



MFL Key Concepts Progression Map



Key Concept	Year 3	Year 4	Year 5	Year 6
Phonics	<ul style="list-style-type: none">• Children will begin to recognise how some sounds such as 'on', 'ou', 'et' and 'oi' are represented in written form.• Children will imitate the pronunciation of sounds accurately.• Children will recall numbers with pronunciation increasingly accurate, particularly vowel and combination sounds ('un', 'eu', 'oi', 'in').• Children will listen carefully and relate sounds to a written phoneme.	<ul style="list-style-type: none">• Children will remember and pronounce new words, recognising that some are masculine (<i>un</i>), some feminine (<i>une</i>) and some plural (<i>des</i>).• Children will say the words for items of clothing with accurate pronunciation.• Children will make an intelligible attempt to spell new words using phoneme-grapheme knowledge.• Children will say the numbers to 31 in French with increasingly accurate pronunciation.	<ul style="list-style-type: none">• Children will correctly build and pronounce two-digit numbers that have been generated randomly.• Children will attempt to read new verbs aloud with confidence and mostly accurate pronunciation.• Children will apply some understanding of French pronunciation when adapting spoken or written phrases.	<ul style="list-style-type: none">• Children will pronounce the name of a sport accurately and confidently.• Children will label images of clothing correctly and attempt accurate pronunciation when saying the words.• Self-correct pronunciation by applying known phonics rules when speaking about sports, places in a town or holiday destinations.• Match spoken examples of unfamiliar vocabulary to written forms with increasing confidence, using sound-spelling knowledge.• Read short topic-based sentences aloud with improving fluency, using their knowledge of pronunciation patterns to support accuracy.• Compare French and English pronunciation differences when encountering new vocabulary in texts, stories or websites.
Vocabulary	<ul style="list-style-type: none">• Children will link actions or pictures to new language in both spoken and written form.• Children will recognise cognates.• Children will show their understanding of key vocabulary with a physical response.• Children will deduce the meaning of new words by matching labels to pictures using language-detective skills.• Children will source new vocabulary from a dictionary and apply the correct indefinite article (<i>un/une</i>).• Children will build a range of sentences from a model, selecting appropriate vocabulary.	<ul style="list-style-type: none">• Children will identify a person correctly from a description of their hair and eye colour.• Children will correctly identify items of clothing based on the written word.• Children will compose a sentence using <i>j'aime</i> or <i>je n'aime pas</i>.• Children will say all the days of the week and work out the words for "yesterday" and "today."• Children will match most French months to their English equivalents.• Children will say the seasons of the year.• Children will recognise and understand the meaning of new cognates.• Children will recognise shop names and label a triarama.• Children will use a bilingual dictionary to translate given words.	<ul style="list-style-type: none">• Children will notice cognates and near-cognates in a text.• Children will recognise some previously known words.• Children will use a dictionary to research the meaning of relevant vocabulary.• Children will recall vocabulary by matching pictures to appropriate words.• Children will highlight a range of known and easily recognisable vocabulary in a text.• Children will complete a gap-fill activity matching French vocabulary to pictures.• Children will recognise words that are similar to English.	<ul style="list-style-type: none">• Children will identify some French country names using cognates and near-cognates.• Children will understand the French words for different types of houses and their rooms.• Children will remember and understand vocabulary related to house and family.• Children will label things in a bedroom and use related vocabulary in simple sentences.• Children will remember countries in the world in French.• Children will recognise familiar words and cognates in a text.• Children will learn to say and read places in a town.• Children will put modes of transport into a simple sentence.

Grammar	<ul style="list-style-type: none"> • Children will correctly identify masculine and feminine nouns in written form. • Children will use modelled language to create questions or sentences using appropriate articles. • Children will attempt to build their own sentences using labels as a model. 	<ul style="list-style-type: none"> • Children will understand that adjectives change depending on whether they describe a boy or a girl, for example <i>sérieux</i> and <i>sérieuse</i>. • Children will place word cards in the correct order, with the adjective following the noun. • Children will write four sentences accurately with the correct adjectival agreement, using a support sheet. • Children will understand how to convert the indefinite article to a possessive adjective. • Children will write accurately using support, selecting the correct form of the adjective most of the time and understanding why other forms are incorrect. • Children will use <i>il/elle</i> correctly and place the adjective in the correct position in relation to the noun. 	<ul style="list-style-type: none"> • Children will recognise and sort nouns by gender and number, explaining how this affects adjectives. • Children will modify sentences to use the correct articles or pronouns (<i>un/une</i> and <i>il/elle</i>) according to gender. • Children will unscramble jumbled sentences without any errors in word order. • Children will recognise rules of agreement in longer phrases. • Children will correctly sort word-cards by gender and apply the appropriate article. • Children will work together to visually and orally present a verb in different forms with the correct pronoun. • Children will recognise and recall different parts of the verbs <i>avoir</i> and <i>être</i>. • Children will adapt a sentence to change its meaning. • Children will change elements of a sentence while retaining its overall meaning. • Children will organise a text, making simple adaptations that do not affect its overall sense. 	<ul style="list-style-type: none"> • Children will use the verbs <i>jouer</i> and <i>faire</i> correctly with different sports. • Children will create sentences using two verbs, the second in the infinitive form. • Children will use the correct form of <i>aller</i> with the correct preposition to indicate where they are going. • Children will use prepositions accurately in verbal and written sentences. • Children will write a letter describing rooms in their house, where they live and with whom, using at least three prepositions accurately. • Children will begin to understand the present and future tense of <i>aller</i> in French. • Children will identify the present and future tenses in reading and listening activities. • Children will begin constructing negative sentences correctly. • Children will describe the relationship between places using a preposition. • Children will identify the grammatical elements of a text.
Language Comprehension (Listening & Reading)	<ul style="list-style-type: none"> • Children will look carefully at the speaker and respond confidently with the appropriate gesture and phrase. • Children will listen carefully to build correct sequences of three to four blocks. • Children will show understanding by identifying a described shape, drawing it in the air or pointing to it correctly. • Children will listen carefully to instructions. • Children will listen and respond to numbers (e.g., showing fingers or ticking on a whiteboard). • Children will change their answers and recognise number words. • Children will recall numbers one to twelve with increasing accuracy. 	<ul style="list-style-type: none"> • Children will read and calculate maths sums correctly in French. • Children will translate the date from English to French. • Children will use a range of strategies to understand a familiar text. • Children will recognise and understand the meaning of new words that are cognates. <i>(Cross-listed with vocabulary but comprehension-based here.)</i> 	<ul style="list-style-type: none"> • Children will recognise number words in written form. • Children will join in with a story using gestures and key vocabulary. • Children will recognise key information within a longer text. • Children will use a range of strategies to understand a familiar text. 	<ul style="list-style-type: none"> • Children will recognise number words in written form. • Children will join in with a story using gestures and key vocabulary. • Children will begin to understand the gist of a text to answer questions. • Children will find out information from a range of websites to plan a holiday. • Children will follow simple directions accurately. • Children will understand the gist of a text describing a place.

Language Production (Speaking & Writing)

- Children will take turns to speak and use appropriate intonation.
- Children will use 'please' and 'thank you' appropriately.
- Children will describe shapes in their work using language of colour, size and shape.
- Children will ask and answer a question about their age.
- Children will join in with a song using actions.
- Children will speak clearly and present simple phrases when visually supported.
- Children will use appropriate intonation to engage an audience.

- Children will compose a spoken sentence to describe a friend.
- Children will ask when someone's birthday is and give the number and month of their own birthday.
- Children will use a model text to support conversation.
- Children will complete mathematical calculations in French, writing answers in euros.
- Children will ask and respond to questions found in a café conversation.

- Children will produce a short, structured paragraph using a range of familiar structures, using a word bank for support.
- Children will create an opinion phrase using one of the new verbs.
- Children will build a verb spinner and use it to generate appropriate phrases.
- Children will create an original short text, adapting a range of verbs to their correct forms.
- Children will build sentences confidently using word-cards.
- Children will respond to spoken opinions with the correct gesture.
- Children will use different opinions in sentences.

- Children will construct simple sentences to say whether or not they play a sport.
- Children will express and justify opinions in relation to sports.
- Children will write an article in French using a writing frame about an imaginary Olympic Games.
- Children will ask and answer questions using vocabulary about houses and rooms.
- Children will use a writing frame to create a written description of their house.
- Children will write a letter describing their house and who lives in it.
- Children will use a writing model to create a complex sentence.
- Children will speak in sentences and write a paragraph using familiar structures.
- Children will describe routes to school using pictures and word cards.
- Children will role-play buying tickets in French.
- Children will use modes of transport to build sentences about going to places.
- Children will use a text to write their own description of a place.

Cultural Awareness

- Children will recognise simple features of French daily life by matching pictures to familiar cultural items (e.g. food, shops, buildings).
- Children will identify French cultural symbols such as the flag, key landmarks or famous foods when shown images.
- Children will show understanding of cultural traditions (e.g. celebrations, greetings, school routines) through actions or selecting the correct picture.
- Children will respond to simple cultural facts by choosing or labelling the correct item from a set of options.
- Children will listen to short cultural explanations and demonstrate understanding through a physical response (pointing, sorting or organising images).
- Children will begin to compare aspects of French and UK life using simple vocabulary such as food, school or daily routines.
- Children will explore French songs or stories and identify familiar cultural elements within them.
- Children will use modelled language to describe basic cultural features (e.g. famous places, foods or activities).
- Children will recognise that different French-speaking countries exist and identify one or two when supported with images or maps.
- Children will engage positively with examples of French culture through role-play, songs, stories or celebrations.

- Children will recognise that French is spoken in multiple countries and identify some French-speaking regions using a simple map or labelled images.
- Children will identify features of French daily life, such as different types of homes, clothing styles, or common foods, by matching descriptions to visuals.
- Children will recognise cultural differences in school routines and discuss one way French schools differ from UK schools.
- Children will describe how certain celebrations are observed in France (e.g., Epiphany, Bastille Day, Noël) using simple vocabulary and matched pictures.
- Children will understand features of French cafés or markets by exploring menus, signs or pictures, and identifying typical foods or items sold.
- Children will explain simple differences in greetings, politeness conventions or ways of addressing adults (e.g. using *bonjour*, *madame*, *monsieur*).
- Children will apply cultural knowledge when participating in role-plays, such as ordering politely in a café or greeting someone appropriately.
- Children will understand how culture influences language choices (e.g., formal vs informal language, greetings at different times of day).
- Children will use French vocabulary to label or describe cultural items in a triarama, simple display or project.
- Children will interpret short cultural texts, images or videos and show understanding by selecting, sorting or annotating key information.
- Children will identify famous French people (artists, musicians, sportspeople) and state a simple reason for their cultural importance.
- Children will connect information from dictionaries, texts or pictures to build short

- Children will recognise that French descriptions of appearance often follow different word order patterns compared with English, especially the placement of adjectives after the noun.
- Children will identify common French naming conventions and understand that family names and formal titles (*monsieur*, *madame*) are used differently in French culture.

Children will explore typical items of clothing worn in France during different seasons and compare them with clothing choices in the UK.

- Children will identify cultural differences in school uniform expectations, noting that most French primary schools do not use a formal school uniform.
- Children will understand that expressing opinions (e.g. *j'aime*, *je n'aime pas*) is a common feature of French classroom talk and compare this with how opinions are shared in UK classrooms.
- Children will notice how politeness expressions and tone differ in French, especially when agreeing or disagreeing politely.
- Children will identify euro coins and notes and understand their value compared with UK currency.
- Children will recognise cultural habits around shopping, payment and money in France, such as rounding prices, use of centimes, and typical price ranges.

- Children will explore the cultural importance of sports in France, including popular activities such as football, cycling and pétanque.
- Children will learn that the modern Olympic Games were revived in France and recognise France's role as a frequent host nation.
- Children will compare how sports are organised in French schools with those in the UK.
- Children will identify typical features of French homes, including architectural differences and room naming conventions.
- Children will compare French living spaces and layouts with those commonly found in the UK.
- Children will understand typical family structures and daily routines in French-speaking countries.
- Children will explore French-speaking countries around the world and recognise that French is a global language.
- Children will compare typical holiday destinations in France with popular UK destinations.
- Children will understand common travel practices in France, including public transport networks, ticket systems and popular tourist routes.
- Children will identify key places in a French town (e.g., *la gare*, *la mairie*, *la piscine*) and relate them to typical town layouts in France.
- Children will compare French transport habits (walking, cycling, trains) with those in the UK.
- Children will understand cultural expectations around navigating towns, buying tickets and using formal greetings in public spaces.

		explanations about French places, foods or traditions.		
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