

# Dothill Progression Mapping



## MFL - French

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

Pillars of Progression	EYFS and KS1
Phonics	<p>EYFS and KS1 to focus on sounds incorporated into daily activities not as explicit lessons.</p> <p>Children can: Pronounce 'bonjour' and 'salut' and use them as greetings.</p>
Vocabulary	<p>EYFS: to focus on 'bonjour' and 'salut' as greetings and recognise their meaning.</p> <p>KS1: To focus on pronunciation of 'bonjour' and 'salut' and use them as greetings. To demonstrate an understanding of 'ca va' and to be able to respond with 'ca va bien/ca va/ ca va mal'. To be able to count up to 5 in French in order, consecutively. 'Un, deux, trois, quatre' and be able to show these numbers as they are counting. To demonstrate understanding of simple vocabulary by following its instructions, using relevant 1 word phrases. E.g. 'écoutez' and 'attention'.</p>
Grammar	<p>To focus on correct word order for small daily phrases. E.g: 'Bonjour' then 'Ca va?' and understanding 'ca va' is a question.</p>

Pillars of Progression	Year Three	Year Four
<b>Phonics</b> (linked to oracy)	Children can: <ul style="list-style-type: none"> <li>- identify individual sounds in words and pronounce accurately when modelled in speech.</li> <li>- start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>- adapt intonation to ask questions.</li> <li>- show awareness of accents, elisions (contractions), and silent letters; begin to pronounce words accordingly.</li> <li>- Listen, repeat and show understanding of single words and short phrases through physical response.</li> <li>- Explore patterns and sounds of language through song and rhymes identifying specific words to demonstrate understanding</li> </ul>	Children can: <ul style="list-style-type: none"> <li>- identify individual sounds in words and pronounce accurately when modelled both written and spoken.</li> <li>- start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</li> <li>- adapt intonation to ask questions or give instructions.</li> <li>- show awareness of accents, elisions (contractions), and silent letters; begin to pronounce words accordingly.</li> <li>- Repeat modelled words and, when confident, sound out unfamiliar words due to recognisable patterns.</li> <li>- Explore patterns and sounds of language through song and rhymes identifying specific words to demonstrate understanding</li> </ul>
<b>Vocabulary</b>	Children can: <ul style="list-style-type: none"> <li>- ask and answer a simple and familiar question with a simple rehearsed response.</li> <li>- Name objects and actions linked to their current learning topic.</li> <li>- Use familiar vocabulary about everyday experiences, rehearsed over time, to say a short sentence using a language scaffold.</li> <li>- Read and show understanding of familiar single words and phrases.</li> <li>- Use simple familiar words to describe people, places, things, and actions using a model.</li> <li>- Join in with actions to accompany familiar songs, stories, and rhymes and to join in with words of a song or storytelling.</li> </ul>	Children can: <ul style="list-style-type: none"> <li>- Ask and answer at least two simple and familiar questions with a response to a partner, beginning to include opinion statements.</li> <li>- Present ideas and information in simple spoken sentences using familiar and rehearsed language.</li> <li>- Name objects and actions, linking words with a simple connective and beginning to include adjectives for description.</li> <li>- Use strategies to memorise vocabulary.</li> <li>- Use prior knowledge to write simple phrases or sentences that can contain an adjective to describe people, places, things, and actions using a language scaffold.</li> <li>- Join in with actions to accompany familiar songs, stories, and rhymes and join in with words of a song or storytelling.</li> </ul>
<b>Grammar</b>	Children can: <ul style="list-style-type: none"> <li>- show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>- name the gender of nouns for both genders and pronounce correctly;</li> <li>- name the first-person singular subject pronouns and recognize 'tu' and 'vous' as second person.</li> <li>- use the correct form of some regular and high frequency verbs in the present tense with first and second person (e.g. 'je /tu', 'j'aime /tu aimes')</li> <li>- recognise and use the first-person possessive adjectives (mon, ma, mes).</li> </ul>	Children can: <ul style="list-style-type: none"> <li>- show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English.</li> <li>- To recognize the feminine, masculine and the plural of nouns, using 'le/la/les', for some words correctly.</li> <li>- name the first-person singular subject pronouns and recognize 'tu' and 'vous' as second person.</li> <li>- use the correct form of some regular and high frequency verbs in the present tense with first and second person (e.g. 'je /tu', 'j'aime /tu aimes')</li> <li>- recognise and use the first-person possessive adjectives (mon, ma, mes) and change adjective form depending on masculine or feminine nouns.</li> <li>- Use 'ne n'...pas' for negatives.</li> <li>- Use 'some' correctly for masculine and feminine forms.</li> </ul> All with increasing independence and beginning to use the written form.

Pillars of Progression	Year Five	Year Six
Phonics	<p>Children can:</p> <ul style="list-style-type: none"> <li>- listen and show understanding of simple sentences containing familiar words through physical response. ( E.g. 'assez-vous; écoutez; levez les mains'</li> <li>- listen and understand the main points and key sounds from short, spoken material in French.</li> <li>- pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</li> <li>- appreciate the impact of accents on sound and apply increasingly confidently when pronouncing words.</li> <li>- start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</li> <li>- adapt intonation, for example to mark questions and exclamations.</li> <li>- Listen to and read the text of familiar songs and rhymes and identify patterns of language, specific sounds, link sound to spelling and identifying the meaning of words.</li> <li>- Appreciate stories, rhymes and songs in the language.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- listen and show understanding of simple sentences containing familiar words through physical response and responding to commands correctly. E.g. 'assez-vous; écoutez; levez les mains')</li> <li>- listen and understand the key sounds and main points from short, spoken material in French and summarise what they have learnt.</li> <li>- pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</li> <li>- appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</li> <li>- predict the pronunciation of unfamiliar words in a sentence using prior knowledge.</li> <li>- adapt intonation, for example to mark questions and exclamations.</li> <li>- listen and identify rhyming words and specific sounds in songs and rhymes independently.</li> <li>- follow the text of familiar songs and rhymes, identifying the meaning of words.</li> <li>- read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>

## Vocabulary

Children can:

- Listen and show understanding of simple sentences containing familiar words by joining in and responding.
- engage in a short conversation using a range of simple, familiar questions.
- ask and answer more complex questions with a scaffold of responses.
- express a wider range of opinions and begin to provide simple justification.
- use familiar vocabulary to say several longer sentences using a language scaffold, beginning to vary language and detail; starting to produce extended responses with modelled examples.
- manipulate familiar language to present ideas and information in simple sentences with scaffolding.
- present a range of ideas and information, using prompts, to a partner or a small group of people.
- refer to everyday activities and interests, recent experiences, and future plans.
- read and show understanding of simple sentences containing familiar and some unfamiliar language.
- Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)
- use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
- write a simple sentence from memory using familiar language.
- Begin to replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
- follow the text of a familiar song or story and sing or read aloud and start to understand the gist of unfamiliar stories/songs.

Children can:

- engage in a short conversation using a range of simple, familiar questions and be able to respond independently without prompt.
- Converse briefly, without prompts.
- express a wider range of opinions and begin to provide simple justification independently.
- say a longer sentence using familiar language drawing on prior knowledge.
- use familiar vocabulary to say several longer sentences using a language scaffold and connective vocabulary.
- vary language, sentence structure and produce extended responses in response to questions and when talking about personal experiences.
- manipulate familiar language to present ideas and information in simple sentences.
- present a range of ideas and information, without prompts, to a partner or a group of people increasingly independently.
- manipulate familiar language to describe people, places, things, and actions and use descriptive vocabulary, maybe using a dictionary
- refer to everyday activities and interests, recent experiences, and future plans.
- read and show understanding of simple sentences containing familiar and some unfamiliar language which is contextually specific and more generalized.
- read and understand the main points and some detail from short, written material and begin to be able to summarise them.
- Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)
- use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
- write several sentences from memory with familiar language with understandable accuracy.
- write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.
- understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

## Grammar

Children can:

- demonstrate understanding of gender and number of nouns and use appropriate determiners.
- explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence in spelling.
- name and use a range of conjunctions to create compound sentences.
- demonstrate the use of first-, second- and third-person singular pronouns with some regular and high frequency verbs in present tense.
- recognise and use the simple future tense of 'etre' for 1<sup>st</sup> person.
- recognise and use the immediate future tense of familiar verbs in the first, second and third person singular.
- recognise and use the first- and third-person singular possessive adjectives (mon, ma, mes, son, sa, ses);
- Identifies and then independently recognizes a pattern to conjugate regular, high-frequency verbs in present tense.
- Chooses the correct tense of a verb (present/perfect/imperfect/future) according to context.
- Understands the purpose and formation of accents in written form and for pronunciation, recognizing the technical names of accents.
- Understands what infinitive and auxillary verbs are and to use them in the near future tense.

Children can:

- demonstrate understanding of gender and number of nouns and use appropriate determiners.
- explain and apply the rules of position and agreement of adjectives with increasing accuracy, confidence and independence.
- name and use a range of conjunctions to create compound sentences.
- demonstrate the use of first-, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement. (je/tu/il/elle/on and 'je suis/tu es/il/elle/on est')
- recognise and use the simple future tense of a high frequency verb; compare with English.
- recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed.
- recognise and use a range of prepositions.
- name subject pronouns and use to conjugate a high frequency verb in the present tense.
- chooses the correct tense of a verb (present/perfect/imperfect/future) according to context.