



Ivington C.E Primary MFL Learning Journey –



Key Steps to Mastery Key Skills

ENGLISH TALK ABOUT FRENCH

YEAR 1			Year 2		Year 3	
Intercultural understanding (adapted from our SMSC progression)			Intercultural understanding (adapted from our SMSC progression)		Intercultural understanding (adapted from our SMSC progression)	
Pupils should be taught to:			Pupils should:		Pupils should:	
I can show awareness that some people speak a different language			I show an interest in different languages and culture		I can make comparisons between languages and cultures, but start to recognize the difference between location, ethnicity and language	
I can recount some facts (that have I have been given) about towns, cities and countries beyond their own			I can independently recount facts about towns, cities and countries beyond my own		I can pinpoint France and other French speaking countries on a map of the world	
Appreciation ...of foreign stories, songs, poems & writing			Appreciation ...of foreign stories, songs, poems & writing		Appreciation ...of foreign stories, songs, poems & writing	
I can ask and answer simple questions about foreign stories that I have seen or heard (in a translation or retelling)			I can show curiosity by voluntarily asking questions about foreign stories that I have seen, heard or read (ideally in a translation)		I can start to ask/answer questions about cultural nuances in a story/ text (e.g. deference between English and foreign versions)	
Evaluation			Evaluation		Evaluation	
I can listen to (some) people's opinions			I can politely listen to people's opinions (e.g. even if I disagree)		I can make choices about whether to follow advice	
Dictionary use ...for reading, writing and spelling			Dictionary use ...for reading, writing and spelling		Dictionary use ...for reading, writing and spelling	
With help, I can use a bilingual dictionary to look up words that I am reading			I can use a bilingual dictionary to look up words I am reading		I can find simple words in dictionaries, to help them with the meaning of the words they read	
English vocabulary for FL analysis & discussion			English vocabulary for FL analysis & discussion		English vocabulary for FL analysis & discussion	
letter	full stop		Noun	grammar	Revise:	New:
word	sentence		verb	symbol	Letter	past tense
phonics	punctuation		adjective	translate	word	present tense
phoneme	question mark		adverb	root	Phonics	preposition
grapheme	exclamation mark		singular	silent letter	phoneme	conjunction
digraph	single		plural, suffix	exception	Grapheme digraph	word family
trigraph	double		apostrophe	meaning	Trigraph consonant	prefix

consonant vowel syllable consonant cluster	triple number digit	comma	Vowel syllable consonant cluster full stop sentence punctuation question mark exclamation mark single double triple number digit	preposition clause word origin stress contraction emphasis feminine/masculine/neuter accent (grave, acute, circumflex)
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WORKING FROM THE FRENCH LANGUAGE				
YEAR 1		Year 2		Year 3
Listening		Listening		Listening
I can listen to basic FL words (Set 1-2), e.g. at registration		I listen to and identify basic FL phrases (Set 2) in some foreign languages		I can understand a few familiar spoken words and phrases (Set 3-4)
Reading		Reading		Reading
I recognise that some signs around the school are not in English, e.g. Set 1		I can identify and explain the use of FL phrases, e.g. Set 2		<p>I can read and understand occasional words or phrases, e.g. Set 2-3, perhaps with visual clues to help</p> <p>I can read familiar words and short phrases accurately.</p> <p>I can understand the meaning in English of some short words read in French.</p> <p>I can use mimes, images and sounds as prompts.</p> <p>I am beginning to learn to gist read by hunting for key or known words and cognates</p> <p>I can write words and short phrases / sentences to describe people, places and things from memory or using a model / word List for support.</p> <p>I am beginning to translate simple nouns and articles from French into English.</p> <p>I can explore an English/French dictionary and begin to use this tool to explore vocabulary and gender.</p> <p>I can use the first-person singular version of high frequency verbs such as: J'aime and Je 'appelle.</p>

			<p>I can use high frequency verbs, such as: J'aime and Je m'appelle.</p> <p>I can use the modal verb + infinitive, e.g., Je peux jouer</p> <p>I am beginning to use the correct gender for different nouns, developing ways to commit these to memory.</p> <p>I am starting to understand the concept of nouns and articles.</p>

WORKING INTO THE FRENCH LANGUAGE			
YEAR 1	Year 2	Year 3	
Speaking	Speaking	Speaking	
I can respond to simple greetings, e.g. Set 1 words, at registration	I can respond to more complex greetings (e.g. Set 2), or respond to Set 1 greetings in more than on FL	<p>I can say and/or repeat a few words and short simple phrases (Set 3)</p> <p>I can communicate with others by way of short sentences, asking and answering simple questions, engaging in role play activities.</p> <p>I can respond to and join in with simple rhymes and songs.</p> <p>I can explore patterns and sounds of the language and begin to develop accurate pronunciation and intonation.</p> <p>I can use clear pronunciation and intonation</p> <p>CHALLENGE: I understand that there are definite articles/determiners</p>	
...incl. singing & pronunciation	...incl. singing & pronunciation	...incl. singing & pronunciation	
Some French singing	Join in with more words/phrases in French singing	Sing whole French songs Imitate correct pronunciation with some success	
		...incl. phonics (also for writing (spelling) & reading new vocabulary)	
		I know how to pronounce most single-letter graphemes in French	

WORD / PHRASE DIFFICULTY			
Set 1	Set 2	SET 3	
Very basic greetings, e.g. single words at	Simple greetings phrases, e.g. at registration,	Words for familiar objects, and simple phrases concerning	

<p>registration, possibly in a range of languages. Simple door signs around the school, e.g. M. / Mme / Mlle and surname, Vestiaire, Toilette.</p> <p>Singing bits of songs, e.g. repeating some words in French</p>	<p>probably now in French.</p> <p>Door signs in full e.g. Le vestiaire, Salle des professeurs, La Classe de Mlle. Lewis Singing more of a song e.g. key lines in French</p>	<p>them e.g. pen/pencil, book, toilet, water.</p> <p>Basic time words and phrases, including days of the week</p> <p>CHALLENGE: I understand that there are definite articles/determiners</p> <p>Numbers to 20; 'first' colours (e.g. red-blue in rainbow, black, white, grey)</p> <p>CHALLENGE: I can spell ten numbers in French</p> <p>CHALLENGE: I can name and spell 10 animals using their correct article/determiner</p> <p>Some descriptive words (e.g. tall)</p> <p>Some descriptive words (e.g. tall, small, old, happy) Some food words, e.g. in a shopping list</p> <p>Able to sing from memory a short French song</p>
Set 4	Set 5	Set 6
<p>Time phrases in a context (e.g. conversational, and including age, birthdays etc)</p> <p>Numbers to 100 and beyond; wider range of colours Basic words and phrases about myself, my family (pets), favourite food, my school, e.g. in cloze procedure sentences or short paragraphs</p> <p>CHALLENGE: I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called.</p> <p>Words for food, weather, transport, directions, clothes, hobbies (e.g. on an identity card)</p> <p>Conversational sentences in isolation e.g. to build towards postcards in Set 5</p> <p>CHALLENGE: I can say a couple of sentences from memory in French to describe my life using the negative form correctly</p> <p>Some common phrases e.g. idioms like il pleu cordes</p> <p>CHALLENGE: I am able to change the word for 'a' before a classroom object to the</p>	<p>Phrases (in isolation, for instance in survey/questionnaire form) about the weather, transport/tourism (including directions), clothes, hobbies</p> <p>Introduce myself and give some description (building on Set 4, e.g. a very short bio)</p> <p>Putting Set 4 sentences into conversations e.g. short telephone call, postcard, text, note for a housemate</p> <p>Idioms from your chosen language regularly used in English, like au contraire, éminence grise, joie de vivre (continue with increasing complexity through Set 6-7)</p> <p>Phrases from real literature, e.g. famous quotes like je pense, donc je suis, or l'état, c'est moi (continue with increasing complexity through Set 6-7)</p> <p>CHALLENGE: I can remember nouns for most of the sports, including their correct spelling and their correct gender in French, without support</p> <p>CHALLENGE: I can describe clothing by colour and understand the concept of adjectival agreement</p> <p>CHALLENGE: I can repeat and recognise all eight pets and their gender in French. I can possibly even spell these words unaided with good accuracy.</p>	<p>Phrases (e.g. in context/ conversation) about the weather, transport/tourism (including directions), clothes, hobbies</p> <p>Bio or fact file on myself, or a celeb, using range of information</p> <p>Clarity in directions / instructions / information e.g. telephone call, railway announcement, short weather forecast, diary</p> <p>Expressing basic opinions in the FL, e.g. likes dislikes</p> <p>Starting to use synonyms for previous 'Set' words to avoid repetition / for variety</p> <p>Sentences and paragraphs from real literature</p> <p>CHALLENGE: I can tell the time accurately in French, including using quarter past, half past and quarter to.</p> <p>CHALLENGE: I can explain what a pronoun is in English and give you all the French translations for I, you, he, she, we, you all, they.</p>

	correct word for 'my' with confidence			
	Set 7			
	<p>Longer texts e.g. letters, emails</p> <p>Use alternative vocabulary / phrases for previous 'Set' words, including for more advanced purposes like formality/register, audience, reference</p> <p>Expressing more abstract opinion (e.g. beliefs, abstract ideas)</p> <p>Paragraphs and up to chapters in real literature</p> <p>CHALLENGE: To can describe my daily routine as a historical man and/or woman from memory and can also attempt to write this with high accuracy including a connective and an appropriate reflexive verb with the correct pronoun</p>			