

# **MFL Progression Guide**

## **Hedon Primary School**

# **Pupil progress in MFL**

The Modern Foreign Language (MFL) scheme of work followed at Hedon Primary School allows children to progress in the following areas.

## **Oracy**

In the early stages of language learning, children will spend much of their time listening and speaking. It is particularly important that they have regular and frequent opportunities to listen to a good model of pronunciation; most pupils will not hear the language outside of the classroom. Children will listen to the teacher, to native speakers and recordings; they learn to recognise familiar and unfamiliar sounds. They reproduce these sounds, create phrases and sentences and engage in simple conversations.

Children at Hedon Primary will also have the opportunity to explore French phonics, and to be increasingly aware of the differences between English and French phonics when reading and pronouncing words in the MFL.

## **Literacy**

Reading and writing skills are supported by, and reinforce, the development of oracy. Children will become familiar with the relationship between phonemes and graphemes in the MFL. They apply this knowledge in their reading and spelling. Children understand, read and enjoy different types of texts, such as stories, songs, poems and messages. They write simple sentences and short texts, often using a frame or model. They develop a basic knowledge of the writing, spelling and structure of the MFL.

## **Inter-cultural understanding**

Language learning brings children into contact with the people and culture of other countries. This may be real contact with other schools and e-mail. It enables them to explore the lives of others and provides them with opportunities to compare and contrast their own lives. They become aware of the similarities and differences between peoples and discuss the danger of stereotyping. Intercultural understanding can be easily integrated into language lessons, as well as being taught through other subjects.

## **Knowledge about language**

Children increase their understanding of how language works, and this reinforces their understanding of their own language. They become aware of the rules and patterns in language and apply this knowledge when using a MFL for their own purposes. They learn about the importance of pronunciation and intonation, and formal and informal use of language.

## **Language-learning skills**

Children have regular opportunities to think about the best way for them to learn a new language, and they employ a range of strategies to help them to do this. These can be applied to any language that they may learn later.

# Year 3

<b>Topic</b>	
Unité 1	Moi ( <i>All about me</i> )
Unité 2	Jeux et chansons ( <i>Games and songs</i> )
Unité 3	On fait la fête ( <i>Celebrations</i> )

<b>Functions</b>	
Simple greetings	
Making simple statements	
Asking simple questions	
Numbers 1-10, 11-20	
Simple instructions	
Expressing preference and praise	
Months of the year	
Writing an invitation	
Asking permission	

<b>Grammar</b>	
To say your name: Je m'appelle, tu t'appelles	
Questions: inversion of verb and subject, eg. Quel âge <b>as-tu?</b>	
Possessive adjectives: mon, ma (introduce idea of noun gender)	
Singular and plural nouns	
Regular -er verbs, je forme, eg. je danse	
Simple adverbs (and position in sentence)	
Je peux + infinitive (as a statement and as a question), eg. Je peux aller aux toilettes? Je peux comprendre la question.	
To be: Je suis, tu es	
To say when: en + month, eg. en juillet	

# Year 4

<b>Topic</b>	
Unité 4	Portraits
Unité 5	Les quatre amis ( <i>The four friends</i> )
Unité 6	Ça pousse ( <i>Growing things</i> )

<b>Functions</b>	
Making simple statements (about activities, appearance, movement)	
Giving a simple description (about people, animals, food)	
Expressing likes and dislikes	
Saying what you <b>would</b> like	

<b>Grammar</b>	
Adjectives: agreement and position, eg. un vieux homme, une souris grise	
To have: j'ai, il a, elle a	
To be: il est, elle est	
Regular –er verbs: <i>il/elle</i> form, eg. il marche, elle parle	
To run (irregular verb): il/elle court	
Pronouns: <i>il/elle</i> used for 'it'	
Negatives: ne ... pas , eg. je <b>ne</b> parle <b>pas</b>	
Questions without inversion, eg. Tu aimes le fromage?	
Regular –er verbs: <i>tu</i> and <i>vous</i> forms (explain difference in formal use)	

# Year 5

<b>Topic</b>	
Unité 7	On y va ( <i>All aboard</i> )
Unité 8	L'argent de poche ( <i>Pocket money</i> )
Unité 9	Raconte-moi une histoire! ( <i>Tell me a story!</i> )

<b>Functions</b>	
Making simple statements (about travel)	
Giving a simple description (weather)	
Days of the week	
Expressing likes and dislikes (about food and toys)	
Justification of opinions, eg. parce que c'est genial!	
Numbers 21-39, multiples of 10 to 100	
Simple prices	
Instructions	

<b>Grammar</b>	
How you travel: <i>en/à + transport</i>	
To a place: <i>à + place</i>	
To go (irregular verb): <i>je vais, tu vas</i>	
To a country: <i>en + country</i>	
Question words + inversion of verb and subject, eg. Où <b>vas-tu?</b>	
To do/make (impersonal form): <i>il fait</i>	
It's: <i>C'est + adjective</i>	
Negative verb: <i>je n'ai pas</i>	
Any (after a negative): <i>de/d'</i>	
Imperatives: <i>vous</i> form, eg. <i>Regardez</i>	
Adjectives: masculine and feminine agreement	

# Year 6

<b>Topic</b>	
Unité 10	Vive le sport! ( <i>Our sporting lives</i> )
Unité 11	Le carnaval des animaux ('Carnival of the Animals')
Unité 12	Quel temps fait-il? ( <i>What's the weather like?</i> )

<b>Functions</b>	
Making simple statements (about activities, diet)	
Giving a simple description (about animals, habitats, weather)	
Telling the time on the hour, half-hour, quarter past and quarter to.	
Asking and answering simple questions	
Saying the temperature (plus and minus)	
Revision of numbers up to 40	
Saying the date	

<b>Grammar</b>	
Questions with <i>Qu'est-ce que...?</i> eg. Qu'est-ce que tu fais?	
To do/make (irregular verb): je fais, tu fais	
To play/do sport: <i>jouer au</i> + sport or <i>faire du/de la</i> + sport	
Adverbs: formation with <i>-ment</i> , eg. simple → simple <b>ment</b>	
Use of <i>l'</i> before a vowel, eg. <i>l'arbre</i>	
Complex sentences starting with a clause using <i>quand</i> eg. Je regarde la télé quand je prends mon petit déjeuner.	