



**P**ersonal **R**esponsibility **I**n **D**elivering **E**xcellence

# MFL Progression Overview

		MfL Curriculum Coverage – Speaking / Listening and Vocabulary							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Speaking</b>	<b>Statutory NC Content</b>					<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases, and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p>			
	<b>Skills Content</b>					<p>Speak with others using simple words, phrases, and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing)</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture, and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say to add fluency.</p>
	<b>Linked Units from Language Angels</b>					<ul style="list-style-type: none"> <li>❖ Phonetics 1 &amp; I'm Learning French (E)</li> <li>❖ Animals (E)</li> <li>❖ Fruits (E)</li> <li>❖ Musical Instruments (E)</li> <li>❖ Little Red Riding Hood or Ancient Britain (E)</li> <li>❖ I Can... (E)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 2 &amp; Presenting Myself (I)</li> <li>❖ Family (I)</li> <li>❖ My Home (I)</li> <li>❖ Habitats (I)</li> <li>❖ Classroom (I)</li> <li>❖ Goldilocks or Tudors (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 3 &amp; Do You Have A Pet? (I)</li> <li>❖ What Is The Date? (I)</li> <li>❖ The Weather (I)</li> <li>❖ Clothes (I)</li> <li>❖ Habitats or Romans (I)</li> <li>❖ Olympics (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 4 &amp; At School (P)</li> <li>❖ Regular Verbs (P)</li> <li>❖ The Weekend (P)</li> <li>❖ World War II or Habitats (P)</li> <li>❖ The Planets (P)</li> <li>❖ Me In The World (P)</li> </ul>

<b>Listening</b>	<b>Statutory NC Content</b>					<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>			
	<b>Skills Content</b>					<p>Listen and respond to familiar spoken words, phrases, and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories, and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs, and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
	<b>Linked Units From Language Angels</b>						<ul style="list-style-type: none"> <li>❖ Phonetics 1 &amp; I'm Learning French (E)</li> <li>❖ Animals (E)</li> <li>❖ Fruits (E)</li> <li>❖ Musical Instruments (E)</li> <li>❖ Little Red Riding Hood or Ancient Britain (E)</li> <li>❖ I Can... (E)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 2 &amp; Presenting Myself (I)</li> <li>❖ Family (I)</li> <li>❖ My Home (I)</li> <li>❖ Habitats (I)</li> <li>❖ Classroom (I)</li> <li>❖ Goldilocks or Tudors (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 3 &amp; Do You Have A Pet? (I)</li> <li>❖ What Is The Date? (I)</li> <li>❖ The Weather (I)</li> <li>❖ Clothes (I)</li> <li>❖ Habitats or Romans (I)</li> <li>❖ Olympics (I)</li> </ul>

<b>Speaking and Listening</b>	<b>Retrieval of Prior Vocabulary</b>				<p>Map skills to find France. (geography) Nouns, verbs, and determiners (English)</p>	<p>Numbers 1 – 10 How you are feeling vocab Silent letters – beginning of word. Elision – dropping last letter. 10 animal words Infinitive verbs Nasal sounds – on, un, in, an Habitats (science) Story – Goldilocks and the 3 bears (English)</p>	<p>Family members – nouns and determiners Basic personal details – name/age/where you live/nationality. 10 animals = definite article 'in' eg. Cinq 'l' eg. Huit, dix, habite. Famille, fille lle – famille lque – unique 'e' – appartement Eau - bureau É – desert Nasal sounds – on, un, in, an Silent letters – s and t (final consonant); x and z (écoutez) Elision – next to vowel or mute h; dropping 'e' eg j'habite. Liaison – ils ont (transfer s) Numbers to 31 Weather phrases (science) Compass points (maths/ geography) Colours (French) Negative verb – je n'ai pas de/d'</p>	<p>Personal details (name, age, where you live) Definite article – le, la, les, l' Et/mais Regular verb conjugation – porter/habiter Subject pronouns – je/tu/i/elle/ils/ells/ vous/nous Time on the hour in French Time to nearest quarter hour (maths) Colours, days of the week, months of the year (French)</p>
	<b>New Vocabulary</b>				<p>Phonics ch, ou, on, oi, Silent letters s, t, c, x, d, s, and contraction - des Guttural r</p> <p>How someone in feeling 10 key colours Numbers 1 –10 10 animals = definite article Nasal sounds (on/un/in/an) 10 common instruments Jouer – to play. Contractions 10 fruits J'aime/Je n'aime pas... Parts of the body (LRRH unit) 10 common infinitive verbs eg. Danser, chanter, manger.</p>	<p>'in' eg. Cinq 'l' eg. Huit, dix, habite. Famille, fille lle – famille lque – unique 'e' – appartement Eau - bureau É – desert Nasal sounds – on, un, in, an Silent letters – s and t (final consonant); x and z (écoutez) Elision – next to vowel or mute h; dropping 'e' e.g., j'habite. Liaison – ils ont (transfer s)</p> <p>Asking and answering questions Basic personal details – name/age/where you live/nationality. Family members – nouns and determiners Number 1 – 100 How old we are. 5 different habitats incl animals/plant from each Classroom objects Classroom commands Story vocab</p>	<p>'e' – je/de septembre, le/de, chemise, selon Eau – oiseau, beau, manteaux. jumeau É – Cécile, février, écharpe, légende È- frère, Eux - dieux Qu – olympiques Ç – français En – commence. An – antique, grands Nasal sounds – on, un, in, an, latin, garçon, viande Silent letters s (dans, gants, vacances); t (mars, est, fait); d (chaud). -ent not pronounced in Ils/Elles portent (all present tense 3<sup>rd</sup> person regular plurals) Elision – je n'ai pas d'oiseau; l'est 'h' aspire – eg. Je n'ai pas d'hamster – h as a consonant Guttural r – mardi, mercredi, orange, robe</p> <p>8 common pets Question and answer – As-tu un animal? qui s'appelle Et/mais Months of the year Saying the date Asking/replying when is your birthday. Weather – phrases /asking/answering questions. Compass points 21 items of clothing Conjugation of porter (regular 'er' verb) Days of the week (say and spell) Phrases about life in Ancient Rome Olympic sports Faire – irregular verb Olympic professions m/f form</p>	<p>Qu - informatique, quell, qu'est-ce que., quelle. Ç – français Gne - montagnes An – anglaise, fatigant, planètes, dans, franc En – sciences, prends, enironnement, finalement, centre Ent – silent in conjugation of reg verb eg. Ells jouent, trouvent Silent letters – final s (aimes, heures); t (sport, amusant, seulement); x (ennuyeux); z, d, n, m usually silent at end of a word. Elision – j'étudie, j'écoute Guttural r</p> <p>School subjects Respond to Est-ce que tu aimes...? using positive and negative opinions. Justifications to expand – because, however Regular verbs - jouer, vendre, finir Things to do at the weekend. Answer Qu'est-ce que tu fais le weekend? Using conjunctions – après, aussi, plus tard, finalement Nouns for planets Adjectives of colour, size and position Celebrations, religion, protect the planet.</p>

**MfL Curriculum Coverage – Reading / Writing and Grammar**

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Reading</b>	<b>Statutory NC Content</b>					Read carefully and show understanding of words, phrases, and simple writing. Appreciate stories, songs, poems, and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.			
	<b>Skills Content</b>				-	Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.  Read aloud familiar words or short phrases in chorus.	Accurately read and understand familiar written words, phrases, and short sentences (e.g. in fairy tales or character/place descriptions).  Accurately read a wider range of familiar written words, phrases, and short sentences aloud to another person	Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails, or letters from a partner school).	Read aloud with expression and accurate pronunciation.  Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
	<b>Linked Units from Language Angels</b>					<ul style="list-style-type: none"> <li>❖ Phonetics 1 &amp; I'm Learning French (E)</li> <li>❖ Animals (E)</li> <li>❖ Fruits (E)</li> <li>❖ Musical Instruments (E)</li> <li>❖ Little Red Riding Hood or Ancient Britain (E)</li> <li>❖ I Can... (E)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 2 &amp; Presenting Myself (I)</li> <li>❖ Family (I)</li> <li>❖ My Home (I)</li> <li>❖ Habitats (I)</li> <li>❖ Classroom (I)</li> <li>❖ Goldilocks or Tudors (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 3 &amp; Do You Have A Pet? (I)</li> <li>❖ What Is the Date? (I)</li> <li>❖ The Weather (I)</li> <li>❖ Clothes (I)</li> <li>❖ Habitats or Romans (I)</li> <li>❖ Olympics (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 4 &amp; At School (P)</li> <li>❖ Regular Verbs (P)</li> <li>❖ The Weekend (P)</li> <li>❖ World War II or Habitats (P)</li> <li>❖ The Planets (P)</li> <li>❖ Me in The World (P)</li> </ul>

<b>Writing</b>	<b>Statutory NC Content</b>					<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things, and actions orally and in writing.</p>			
	<b>Skills Content</b>					<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>
	<b>Linked Units from Language Angels</b>					<ul style="list-style-type: none"> <li>❖ Phonetics 1 &amp; I'm Learning French (E)</li> <li>❖ Animals (E)</li> <li>❖ Fruits (E)</li> <li>❖ Musical Instruments (E)</li> <li>❖ Little Red Riding Hood or Ancient Britain (E)</li> <li>❖ I Can... (E)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 2 &amp; Presenting Myself (I)</li> <li>❖ Family (I)</li> <li>❖ My Home (I)</li> <li>❖ Habitats (I)</li> <li>❖ Classroom (I)</li> <li>❖ Goldilocks or Tudors (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 3 &amp; Do You Have A Pet? (I)</li> <li>❖ What Is the Date? (I)</li> <li>❖ The Weather (I)</li> <li>❖ Clothes (I)</li> <li>❖ Habitats or Romans (I)</li> <li>❖ Olympics (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 4 &amp; At School (P)</li> <li>❖ Regular Verbs (P)</li> <li>❖ The Weekend (P)</li> <li>❖ World War II or Habitats (P)</li> <li>❖ The Planets (P)</li> <li>❖ Me in The World (P)</li> </ul>

<b>Grammar</b>	<b>Statutory NC Content</b>					Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."			
	<b>Skills Content</b>					<p>Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Introduce and use the negative form.</p> <p>Begin to look at what a fully conjugated verb looks like.</p>	<p>Understand the concept of gender (masculine &amp; feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives, and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p>
	<b>Linked Units from Language Angels</b>					<ul style="list-style-type: none"> <li>❖ Phonetics 1 &amp; I'm Learning French (E)</li> <li>❖ Animals (E)</li> <li>❖ Fruits (E)</li> <li>❖ Musical Instruments (E)</li> <li>❖ Little Red Riding Hood or Ancient Britain (E)</li> <li>❖ I Can... (E)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 2 &amp; Presenting Myself (I)</li> <li>❖ Family (I)</li> <li>❖ My Home (I)</li> <li>❖ Habitats (I)</li> <li>❖ Classroom (I)</li> <li>❖ Goldilocks or Tudors (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 3 &amp; Do You Have A Pet? (I)</li> <li>❖ What is the Date? (I)</li> <li>❖ The Weather (I)</li> <li>❖ Clothes (I)</li> <li>❖ Habitats or Romans (I)</li> <li>❖ Olympics (I)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonetics 4 &amp; At School (P)</li> <li>❖ Regular Verbs (P)</li> <li>❖ The Weekend (P)</li> <li>❖ World War II or Habitats (P)</li> <li>❖ The Planets (P)</li> <li>❖ Me in The World (P)</li> </ul>

<b>Reading, Writing and Grammar</b>	<b>Retrieval of Prior Grammar</b>					Verb/nouns/ determiners in English	Silent letters – beginning of word. Elision – dropping last letter. Gender (m/f) Determiners/indefinite articles – un/une 1 <sup>st</sup> person singular – je m'appelle, j'ai, je suis, j'habite Regular verbs – 1 <sup>st</sup> person	Connective and and but (English) Definite/indefinite article and determiner – un/une Gender – nouns 1 <sup>st</sup> person singular – je m'appelle, j'ai, je suis, j'habite Negative verb – je n'ai pas de/d' Simple adjectival agreement Possessive adjectives – mon, ma, mes Negative verb – je n'ai pas de/d'	Definite article – le, la, les, l' Et/mais What are verbs, subject pronouns In English? What is meant by infinitive and verb conjugation in English? Regular verb conjugation porter First person singular verbs – je vais, je joue What is an adjective (English)? Basic adjective agreement rules (French)
	<b>New Grammar</b>					Elision (dropping last letter ie, me in je m'appelle) Conjugation of Irregular verbs - Être (and avoir (1st person) and contractions. Habiter (regular) Gender (m/f) Determiners (un/une) Masculine /feminine nouns and articles (le. la, les) Regular verbs- jouer and habiter (1st person) Plurals – les Modal verb + infinitive eg. Je peux jouer	Silent letters – s (final consonant) Elision – next to vowel or mute h and apostrophe Adjectival agreement Possessive adjectives – mon, ma, mes Negative structure - There is/There is not – il y a/il n'y a pas de/d' 3 <sup>rd</sup> person conjugation regular verbs (pousser and habiter) Negative verb – je n'ai pas de/d' Language learning strategies	Connective et/mais Ordinal/cardinal numbers for the date Rules for capitalisation for months of the year Use of il ya and faire in weather phrases. Conjugation of porter (regular 'er' verb) Present tense conjugation irregular verb faire + de (creating partitive article)	Full verb conjugation of irregular verb aller Full verb conjugation of regular verbs – jouer, finir and vendre (e-er, -ir and -re endings) Subject pronouns Regarder, Lire and reflexive verbs se lever and se coucher Conjunctions/opinions for joining phrases together. Adjective agreement – singular and plural masculine and plural feminine nouns Near future tense using je vais utiliser
	<b>End of unit activities from Language Angels</b>						<ul style="list-style-type: none"> <li>❖ Role play</li> <li>❖ Say own simple sentence.</li> <li>❖ Complete survey</li> <li>❖ Write simple sentence from memory.</li> <li>❖ Ordering story cards</li> <li>❖ Write about ourselves/activities we do.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Questioning each other</li> <li>❖ Oral presentations</li> <li>❖ More in depth reading and listening activities.</li> <li>❖ Written presentation on family</li> <li>❖ Extended writing on our home</li> <li>❖ Interviewing others</li> <li>❖ Create own version of story</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writing an email</li> <li>❖ Completing a survey</li> <li>❖ Create weather map and weather forecast.</li> <li>❖ Describe what they are taking on holiday.</li> <li>❖ Writing a diary entry</li> <li>❖ Decoding longer texts</li> <li>❖ Presentation about Olympic sport</li> <li>❖ Extended listening and reading tasks.</li> </ul>