

## PROGRESSION IN KNOWLEDGE – MFL (French)

The Big Ideas	EYFS and KS1	KS1	KS2
<b>Speaking and Listening</b>	<b>Knowledge</b>		
	Celebrate languages spoken at home Experience other languages as part of topics <b>Which?</b>	Listen to and see other languages as part of topics <b>Which?</b> <ul style="list-style-type: none"> <li>• Know simple spoken greetings e.g. “hello” in topic languages</li> </ul>	<ul style="list-style-type: none"> <li>• learn simple rhymes, stories and songs.</li> <li>• Recognise sound patterns and words – phonemes, count to 10 and then 11-31. Name -colours, food, days of week, body parts, animals,</li> <li>• Take part in brief prepared exchanges – ask another’s name and say own name. Ask how someone is and respond in a range of different ways. Say hello and goodbye.</li> <li>• Give simple responses to topic related questions.</li> <li>• Respond to instructions, classroom language and praise words.</li> <li>• Memorise and present a short spoken text.</li> <li>• Understand main points of a short spoken passage.</li> <li>• Use mainly memorised language</li> <li>• Occasionally substitute vocabulary for variety, e.g. eye colour, hair colour.</li> <li>• Use generally accurate pronunciation</li> <li>• Use short phrases to express personal responses. likes and dislikes, to Describe people, places and things. Describe - animals, weather, clothes, family, pets, hobbies</li> </ul>
<b>Reading and Understanding</b>	<b>Knowledge:</b>		
			<ul style="list-style-type: none"> <li>• Understand short texts which use familiar language – Nativity play</li> <li>• Read aloud a familiar sentence, rhyme or poem</li> </ul>
<b>Grammar</b>	<b>Knowledge</b>		
			<ul style="list-style-type: none"> <li>• Understand basic French grammar e.g. masculine/feminine forms, singular/plural, high-frequency very conjugation (Etre, Avoir, Aller) , when to use tu/vous</li> <li>• Know key features and patterns of French which help them build sentences</li> <li>• Know how these differ from or are similar to English</li> </ul>