

## MFL Vertical Subject Progression

### **Subject intent:**

By the time a Willowbrook pupil leaves our school they will be able to understand and respond to spoken and written French language. They will be able to speak confidently and have an accuracy to their pronunciation and intonation. The focus will be on practical communication, being taught to listen attentively and respond with confidence.

|                      | <u>MFL</u>  | <u>Subject-specific strands / NC links</u>   |
|----------------------|---|--|
| <b><u>Year 1</u></b> | Orally: Count to 10, say my name.   | <i>Not compulsory at KS1.</i>  |
| <b><u>Year 2</u></b> | Orally: Count to 20, say my name, <b>know common colours.</b>   | <i>Not compulsory at KS1.</i>  |
| <b><u>Year 3</u></b> | Orally: Count to 20, say my name, know common colours, <b>simple conversation (e.g. age, how are you? Etc.)</b>   | <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> </ul>  |
| <b><u>Year 4</u></b> | Orally: Count to 20, say my name, know common colours, simple conversation (e.g. age, how are you? Etc.) <b>and food/ drink.</b>  | <ul style="list-style-type: none"> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand</li> </ul> |
| <b><u>Year 5</u></b> | Orally: Count to 20, say my name, know common colours, simple conversation (e.g. age, how are you? Etc.) and food/ drink. <b>Consolidation of all of the above with written elements. Briefly touch upon the weather.</b> | <ul style="list-style-type: none"> <li>• Develop all of the NC links above in Y3/4 <b>AND..</b></li> <li>• read carefully and show understanding of words, phrases and simple writing</li> </ul>   |
| <b><u>Year 6</u></b> | Orally: Count to 20, say my name, know common colours, simple conversation (e.g. age, how are you? Etc.) and food/ drink. <b>Consolidation of all of the above with written elements. Briefly touch upon the weather.</b> | <ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> </ul>   |

understand basic grammar appropriate to the language being studied, including (where relevant):  
feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.