

Yr		Autu	ımn		Spri	ing	Summer			
	Project	Skills	Knowledge	Project	Skills	Knowledge	Project	Skills	Knowledge	
Year	<u>Unit 1</u>	Understand	Listen attentively to	Unit 3	Understand	Appreciate stories,	<u>Unit 5</u>	Understand	<u>Listen attentively to</u>	
3/4	Getting	and respond	spoken language and	Food	and respond	songs, poems and	Our	and respond	spoken language and	
	to	Speaking	show understanding by	Glorious	Speaking	rhymes in the language	School	Speaking	show understanding by	
Half	Know		joining in and	Food	Writing	• I can follow a familiar		Writing	joining in and	
Term	You		<u>responding</u>			story in French.			<u>responding</u>	
1			• I can discuss how I			Describe people, places,			• I can read, listen and	
			am feeling.			things and actions orally			respond to vocabulary.	
			• I can choose			and in writing			• I can demonstrate my	
			appropriate phrases			<ul> <li>I can describe the</li> </ul>			understanding with	
			for the situation.			colour(s) of an object by			actions.	
			<ul> <li>I can listen and</li> </ul>			modifying adjectives.			• I can ask/answer	
			respond to someone's			<ul> <li>I can begin to place</li> </ul>			questions (in short	
			question.			adjectives appropriately			phrases).	
			Appreciate stories,			before or after the noun			• I can listen to	
			songs, poems and			they modify.			commands and follow	
			rhymes in the language			• I can begin to			instructions.	
			<ul> <li>I can use songs to</li> </ul>			understand that			Explore the patterns and	
			support my learning.			adjective spelling			sounds of language	
			Engage in			depends on number and			through songs and	
			conversations; ask and			gender.			<u>rhymes and link the</u>	
			answer questions;			Engage in conversations;			spelling, sound and	
			express opinions and			ask and answer			meaning of words	



Year	Unit 1	Understand	respond to those of	Unit 3	Understand	questions; express	<u>Unit 5</u>	Understand	• I can read, listen and
3/4	cont'd	and respond	others; seek	<u>cont'd</u>	and respond	opinions and respond to	<u>cont'd</u>	and respond	respond to vocabulary.
		Speaking	clarification and help		Speaking	those of others; seek		Speaking	Appreciate stories,
Half	Getting		• I can greet people in	Food	Writing	clarification and help	Our	Writing	songs, poems and
Term	to		different ways.	Glorious		• I can give a preference	School		rhymes in the language
1	Know		• I can exchange	Food		for or against things.			• I know the French for
	You		names in French.			• I can use a range of			familiar places.
			Speak in sentences,			grammar structures to			• I know the French for
			using familiar			practise a set of			familiar places.
			vocabulary, phrases			vocabulary groups.			Engage in conversations;
			and basic language			<b>Understand basic</b>			ask and answer
			<u>structures</u>			grammar appropriate to			questions; express
			<ul><li>I can apply my</li></ul>			the language being			opinions and respond to
			knowledge to make			<u>studied</u>			those of others; seek
			sentences.			• I can use determiners			<u>clarification and help</u>
			<u>Develop accurate</u>			for identifying quantities			• I know the French for
			pronunciation and			in making polite			familiar places.
			<u>intonation so that</u>			requests			• I can ask and answer
			others understand			• I can use the definite			questions.
			when they are reading			article when			• I know the French for
			aloud or using familiar			generalising.			familiar places.
			words and phrases.						<u>Speak in sentences,</u>
			<ul> <li>I can recognise and</li> </ul>						<u>using familiar</u>
			repeat sounds and						vocabulary, phrases and
			words accurately.						<u>basic language</u>
									<u>structures</u>



## St. Paul's Catholic Primary School MFL – Cycle A (French) Progression of skills and knowledge through Key Stage 2

#### • I can read, listen and Unit 1 Unit 3 **Understand** Unit 5 Understand Year 3/4 cont'd Understand cont'd and respond cont'd and respond respond to vocabulary. and respond **Speaking Speaking** • I can demonstrate my Half Getting **Speaking** Writing Our Writing understanding with Food Glorious School **Term** actions. to Know • I can ask/answer 1 Food You questions (in short phrases). • I can choose the appropriate indefinite article (un/une). • I can read, listen and respond to vocabulary. • I can ask/answer questions (in short phrases). • I can express an opinion. **Understand** basic grammar appropriate to the language being studied • I can choose the appropriate indefinite article (un/une).



Year	Unit 2	Understand	Listen attentively to	Unit 4	Understand	Explore the patterns and	Unit 6	Understand	Listen attentively to
3/4	<u>Gine 2</u>	and respond	spoken language and	<u> </u>	and respond	sounds of language	<u> </u>	and respond	spoken language and
3,4	All	Speaking Speaking	show understanding by	Family	Speaking Speaking	through songs and	Time	Speaking	show understanding by
Half	About	Discovering	joining in and	and	Discovering	rhymes and link the	1	Discovering and	joining in and
Term	Me	and	responding	Friends	and	spelling, sound and	Bastille	developing	responding
2	IVIC	developing	• I can listen and	Filelius	developing	meaning of words	Day	Writing	• I can recognise, say
	1	, ,			, ,		Бау	vvriting	
	La	Writing	respond to		Writing	• I can match subject			and respond to a set of
	Nativité		instructions.	Pâques		and verb correctly when			vocabulary.
			I can understand and			talking about pets.			Explore the patterns and
			respond to action			• I can use songs or			sounds of language
			words.			rhymes to help me			through songs and
			Appreciate stories,			remember new			rhymes and link the
			songs, poems and			language.			spelling, sound and
			rhymes in the			Appreciate stories,			meaning of words.
			<u>language.</u>			songs, poems and			• I can make links
			• I can demonstrate			rhymes in the language			between known and
			my understanding with			• I can develop			new vocabulary using
			actions.			strategies for			sound and spelling.
			• I can follow a familiar			remembering new			Speak in sentences,
			story.			language.			using familiar
			Develop accurate			• I can make new			vocabulary, phrases and
			pronunciation and			sentences about homes			basic language
			intonation so that			by substituting different			structures
			others understand			vocabulary.			• I can speak in
						<u> </u>			sentences using known
			when they are reading			Speak in sentences,			_
			aloud or using familiar			<u>using familiar</u>			vocabulary and



Year	Unit 2	Understand	words and phrases.	Unit 4	Understand	vocabulary, phrases and	Unit 6	Understand	grammar.
3/4	cont'd	and respond	I can listen to and	cont'd	and respond	basic language	cont'd	and respond	Develop accurate
		Speaking	copy pronunciation of		Speaking	structures		Speaking	pronunciation and
Half	All	Discovering	colour words	Family	Discovering	• I can use French	Time	Discovering and	<u>intonation so that others</u>
Term	About	and	accurately.	and	and	pronunciation of the		developing	<u>understand when they</u>
2	Me	developing	Present ideas and	Friends	developing	alphabet to spell words.	Bastille	Writing	<u>are reading aloud or</u>
		Writing	information orally to a		Writing	Develop accurate	Day		using familiar words and
	La		range of audiences.	Pâques		pronunciation and			<u>phrases</u>
	Nativité		<ul> <li>To demonstrate my</li> </ul>			intonation so that others			<ul> <li>I can recognise and</li> </ul>
			understanding with			understand when they			repeat sounds and
			actions.			are reading aloud or			words with increasing
			Read carefully and			using familiar words and			accuracy.
			show understanding of			<u>phrases</u>			<u>Present ideas and</u>
			words, phrases and			<ul> <li>I can recognise and</li> </ul>			information orally to a
			simple writing.			repeat sounds and			range of audiences
			• I can read, listen and			words with increasing			<ul> <li>I can use known</li> </ul>
			respond to vocabulary.			accuracy.			language to present
			<u>Understand basic</u>			• I can use French			information about
			grammar appropriate			pronunciation of the			French festival dates.
			to the language being			alphabet to spell words.			Read carefully and show
			<u>studied</u>			Present ideas and			understanding of words,
			• I can recognise			information orally to a			phrases and simple
			masculine and			range of audiences.			writing.
			feminine clothing			• I can present a picture			<ul> <li>I can listen, read and</li> </ul>
			nouns.			of family members using			respond to a set of
			<ul> <li>To have a simple</li> </ul>			possessive adjectives.			vocabulary.



Year	Unit 2	Understand	conversation about	Unit 4	Understand	Broaden their	<u>Unit 6</u>	Understand	<u>Understand basic</u>
3/4	<u>cont'd</u>	and respond	clothes.	<u>cont'd</u>	and respond	vocabulary and develop	cont'd	and respond	grammar appropriate to
		Speaking	Broaden their		Speaking	their ability to		Speaking	the language being
Half	All	Discovering	vocabulary and	Family	Discovering	understand new words	Time	Discovering and	<u>studied</u>
Term	About	and	develop their ability to	and	and	that are introduced into		developing	<ul> <li>I can begin to</li> </ul>
2	Me	developing	<u>understand new words</u>	Friends	developing	<u>familiar written</u>	Bastille	Writing	conjugate the verb 'to
		Writing	that are introduced		Writing	material, including	Day		be' for past and future
	La		into familiar written	Pâques		through using a			tense.
	Nativité		material, including			<u>dictionary</u>			
			through using a			• I can develop			
			<u>dictionary</u>			strategies for			
			• I can ask and answer			remembering new			
			what is 'there'.			language.			
			• I can use simple			• I can make new			
			conjunctions to link			sentences about homes			
			vocabulary for clothes			by substituting different			
			and accessories.			vocabulary.			
						<ul> <li>I can discuss Easter</li> </ul>			
						traditions in			
						different countries.			
						• I can use a			
						French/English			
						dictionary to find			
						new words.			
						Write phrases from			
						memory, and adapt			



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Year	<u>Unit 2</u>	Understand	<u>Unit 4</u>	Understand	these to create new	<u>Unit 6</u>	Understand	
3/4	<u>cont'd</u>	and respond	<u>cont'd</u>	and respond	sentences, to express	<u>cont'd</u>	and respond	
		Speaking		Speaking	ideas clearly.		Speaking	
Half	All	Discovering	Family	Discovering	• I can use a range of	Time	Discovering and	
Term	About	and	and	and	vocabulary to create		developing	
2	Me	developing	Friends	developing	different sentences.	Bastille	Writing	
		Writing		Writing	• I can make new	Day		
	La		Pâques		sentences about homes			
	Nativité				by substituting different			
					vocabulary.			
					Understand basic			
					grammar appropriate to			
					the language being			
					studied			
					I can make links			
					between known and			
					new structures.			



Year	Unit 1	Understand	Listen attentively to	Unit 3	Understand	Describe people, places,	<u>Unit 5</u>	Understand	<u>Listen attentively to</u>
5/6		and respond	spoken language and		and respond	things and actions orally	What's	and respond	spoken language and
	All	Speaking	show understanding by	Going	Speaking	and in writing	the	Speaking	show understanding by
Half	Around	Writing	joining in and	Shopping	Writing	• I can express an	Time?		joining in and
Term	Town	Discovering	<u>responding</u>			opinion in French.			<u>responding</u>
1		and	<ul> <li>I can listen carefully,</li> </ul>			Speak in sentences,			• I can take part in a
		developing	repeating and			<u>using familiar</u>			Maths lesson on
			responding to key			vocabulary, phrases and			counting and time, in
			words and phrases.			<u>basic language</u>			French.
			Explore the patterns			<u>structures</u>			Appreciate stories,
			and sounds of			• I can answer questions			songs, poems and
			language through			in a complete sentence.			<u>rhymes in the language</u>
			songs and rhymes and			Engage in conversations;			• I can say and write a
			link the spelling, sound			ask and answer			sentence to tell the
			and meaning of words			questions; express			time.
			• I can use familiar			opinions and respond to			Speak in sentences,
			sounds and spellings to			those of others; seek			<u>using familiar</u>
			help me recognise and			clarification and help.			vocabulary, phrases and
			learn new language.			<ul> <li>I can express an</li> </ul>			<u>basic language</u>
			<ul><li>I can apply my</li></ul>			opinion in French.			<u>structures</u>
			knowledge to help me			I can ask and answer a			• I can say and write a
			predict, say and spell			question in French.			sentence to tell the
			new language.			I can take part in role			time.
			<u>Develop accurate</u>			play, speaking French.			<ul> <li>I can say and write at</li> </ul>
			pronunciation and			Develop accurate			what time I do things.
			<u>intonation so that</u>			pronunciation and			Engage in conversations;



Year	Unit 1	Understand	others understand	Unit 3	Understand	intonation so that others	<u>Unit 5</u>	Understand	ask and answer
5/6	<u>cont'd</u>	and respond	when they are reading	<u>cont'd</u>	and respond	<u>understand when they</u>	<u>cont'd</u>	and respond	questions; express
		Speaking	aloud or using familiar		Speaking	are reading aloud or		Speaking	opinions and respond to
Half	All	Writing	words and phrases	Going	Writing	using familiar words and	What's		those of others; seek
Term	Around	Discovering	• I can listen carefully	Shopping		<u>phrases</u>	the		clarification and help.
1	Town	and	and pronounce			• I can answer questions	Time?		• I can answer and ask a
		developing	unfamiliar words with			in a complete sentence.			question about a TV
			increasing accuracy.			Write phrases from			schedule.
			Present ideas and			memory, and adapt			<u>Develop accurate</u>
			information orally to a			these to create new			pronunciation and
			range of audiences			sentences, to express			intonation so that others
			<ul> <li>I can select and</li> </ul>			<u>ideas clearly.</u>			<u>understand when they</u>
			present information to			• I can write sentence			are reading aloud or
			other people.			answers to a question			using familiar words and
			Read carefully and			using quantifiers.			<u>phrases</u>
			show understanding of			<u>Understand basic</u>			• I can say and write a
			words, phrases and			grammar appropriate to			sentence to tell the
			simple writing			the language being			time.
			<ul> <li>I can select and</li> </ul>			<u>studied</u>			
			present information to			<ul> <li>I can change the</li> </ul>			
			other people.			French word for 'the' to			
			Write phrases from			the French word for			
			memory, and adapt			'some'			
			these to create new			<ul> <li>I can use adjectives to</li> </ul>			
			sentences, to express			describe nouns.			
			<u>ideas clearly</u>						



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Year	<u>Unit 1</u>	Understand	• I can use a bilingual	<u>Unit 3</u>	Understand	<u>Unit 5</u>	Understand	
5/6	<u>cont'd</u>	and respond	dictionary to develop	<u>cont'd</u>	and respond	<u>cont'd</u>	and respond	
		Speaking	my vocabulary around		Speaking		Speaking	
Half	All	Writing	a given topic.	Going	Writing	What's		
Term	Around	Discovering	Broaden their	Shopping		the		
1	Town	and	vocabulary and			Time?		
		developing	develop their ability to					
			understand new words					
			that are introduced					
			into familiar written					
			material, including					
			through using a					
			dictionary					
			• I can use a bilingual					
			dictionary to develop					
			my vocabulary around					
			a given topic.					



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Year	<u>Unit 2</u>	Understand	Describe people,	<u>Unit 4</u>	Understand	Describe people, places,	<u>Unit 6</u>	Understand	Describe people, places,
5/6		and respond	places, things and		and respond	things and actions orally		and respond	things and actions orally
	On the	Speaking	actions orally and in	Where in	Speaking	and in writing	Holiday	Speaking	and in writing
Half	Move	Writing	<u>writing</u>	the	Writing	• I can speak in a	s and	Writing	• I can write answers to
Term		Discovering	• I can use my	World?		sentence to answer a	Hobbies	Discovering	a question, in a
2	La	and	knowledge of actions			question.		and developing	sentence.
	Nativité	developing	and directions to give	Pâques		• I can write a sentence	Bastille		Speak in sentences,
			instructions.			and adapt it to create a	Day		<u>using familiar</u>
			Appreciate stories,			new sentence.			vocabulary, phrases and
			songs, poems and			Speak in sentences,			<u>basic language</u>
			rhymes in the			<u>using familiar</u>			<u>structures</u>
			<u>language.</u>			vocabulary, phrases and			• I can speak a sentence
			• I can follow a familiar			<u>basic language</u>			describing the weather.
			story			<u>structures</u>			• I can speak a sentence
			Speak in sentences,			• I can speak in a			about going on holiday.
			using familiar			sentence to answer a			<u>Develop accurate</u>
			vocabulary, phrases			question.			pronunciation and
			and basic language			• I can speak in a			intonation so that others
			<u>structures</u>			complete sentence.			understand when they
			• I can combine			<u>Develop accurate</u>			are reading aloud or
			familiar language to			pronunciation and			using familiar words and
			create a new set of			intonation so that others			<u>phrases</u>
			sentences.			understand when they			• I can present the
			Engage in			are reading aloud or			weather forecast to a
			conversations; ask and			using familiar words and			range of audiences.
			answer questions;			phrases			• I can present the
			<u>answer questions;</u>			<u>pnrases</u>			• I can present the



Year	Unit 2	Understand	express opinions and	Unit 4	Understand	• I can speak in a	<u>Unit 6</u>	Understand	weather forecast to a
5/6	<u>cont'd</u>	and respond	respond to those of	<u>cont'd</u>	and respond	sentence to answer a	<u>cont'd</u>	and respond	range of audiences.
		Speaking	others; seek		Speaking	question.		Speaking	Engage in conversations;
Half	On the	Writing	clarification and help.	Where in	Writing	Write phrases from	Holiday	Writing	ask and answer
Term	Move	Discovering	• I can combine	the		memory, and adapt	s and	Discovering	questions; express
2		and	familiar language to	World?		these to create new	Hobbies	and developing	opinions and respond to
	La	developing	create a new set of			sentences, to express			those of others; seek
	Nativité		sentences.	Pâques		<u>ideas clearly</u>	Bastille		clarification and help.
			Present ideas and			• I can write a sentence	Day		• I can answer a
			information orally to a			to answer a question.			question about sports,
			range of audiences			• I can write a sentence			orally and in writing.
			• I can tell other			and adapt it to create a			• I can answer a
			people about types of			new sentence.			question about hobbies,
			transport.			Broaden their			orally and in writing.
			<u>Develop accurate</u>			vocabulary and develop			<u>Present ideas and</u>
			pronunciation and			their ability to			information orally to a
			<u>intonation so that</u>			<u>understand new words</u>			range of audiences.
			others understand			that are introduced into			• I can present the
			when they are reading			<u>familiar written</u>			weather forecast to a
			aloud or using familiar			material, including			range of audiences.
			words and phrases			through using a			I can use known
			<ul> <li>I can recognise and</li> </ul>			<u>dictionary</u>			language to present
			pronounce a familiar			• I can discuss Easter			information about
			spelling pattern in			traditions in different			French festival dates.
			different words.			countries.			Read carefully and show
			Read carefully and			• I can use a			understanding of words,



Year	Unit 2	Understand	show understanding of	Unit 4	Understand	French/English	Unit 6	Understand	phrases and simple
5/6	cont'd	and respond	words, phrases and	cont'd	and respond	dictionary to find new	cont'd	and respond	writing
		Speaking	simple writing		Speaking	words.		Speaking	I can present the
Half	On the	Writing	• I can tell other	Where in	Writing	<u>Understand basic</u>	Holiday	Writing	weather forecast to a
Term	Move	Discovering	people about types of	the		grammar appropriate to	s and	Discovering	range of audiences.
2		and	transport.	World?		the language being	Hobbies	and developing	Write phrases from
	La	developing	<u>Understand basic</u>			<u>studied</u>			memory, and adapt
	Nativité		grammar appropriate	Pâques		<ul> <li>I can distinguish</li> </ul>	Bastille		these to create new
			to the language being			masculine and feminine	Day		sentences, to express
			<u>studied</u>			nouns.			<u>ideas clearly</u>
			• I can use the verb 'to			• I can use the correct			<ul> <li>I can write answers to</li> </ul>
			go' in a simple			masculine/feminine			a question, in a
			sentence.			preposition.			sentence.
			• I can give a sentence			<ul> <li>I understand that</li> </ul>			<u>Understand basic</u>
			subject-verb			because a continent is			grammar appropriate to
			agreement.			always feminine the			the language being
						preposition 'en' is			<u>studied</u>
						always used for 'in'.			I can use the third
						<ul> <li>I can use the past</li> </ul>			person plural in
						tense in a sentence.			sentences.
						• I can use pronouns.			I can distinguish
									masculine and feminine
									nouns and use the
									correct
									masculine/feminine
									form of a preposition.



# St. Paul's Catholic Primary School MFL – Cycle A (French) Progression of skills and knowledge through Key Stage 2

				• I can answer a question about sports, orally and in writing.