languages. Opportunities for pupils to learn simple French songs, example:	Morning and afternoon register in various other languages. Opportunities for pupils to learn simple French songs: "Nous n'irons plus au bois" ("We'll Go to the Woods No More") ...	Morning and afternoon register in various other languages. Opportunities for pupils to learn simple French songs: "Au clair de la lune" ("By the Light of the Moon") ...	Greetings and ask someone how they are. To say how I am. <i>bonjour, salut, au revoir, bonsoir, A bientôt</i> <i>Comment ca va? Ca va bien, Ca va mal</i>	Greetings and ask someone how they are. To say how I am. <i>bonjour, salut, au revoir, bonsoir, A bientôt</i> <i>Comment ca va? Ca va bien, Ca va mal</i>
Numbers	"Frère Jacques" ("Are You Sleeping?") ... (This could be done as and end of day activity)	"Nous n'irons plus au bois" ("We'll Go to the Woods No More") ... (This could be done as and end of day activity)	"Au clair de la lune" ("By the Light of the Moon") ... (This could be done as and end of day activity)	Numbers to 10 (Y3s), to 20 (Y4s). To ask <i>Combien?</i> And reply <i>Il y a ...</i>	Numbers to 10 (Y3s), to 20 (Y4s). To ask <i>Combien?</i> And reply <i>Il y a ...</i>
Calendar	Opportunities for children to participate in cultural events within the school show casing art, music, and food from around the world.	Opportunities for children to participate in cultural events within the school show casing art, music, and food from around the world.	Opportunities for children to participate in cultural events within the school show casing art, music, and food from around the world.	Days of the week <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> Months of the year janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Dates + Birthdays	Days of the week <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> Months of the year janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Dates + Birthdays

<p>Weather</p> <p>Introducing myself</p> <p>Likes and dislikes</p> <p>Food and shopping</p> <p>Hobbies</p> <p>Family</p>				<p><i>Quelle est la date aujourd'hui (de ton anniversaire)? Nous sommes le...</i></p> <p>Weather <i>Quel temps fait-il? Il fait beau, du soleil, nuageux, froid, chaud. Il pleut, il neige. Il fait du vent.</i></p> <p>Introducing myself: name, age, where I live <i>Comment t'appelles-tu? Je m'appelle... Quel age as-tu? J'ai... ans</i> <i>Ou habites-tu? J'habite a...</i></p> <p>Likes, dislikes <i>j'aime/ je n'aime pas</i></p> <p>Food + shopping <i>je voudrais... food vocabulary</i></p> <p>Hobbies <i>vocabulary of hobbies/routine</i></p> <p>Family <i>j'ai...un/une/des père /papa; mère /maman; soeur, frère</i></p>	<p><i>Quelle est la date aujourd'hui (de ton anniversaire)? Nous sommes le...</i></p> <p>Weather <i>Quel temps fait-il? Il fait beau, du soleil, nuageux, froid, chaud. Il pleut, il neige. Il fait du vent.</i></p> <p>Introducing myself: name, age, where I live <i>Comment t'appelles-tu? Je m'appelle... Quel age as-tu? J'ai... ans</i> <i>Ou habites-tu? J'habite a...</i></p> <p>Likes, dislikes <i>j'aime/ je n'aime pas</i></p> <p>Food + shopping <i>je voudrais... food vocabulary</i></p> <p>Hobbies <i>vocabulary of hobbies/routine</i></p> <p>Pets/animals <i>As-tu un animal ? -Oui, j'ai un animal/Non je n'ai pas d'animal.</i></p>
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Subject Progression Grid- Skills Progression

Theme	EYFS	Year 1	Year 2	Year 3 and 4	Year 3 and 4
				Year A	Year B
<p>Listening</p> <p>Y3 to begin to recognize, understand and respond to words and phrases.</p> <p>Y4 to recognize and respond to, with greater understanding, a widening range of words and phrases.</p>	<ul style="list-style-type: none"> Children to have opportunities to listen and join in with songs, rhymes and stories, exploring patterns, sounds and meaning. 	<ul style="list-style-type: none"> Opportunities for children to listen to and join in with songs, rhymes and stories, exploring patterns, sounds and meaning. 	<ul style="list-style-type: none"> Opportunities for children to listen to and join in with songs, rhymes and stories, exploring patterns, sounds and meaning. 	<p>Listen to and join in with songs, rhymes and stories, exploring patterns, sounds and meaning.</p> <p>Understand and respond to familiar spoken words and phrases, for eg:</p> <ul style="list-style-type: none"> greetings and introductions calendar the weather numbers my family 	<p>Listen to and join in with songs, rhymes and stories, exploring patterns, sounds and meaning.</p> <p>Understand and respond to familiar spoken words and phrases, for eg:</p> <ul style="list-style-type: none"> greetings and introductions calendar the weather numbers pets + animal
<p>Speaking</p> <p>Y3 to learn and use single words and short simple phrases, responding to basic questions.</p> <p>Y4 to be able to use a widening range of vocabulary with</p>				<p>Improve fluency of vocabulary and of pronunciation. Engage in simple scaffolded conversations. Simply describe a person, place, thing or action with scaffold of basic relevant language structure. Speak single words and short</p>	<p>Improve fluency of vocabulary and of pronunciation. Engage in simple scaffolded conversations. Simply describe a person, place, thing or action with scaffold of basic relevant language structure. Speak single words and short</p>

<p>increasing fluency, including simple phrases; to ask basic questions and give simple answers.</p>				<p>phrases, asking and responding to simple questions for eg:</p> <ul style="list-style-type: none"> • greetings + introductions • talking about myself • weather + calendar • likes + dislikes • talking about food 	<p>phrases, asking and responding to simple questions for eg:</p> <ul style="list-style-type: none"> • greetings + introductions • talking about myself • weather + calendar • likes + dislikes • talking about food
<p>Reading</p> <p>Y3 to recognize and begin to read familiar words, building understanding and exploring links between spoken and written word.</p> <p>Y4 to read a widening range of familiar words with increasing understanding and fluency.</p>	<ul style="list-style-type: none"> • Opportunities to invite members of our community/parents to share songs, poems or stories from their home counties. 	<ul style="list-style-type: none"> • Opportunities to invite members of our community to share songs, poems or stories from their home counties. 	<ul style="list-style-type: none"> • Opportunities to invite members of our community to share songs, poems or stories from their home counties. 	<p>Recognise, read and understand familiar words and written phrases, linking to words learned in speaking and listening tasks, eg:</p> <ul style="list-style-type: none"> • words from songs • words in games (eg bingo) • greetings + introductions • weather + calendar • likes + dislikes 	<p>Recognise, read and understand familiar words and written phrases, linking to words learned in speaking and listening tasks, eg:</p> <ul style="list-style-type: none"> • words from songs • words in games (eg bingo) • greetings + introductions • weather + calendar • likes + dislikes

<p>Writing</p> <p>Y3 to initially copy, and progress to writing from memory, familiar words.</p> <p>Y4 to initially copy, and progress to writing from memory, simple phrases; to use a scaffold to write a simple sentence using modelled grammatical structures.</p>	<ul style="list-style-type: none"> • Opportunities for children to create art to celebrate various cultures. 	<ul style="list-style-type: none"> • Opportunities for children to create art to celebrate various cultures. 	<ul style="list-style-type: none"> • Opportunities for children to create art to celebrate various cultures. 	<p>Write from memory or copy simple familiar words. Write a simple sentence following a model or from memory. Writing will link to speaking and listening tasks, for eg:</p> <ul style="list-style-type: none"> • greetings + introductions • labelling a picture about my family • write a simple greeting in a card 	<p>Write from memory or copy simple familiar words. Write a simple sentence following a model or from memory. Writing will link to speaking and listening tasks, for eg:</p> <ul style="list-style-type: none"> • greetings + introductions • filling in an 'identity card' about myself • write a simple greeting in a card
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