



## Progression in Modern Foreign Languages – French – The Mill Academy

	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Communicate orally with others using a few simple words, phrases and short sentences. E.g. What the weather is like, colours, classroom objects and commands.</li> <li>Understand that it is important to pronounce words accurately.</li> <li>Ask and answer simple questions about self e.g. name/age/birthday.</li> <li>Express simple likes and dislikes e.g. food and drink.</li> <li>Perform a song or rhyme in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate orally using several simple phrases.</li> <li>Ask and answer a wider range of question forms e.g. date, food, hobbies.</li> <li>Express a simple opinion e.g. I love/like/dislike/hate.</li> <li>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> <li>Ask for a simple clarification e.g. for something to be repeated.</li> <li>Recite a few lines from a story, poem or song with good pronunciation.</li> <li>Give simple instructions and directions e.g. to a place, the route to school.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate orally using a range of sentences.</li> <li>Hold simple conversations on themes they have been learning about.</li> <li>Seek help and clarification, for example for the meaning of a word.</li> <li>Use simple conjunctions to build more complex sentences.</li> <li>Perform a role play or recites a short poem with confidence and with accurate pronunciation and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Hold longer conversations and initiates different themes of conversation.</li> <li>Understands and uses numbers in context e.g. saying the year, 24 hour clock, quantities.</li> <li>Express and justifies an opinion on a range of themes.</li> <li>Use pronunciation and intonation confidently when speaking when using familiar language.</li> <li>Present to an audience e.g. information on a familiar topic to the class.</li> </ul>
<b>Vocabulary</b>	Bonjour - <b>Hello</b> Salut – <b>Hi</b>	J’adore – <b>I love</b> Je déteste – <b>I hate</b>	Qu’est-ce que ça veut dire? – <b>What does that mean?</b>	Aujourd’hui, c’est le trois septembre deux-mille-dix-neuf -

	<p>Au revoir – <b>Goodbye</b> À bientôt – <b>See you later</b></p> <p>S’il vous plaît – <b>Please</b> Merci – <b>Thank you</b> Comment t’appelles-tu? – <b>What is your name?</b> Je m’appelle – <b>My name is</b> Ça va? – <b>How are you?</b> Ça va. – <b>I’m okay.</b> Ça va bien – <b>Very good</b> Ça va mal – <b>Not very good</b> Comme ça comme ça – <b>So-so</b> Et toi? – <b>And you?</b></p> <p>J’aime le – <b>I like</b> Je n’aime pas le – <b>I don’t like</b></p> <p>Oui – <b>Yes</b> Non - <b>No</b></p>	<p>Répétez s’il vous plaît – <b>Can you repeat that please?</b></p> <p>Quel est la date de ton anniversaire? <b>When is your birthday?</b></p> <p>Mon anniversaire est le.... <b>My birthday is on the...</b></p> <p>As-tu...? – <b>Have you got...?</b> J’ai - <b>I have</b> Je n’ai pas – <b>I don’t have</b></p> <p>Où est...? <b>Where is...?</b> Continuez tout droit - <b>Go straight ahead</b> Tournez à gauche – <b>Turn left</b> Tournez à droite – <b>Turn right</b></p>	<p>C’est quoi en français? – <b>What is it in French?</b></p> <p>Dans ma ville – <b>In my town</b> Il y’a – <b>there is</b> Il n’y a pas – <b>there isn’t</b></p> <p>Qu’est-ce que tu voudrais? – <b>What would you like?</b> Je voudrais – <b>I would like</b> Avez-vous...? <b>Have you got...?</b> C’est combien? <b>How much is it?</b> De rien – <b>You’re welcome.</b></p>	<p>Today it’s the 3rd of September 2019</p> <p>Je suis en accord – <b>I agree</b> Je suis en désaccord – <b>I disagree</b></p> <p>Quel heure est-il? <b>What time is it?</b> Il est _____ heures – <b>It’s ___ o’clock.</b> Il est _____ heures et demie. – <b>It’s half past _____.</b> Il est midi. – <b>It’s midday.</b> Il est minuit – <b>It’s midnight.</b></p> <p>J’aime ..... car c’est.... – <b>I like .... Because it’s...</b> Je n’aime pas.... car c’est.... – <b>I don’t like...because it’s...</b> Mon...préféré est... - <b>My favourite...is</b></p>
<p><b>Listening</b></p>	<ul style="list-style-type: none"> <li>• Listen and respond to a few familiar spoken words and phrases e.g. numbers, colours, days of the week, introductions and greetings, teachers instructions.</li> <li>• Recognise, with confidence, numbers 1 to 10.</li> <li>• Use gesture, hold up a picture to identify specific words when listening to songs, poems and stories.</li> <li>• Understand and respond to simple classroom instructions e.g. hands up, listen carefully, show me, do an action.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for specific phonemes, words and phrases in songs, stories and rhymes.</li> <li>• Understand and use higher numbers (up to 31) e.g. for prices, dates, telling the time and begins to recognise multiples of 10 up to 100.</li> <li>• Listen to up to three simple sentences using familiar vocabulary and answers questions e.g. How old is Nicole?</li> <li>• Respond to a wider range of classroom instructions e.g. open the window/door, put your pens down.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Note the main points after listening to a short recording/video.</li> <li>• Understand and use numbers from 30 to 70.</li> <li>• Follow instructions and directions e.g. a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to longer texts of different types, identifying the main points e.g. descriptions, stories, information, instructions.</li> <li>• Follow a wide range of classroom instructions.</li> <li>• Listen to spoken language for details and gist.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Un, Deux, Trois, Quatre, Cinq, Six, Sept, Huit, Neuf, Dix</p>	<p><b>21-31</b></p>	<p>Une recette – <b>a recipe</b> Les ingrédients – <b>ingredients</b> Les utensiles – <b>equipment</b></p>	<p>Choisis quelqu’un qui a.... – <b>Choose someone who has...</b></p>

	<p>Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Levez la main – <b>Hands up</b>  Écoutez – <b>Listen</b>  Silence – <b>Be quiet</b>  Ouvrez/fermez vos cahiers – <b>Open/close your books</b>  Pensez – <b>Think</b>  Asseyez-vous – <b>Sit down</b>  Levez-vous – <b>Stand up</b></p> <p>Quel jour est-il? <b>What day is it?</b>  C'est..... <b>It's....</b>  lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p> <p><b>multiples of ten</b>  dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingts-dix, cent</p> <p>Ouvrez/fermez la porte – <b>Open/close the door</b>  Ouvrez/fermez la fenêtre – <b>Open/close the window</b>  Posez les stylos – <b>Put down your pens</b>  Trouvez-moi – <b>Find me</b>  Cherchez – <b>Look for</b>  Comptez - <b>Count</b></p>	<p>Il faut – <b>you will need</b></p> <p>Examples of numbers up to 70:</p> <p>Trente-trois – <b>33</b>  Cinquante-et-un – <b>51</b>  Quarante-neuf - <b>49</b></p>	<p>les cheveux marrons – brown hair  les yeux bleus – blue eyes</p> <p>Choisis quelqu'un qui est.... <b>Choose someone who is....</b></p> <p>court – <b>short</b>  grand – <b>tall</b>  amusant – <b>funny</b>  gentil - <b>kind</b></p>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Read and understand a short list of a few familiar words and phrases e.g. parts of the body, animals, adjectives – size and colour.</li> <li>• Read aloud a few familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</li> <li>• Use a simple word list to find the meaning of a few unfamiliar words.</li> <li>• Uses visual clues to help with reading (To see similarities with words in English)</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand familiar written words, phrases and short texts made of simple sentences.</li> <li>• Begin to find out key information from a simple text.</li> <li>• Look for clues to find out the meaning of new words.</li> <li>• Use a glossary/simple dictionary to find out the meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of short simple texts in different formats e.g. stories, poems, non-fiction, emails etc which contain both familiar and new vocabulary.</li> <li>• Understand the main points of a text after reading.</li> <li>• Find out the meaning of an unfamiliar word using a range of sources or strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand texts with some unfamiliar language with appropriate grammatical complexity.</li> <li>• Recall the main points and details from a short written passage on a familiar topic.</li> <li>• Decode a familiar text using their vocabulary, grammatical knowledge and a dictionary.</li> </ul>
<p><b>Vocabulary</b></p>	<p>bleu – <b>blue</b>                      vert – <b>green</b>  rouge – <b>red</b>                        jaune – <b>yellow</b>  noir – <b>black</b>                        blanc – <b>white</b>  rose – <b>pink</b>                         violet – <b>purple</b>  orange – <b>orange</b>                  marron – <b>brown</b>  gris – <b>grey</b></p>	<p><i>Cognates – words from two different languages that look similar, e.g. chocolat/chocolate, dentiste/dentist, dictionnaire/dictionary</i></p>	<p>Il y avait une fois – <b>Once upon a time there was</b></p> <p>Fin – <b>the end</b></p>	<p>Example text:  <b>Derrière</b> la maison il y a un joli jardin <b>où</b> il y a des fleurs et un grand <b>arbre</b>. J'aime manger <b>dans</b> le jardin parce que c'est <b>relaxant</b>. J'aime aussi <b>jouer au tennis avec mes copains dans</b> le jardin parce</p>

	<p>Les animaux – <b>Animals</b>  Je vois – <b>I see</b>  un chat – a cat                      un chien – a dog  un poisson – a fish                  un cheval – a horse  un lapin – a rabbit                  un serpent – a snake  un mouton – a sheep                un oiseau – a bird  une vache – a cow                  une souris - a mouse</p>	<p><i>Bilingual dictionary – a dictionary used for translating words and phrases from one language to another</i></p>	<p>Cher/Chère/Chers/Chères... – <b>Dear....</b>  <b>(letters only – in emails start with Bonjour or Bonsoir)</b></p> <p>Cordialement – <b>Regards</b>  Merci beaucoup – <b>Many thanks</b></p>	<p>que j’adore le sport. <b>De plus</b>, il y a un petit garage. <b>Ce qui est bizarre</b>, c’est que mon papa <b>n’a pas de voiture !</b></p> <p><i>Highlighted vocab indicates unknown vocabulary that children must decode through other means (cognates, common sense, dictionary etc).</i></p>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Write or copy a few simple words and or symbols correctly with developing awareness of punctuation e.g. accents. Eg names/age/days of the week/labels (Including gap filling tasks e.g. invitations)</li> <li>• Build a personal bank of familiar words and phrases including numbers, days of the week, months, colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Write 3-5 simple sentences using a word bank.</li> <li>• Write simple descriptions with models to support e.g. describe an alien.</li> <li>• Experiment with writing new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences and short texts using a model.</li> <li>• Use simple conjunctions such as and, but, because to form more complex and interesting sentences.</li> <li>• Use a dictionary to check the spelling of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a simple text from memory starting to use complex sentences.</li> <li>• Use adjectives accurately to add interest and detail.</li> <li>• Use self and peer assessment strategies to edit and redraft their own writing.</li> <li>• Use a dictionary, glossary or online tools to check for spellings and meaning of new words.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Les mois – <b>Months</b>  janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre. novembre, décembre</p>	<p>Il/elle s’appelle – <b>He/she is called...</b>  Elle est... - <b>She is...</b>      Il est... - <b>He is...</b>  amusant/amusante - <b>funny</b>  beau/belle - <b>beautiful</b>  gentil/gentille - <b>kind</b>  intelligent/intelligente – <b>clever</b>  Elle a - <b>She has</b>                  Il a – <b>He has</b></p>	<p>mais – <b>but</b>  parce que / car – <b>because</b>  et – <b>and</b>  ou - <b>or</b>  Aussi – <b>also</b>  De plus – <b>also</b>  Cependant - <b>however</b></p>	<p>Dans ma maison il y a un <u>grand</u> <u>salle de bains</u> et un <u>salon</u> <u>confortable</u>.</p> <p><b>In my house, there is a big bathroom and a comfy living room.</b></p>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• Understand some basic grammar appropriate to the language being studied – knowing that there are two different words for ‘a’</li> <li>• Use nouns with a definite or indefinite article</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that nouns have a gender which is signposted by the definite/indefinite article and can match familiar nouns e.g. fruits and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use 3-5 familiar adjectives correctly in terms of word order and endings (e.g. size and colour)</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs when expressing an opinion e.g. I really like football.</li> <li>• Apply understanding of conjugation to two or three familiar verbs</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and understand commands</li> <li>Develop an understanding of present tense in the first person.</li> <li>Begin to understand how the negative is formed e.g. I don't like...</li> </ul>	<ul style="list-style-type: none"> <li>Start to recognise that most nouns have a plural form which can change how it is pronounced and spelt.</li> <li>Know that most adjectives come after the noun.</li> <li>Show understanding of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person in present tense.</li> <li>Begin to use possessive pronouns and understands how they change according to the gender of the noun (e.g. family my mum, my dad, my parents, my sister/sisters)</li> </ul>	<ul style="list-style-type: none"> <li>Identify personal pronouns – I/you/he/she/we/they</li> <li>Conjugates one regular and one irregular verb e.g. to eat, to play, to have, to be.</li> </ul>	<p>in the present tense e.g. They eat chocolate, we wear shorts, you have brown eyes.</p>
<b>Vocabulary</b>	<p><u>Articles</u> Un chien – a dog Une vache – a cow Le chien – the dog La vache – the cow Les chiens – the dogs Des vaches – some cows</p> <p><u>Commands end in 'ez':</u> Écoutez – Listen Regardez - Look</p> <p><u>Opinions</u> J'aime – I like Je n'aime pas – I don't like</p> <p><u>Verbs in 1<sup>st</sup> person present tense</u> Je mange – I eat Je bois – I drink Je suis – I am</p> <p><u>Negatives</u> To form a negative, we put the words 'ne' and 'pas' around the verb. Je ne mange pas – I don't eat</p>	<p><u>Nouns</u> <i>Nouns have a gender – masculine or feminine. This is signposted by the article. Plural articles are the same for M and F nouns.</i> <i>Masculine singular: un, le</i> <i>Feminine singular: une, la</i> <i>Plural: les, des</i></p> <p><u>Definite articles:</u> La jambe – the leg Les jambes – the legs Le bras – the arm</p> <p><u>Indefinite articles:</u> Une jambe – a leg Un bras – an arm Des bras – arms/some arms</p> <p><u>Adjectives</u> <i>Most adjectives come after the noun, e.g. Un chien noir</i></p> <p><u>Pronouns: mon/ma/mes</u></p>	<p><u>Adjectives</u> <i>Some adjectives come before the noun e.g. grand/petit/vieux/nouveau – size and age</i></p> <p><i>Basic rule for making the endings agree – add an 'e' if the noun is feminine, add an 's' if the noun is plural.</i> e.g. un chat noir – a black cat une chemise noire – a black shirt des chats noirs – black cats des chemises noires – black shirts</p> <p><u>porter – to wear (regular ER verb)</u> Je porte – I wear Tu portes – You wear Elle/il porte – She/he wears Nous portons – We wear Vous portez – You (all) wear Elles/ils portent – They wear</p> <p><u>être – to be (irregular verb)</u></p>	<p><u>Adverbs</u> J'aime bien – I really like Je n'aime pas du tout – I really dislike</p> <p><u>jouer – to play (regular ER verb)</u> Je joue – I play Tu joues – You play Il/elle joue – He/she plays Nous jouons – We play Vous jouez – You (all) play Ils / elles jouent – They play</p> <p><u>Adjectives</u> Some adjectives which don't follow the 'add an e if it is feminine' rule: bon/bonne – good, nice blanc/blanche – white heureux/heureuse – happy gentil/gentille – nice gros/grosse – big/fat</p>

	Je ne bois pas – I don't drink	<u>Ma</u> mère – my mum <u>Mon</u> père – my dad <u>Mes</u> parents – my parents	Je suis – I am Tu es – You are Il / elle est – He/she is Nous sommes – We are Vous êtes – You are Ils / elles sont – They are	long/longue – long roux/rousse – red headed beau/belle – beautiful/lovely/ handsome  Beauty, Age, Goodness and Size adjectives come before the noun.
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