



Abberley Parochial V.C. Primary School  
*Rooted and grounded in love*  
MFL Progression at Abberley

Phonics	
Year 3 & 4	Year 5 & 6
<p><b>Year 3 Modules:</b></p> <ul style="list-style-type: none"><li>• To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English)</li><li>• To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau</li><li>• To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.</li><li>• To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.</li><li>• To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.</li><li>• To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</li><li>• To recognise and begin to predict key word patterns and spellings.</li><li>• To know that 'h' at the start of a word in French is not pronounced.</li></ul> <p><b>Year 4 Modules:</b></p> <ul style="list-style-type: none"><li>• To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</li><li>• To recognise and begin to predict key word patterns and spellings.</li><li>• To know that 'h' at the start of a word in French is not pronounced.</li></ul>	<p><b>Year 5 Modules:</b></p> <ul style="list-style-type: none"><li>• To apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è)and cedilla (ç).</li><li>• To know that a change in voice intonation can indicate when a question is being asked.</li></ul> <p><b>Year 6 Modules:</b></p> <ul style="list-style-type: none"><li>• To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</li></ul>

## Grammar

### Year 3 & 4

#### Year 3 Modules:

- To understand that every French noun is either masculine or feminine.
- To know that the gender affects the form of the indefinite article un or une.
- To know that feminine nouns often (but not always) end in 'e'.
- To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.
- To know that the pronoun ça means 'it'.
- To know that most adjectives are placed after the noun in French.
- To know that adjectives of size such as petit and grand are placed before the noun.
- To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions.
- To know that je/j', and tu are subject pronouns.
- To know that c'est means "it is" and is used to describe what something is.
- To know that il y a is used to say 'there is/are.'
- To know that placing ne...pas around the verb makes it negative: ne + verb + pas.
- To know that the word order is sometimes different in French compared to English.
- To know that we can use conjunctions such as et (and) and puis (then) to join clauses.
- To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.
- To know that accents in French can change the sound of a letter.

#### Year 4 Modules:

- To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des.
- To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.
- To know that the ending of an adjective changes depending on the gender and number of the noun it describes.
- To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.

### Year 5 & 6

#### Year 5 Modules:

- To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.
- To know that adjectives must agree with the gender and number of the noun being described.
- To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English.
- To know that compound sentences join two simple sentences together using connectives such as et and mais.
- To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.
- To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père.
- To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.
- To understand that words in French and English will not always have a direct equivalent in the other language.

#### Year 6 Modules:

- To know whether to use the pronouns il 'he' or elle 'she' when describing someone
- To know that partitive articles describe where something is placed: le livre est à côté du stylo.
- To know a range of prepositions to describe the position of objects.
- To know that the way verbs change to match the pronoun is called conjugation.
- To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).
- To conjugate the verbs aller, jouer and faire.
- To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tourne becomes tourne (turn).  
To know that parce que (because) can be used to extend a sentence and give a justification.

- To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse.
- To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.
- To know that the endings of verbs change according to the subject.
- To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).
- To know that we can use conjunctions to link phrases such as et/mais.
- To know the verbs avoir and être are used to describe appearance and personality.
- To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.
- To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.
- To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.

### Language Comprehension (Listening and Reading)

#### Year 3 & 4

##### Year 3 Modules:

- Listening and responding to single words and short phrases.
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Reading aloud some words from simple songs, stories and rhymes.
- Recognising some familiar French words in written form.
- Beginning to understand and notice cognates and near cognates.
- Becoming familiar with format, layout and simple use of a bilingual dictionary.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary.

##### Year 4 Modules:

#### Year 5 & 6

##### Year 5 Modules:

- Listening and selecting information from short audio passages to give an appropriate response.
- Independently identifying rhyming words and spelling patterns when joining in with songs.
- Beginning to predict spelling patterns.
- Reading and responding to a range of authentic texts.
- Identifying key information in simple writing.
- Using a range of language detective strategies to decode new vocabulary including context and text type.
- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.

<ul style="list-style-type: none"> <li>• Listening and responding to full sentences.</li> <li>• Listening and noticing rhyming words when joining in with songs.</li> <li>• Beginning to notice common spelling patterns.</li> <li>• Following a short text or rhyme, listening and reading at the same time.</li> <li>• Recognising some familiar French words when written in a short phrase.</li> <li>• Identifying and discussing cognates and beginning to explore various language detective strategies.</li> <li>• Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>• Using contextual clues and cues to gist and make predictions about meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li> </ul> <p><b>Year 6 Modules:</b></p> <ul style="list-style-type: none"> <li>• Listening and gisting information from an extended audio passage using language detective skills.</li> <li>• Independently identifying rhyming words and spelling patterns when joining in with songs.</li> <li>• Beginning to predict spelling patterns.</li> <li>• Reading short authentic texts for enjoyment or information.</li> <li>• Identifying and extracting key information in a range of authentic texts.</li> <li>• Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li> <li>• Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li> </ul>
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**Language Production (Speaking and Writing)**

Year 3 & 4	Year 5 & 6
<p><b>Year 3 Modules:</b></p> <ul style="list-style-type: none"> <li>• Asking and/or answering simple questions.</li> <li>• Forming simple statements with information including the negative.</li> <li>• Practising speaking with a partner.</li> <li>• Using short phrases to give information.</li> <li>• Recognise and repeat phrases from familiar rhymes and songs.</li> <li>• Listening and repeating key phonemes with care.</li> <li>• Recognising that sounds and spelling patterns can be different from English.</li> <li>• Recognising how intonation and gesture are used to differentiate between statements and questions.</li> <li>• Discussing strategies for remembering and applying pronunciation rules.</li> <li>• Building confidence by repeating short phrases with increasing accuracy.</li> <li>• Introducing self to a partner with simple phrases.</li> <li>• Recalling and writing simple words from memory.</li> <li>• Experimenting with simple writing, copying with accuracy.</li> <li>• Recognising and using adjectives of colour and size.</li> </ul> <p><b>Year 4 Modules:</b></p>	<p><b>Year 5 Modules:</b></p> <ul style="list-style-type: none"> <li>• Forming a question in order to ask for information.</li> <li>• Beginning to use conversational phrases for purposeful dialogue.</li> <li>• Rehearsing and recycling extended sentences orally.</li> <li>• Speaking in full sentences using known vocabulary.</li> <li>• Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li> <li>• Using intonation and gesture to differentiate between statements and questions.</li> <li>• Formulating their own strategies to remember and apply pronunciation rules.</li> <li>• Speaking and reading aloud with increasing confidence and fluency.</li> <li>• Creating and presenting a dialogue or role-play.</li> <li>• Adapting model sentences to express different ideas.</li> <li>• Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</li> <li>• Using adapted phrases to describe an object, person or place.</li> <li>• Using adjectives with correct placement and agreement.</li> </ul>

- Recognising and answering simple questions which involve giving personal information.
- Beginning to form opinion phrases.
- Using a variety of conversational phrases.
- Using a model to form a spoken sentence.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Rehearsing and performing a short role-play or song.
- Selecting and writing short words and phrases.
- Making short phrases or sentences using word cards.
- Using different adjectives, with correct positioning and agreement.
- Choosing appropriate adjectives from a wider range of adjectives.

#### **Year 6 Modules:**

- Planning, asking and answering extended questions.
- Developing extended sentences to justify a fact or opinion.
- Engaging in conversation and transactional language.
- Planning and giving a short oral presentation.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Giving a presentation drawing upon learning from a number of previous topics.
- Using existing knowledge of vocabulary and phrases to create new sentences.
- Constructing a short text on a familiar topic.
- Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.

#### **Cultural Awareness**

- Discussing similarities and differences between customs and traditions in France and the UK.
- Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.
- To know that in French there are formal and informal greetings.
- To know some playground games played in France.
- To know the names and locations of some of the cities in France.
- To name some famous paintings by French artists.
- To know that French is spoken in different countries around the world.
- Discovering French festivals and their traditions.
- Ordering typical French food and drink.
- To know that in French there is a formal and informal version of the word for 'you', and when to use which one.
- To know that the currency used in France is euros and to recognise some of the notes and coins.
- To know that orders are typically taken at the table in France.

