



Ivington C.E Primary MFL Learning Journey –

Key Steps to Mastery Key Skills



ENGLISH TALK ABOUT FRENCH

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YEAR 4		Year 5		Year 6	
Intercultural understanding (adapted from our SMSC progression)		Intercultural understanding (adapted from our SMSC progression)		Intercultural understanding (adapted from our SMSC progression)	
I can explain how language can sometimes disguise ethnicity, faith and culture		I am starting to understand how language and culture shape heritage		I can explain how language and culture shapes heritage, in context and in the abstract	
I can link work in other subjects (e.g. DT) to its cultural context		I am starting to understand how the 'emerging world culture of shared experiences' (e.g. film and internet) is changing communities around the world		I can explain how the 'emerging world culture of shared experiences' is affecting language, culture and society	
Appreciation ...of foreign stories, songs, poems & writing		Appreciation ...of foreign stories, songs, poems & writing		Appreciation ...of foreign stories, songs, poems & writing	
I can identify and suggest reasons for cultural nuances in foreign stories and texts		I can talk about nuance, perspective and interpretation, but also start to identify specific		I can explain and critique the way stories and texts might inform or be informed by my language/ culture	
I can describe things I (dis)like about a piece of French literature, and verbalise the opinions of others		I am able to talk about one or two authors or poets (etc) from the language studied		I can show an interest in an author or poet (etc) from the language studied (e.g. by expressing preferences)	
		I can respond sensitively to other people's tastes			
Evaluation		Evaluation		Evaluation	
I can listen to (some) people's opinions		I can politely listen to people's opinions (e.g. even if they disagree)		I can help improve my peers' speech or writing where that offer is welcomed	
Dictionary use ...for reading, writing and spelling		Dictionary use ...for reading, writing and spelling		Dictionary use ...for reading, writing and spelling	
I can use the first two or three letters of French words to check spellings for writing		I can find unknown words that I want for my writing		I can use a range of material (dictionaries, thesauruses, vocab books etc) to find alternatives to improve my writing	
		I am starting to use four or more letters to check for the spelling of more complicated words			
English vocabulary for French analysis & discussion		English vocabulary for French analysis & discussion		English vocabulary for French analysis & discussion	
subordination	long/short	modal verb	infection	subject	hyphen
coordination	hard/soft	relative pronoun	diacritic	object	colon

direct speech	voiced/unvoiced	relative clause	etymology	active	semi-colon
inverted commas	morpheme	subordinate	approximate	passive	bullet points
(and/or speech marks, angle quotes, chevrons)	(in)formal	clause	appropriate	synonym	cohesion
reporting clause	spoken	parenthesis	names for tenses	antonym	ambiguity
determiner	written	bracket	degrees	ellipsis	register
article	audience	dash	accurate		
pronoun	purpose	(ir)regular verb	syntax		
adverbial	negative	agreement			
possessive	positive				
auxiliary verb	simplify				
reflexive verb	connotation				
verb form	nuance				
modifer					

WORKING FROM THE FRENCH LANGUAGE

YEAR 4	Year 5	Year 6
Listening	Listening	Listening
I can understand a range of familiar spoken phrases, e.g. Set 5 Respond confidently to a clear model of speech, e.g. from the teacher or quality video	I can understand the main points from a spoken passage made up of familiar language (Set 6) I can respond confidently to less perfect models of speech, e.g. from classmates	I can understand the main points and some detail from a short spoken passage (Set 7) I can show some ability in responding to unclear models of speech e.g. from younger children
I can listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current or previous topics.	I can listen more attentively and for longer. I can understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	I can pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. I can listen to longer text and more authentic language material.
Reading	Reading	Reading
I understand a few familiar written words and phrases, e.g. Set 4-5	I understand a range of familiar written phrases, e.g. Set 5-6	I understand the main points (Set 7) and some of the detail (Set 6) from a short written text
I can read aloud short pieces of text and use gist reading skills, cognates, dictionary and prior knowledge to understand what is being read.	I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.	I am beginning to read independently (Set 5-6) I can tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters etc. I can decode unknown language using bilingual dictionaries.

WORKING INTO THE FRENCH LANGUAGE

YEAR 4	Year 5	Year 6
Speaking	Speaking	Speaking
I can ask simple questions and give some basic information (Set 4)	I can ask and answer simple questions – e.g. in Set 5 genre.	I can take part in a more extended conversation (Set 6)
...incl. singing & pronunciation	I can talk about personal interests	I can express an opinion, start to use synonyms and alternatives for variety, cohesion and formality etc
I am accurate with speech pronunciation (e.g. compared to word use in song, or when applying words learnt from songs)	...incl. singing & pronunciation	...incl. singing & pronunciation
	My pronunciation is clear enough for other children to understand - in speech and singing	My pronunciation is precise and intonation is being developed
		I have some awareness of different accents / dialects
...incl. phonics (also for writing (spelling) & reading new vocabulary)	...incl. phonics (also for writing (spelling) & reading new vocabulary)	...incl. phonics (also for writing (spelling) & reading new vocabulary)
I know all single-letter graphemes, and have some awareness of digraphs, trigraphs etc	I know how to pronounce most GPCs in French, and some letter strings	I can use phonic and morphemic knowledge in French to pronounce new words confidently
I can communicate with others in French with increasing confidence and accuracy. I can recall and reuse a larger number of nouns with the appropriate definite, indefinite or partitive articles. I can use scaffolds and reference materials to improve range of spoken vocabulary and develop short spoken sentences with accurate pronunciation. I can learn to ask and answer questions and incorporate a negative reply where appropriate	I can communicate on a wider range of topics and themes. I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	I can recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. I can engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
Writing	Writing	Writing
I can write one or two short sentences with less support (Set 4)	I can write sentences in short formats (Set 4-5)	I can write a short text (Set 4-5) on a familiar topic, adapting language already learnt
	I can spell words that are readily understandable	
I can write short phrases/ sentences based on learned vocabulary and begin to use conjunctions and the negative form where appropriate.	I can write a paragraph using familiar language incorporating connectives/conjunctions. I can write a paragraph using familiar language	I can write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of

<p>I can translate short sentences from French into English and English into French.</p> <p>I can develop understanding of gender and which articles to use for meaning.</p> <p>I can use simple adjectival agreement when describing nationality, the negative form and possessive adjectives.</p>	<p>incorporating a negative response</p> <p>I can write a paragraph using familiar language incorporating adjectival agreement</p> <p>I can learn to manipulate the language and be able to substitute words for suitable alternatives, e.g., My name, my age, where I live, a pet I have, a pet I don't have and my pet's name</p> <p>I can use and recognise the terminology of articles (e.g., definite, indefinite and partitive).</p> <p>I can understand the rules of adjectival agreement and possessive adjectives.</p> <p>I can start to explore full verb conjugation (e.g., 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour, e.g., 'My blue coat'.</p>	<p>any grammar covered.</p> <p>I can start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives, e.g., A presentation or description of a typical school day including subjects, time and opinions.</p> <p>I can demonstrate my understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives, e.g., which subjects I like at school and also which subjects I do not like).</p> <p>I can use a wider range of connectives/ conjunctions and more confident with full verb conjugation - both regular and irregular, e.g., 'to go', 'to do', 'to have' and 'to be'</p>
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WORD / PHRASE DIFFICULTY		
Set 1	Set 2	SET 3
<p>Very basic greetings, e.g. single words at registration, possibly in a range of languages.</p> <p>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>Simple greetings phrases, e.g. at registration, 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>Words for familiar objects, and simple phrases concerning 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)</p> <p>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</p>	<p>Phrases (in isolation, for instance in survey/ questionnaire form) about the weather, transport/ tourism (including directions), clothes, hobbies</p>	<p>Phrases (e.g. in context/ conversation) about the weather, transport/tourism (including directions), clothes, hobbies</p>

<p>colours Basic words and phrases about myself, my family (pets), favourite food, my school, e.g. in cloze procedure sentences or short paragraphs 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) Conversational sentences in isolation e.g. to build towards postcards in Set 5 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 CHALLENGE: I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence</p>	<p>Introduce myself and give some description (building on Set 4, e.g. a very short bio) Putting Set 4 sentences into conversations e.g. short telephone call, postcard, text, note for a housemate 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) 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) CHALLENGE: I can remember nouns for most of the sports, including their correct spelling and their correct gender in French, without support CHALLENGE: I can describe clothing by colour and understand the concept of adjectival agreement 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>Bio or fact file on myself, or a celeb, using range of information Clarity in directions / instructions / information e.g. telephone call, railway announcement, short weather forecast, diary Expressing basic opinions in the FL, e.g. likes dislikes Starting to use synonyms for previous 'Set' words to avoid repetition / for variety Sentences and paragraphs from real literature CHALLENGE: I can tell the time accurately in French, including using quarter past, half past and quarter to. 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>
Set 7		
<p>Longer texts e.g. letters, emails Use alternative vocabulary / phrases for previous 'Set' words, including for more advanced purposes like formality/register, audience, reference Expressing more abstract opinion (e.g. beliefs, abstract ideas) Paragraphs and up to chapters in real literature 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>		