

## Progression of skills: MFL Age Related Expectations

(adapted from ilanguages SOW and resources and condensed by Lisa Kaler, Petite Etoile Ltd Nov 2021)

Petite Etoile adapts ilanguages' Age-Related Expectations for each class, depending on how long the class has been learning French. Stage 1 is the 1<sup>st</sup> year of learning French; Stage 2 is the 2<sup>nd</sup> year, Stage 3 is the 3<sup>rd</sup> year and Stage 4 is the 4<sup>th</sup> year of learning French. If a year 6 class is in Stage 1 of learning, Petite Etoile will adapt lesson content to cover as many of the age-related expectations as possible, focussing on those in lower KS2 as a foundation building block and supplementing with some age-related expectations from UKS2 to extend and challenge where appropriate.

Key skill with reference to KS2 Programme of Study	Stage 1 Familiar / Gist / words	Stage 2	Stage 3 Unfamiliar / Details / extended sentences	Stage 4
Listening; Understanding Recount Transcribe	Following & repeating songs, rhymes, poems, stories, demonstrating understanding by doing correct actions where appropriate.  Familiar words & phrases.	Join in re-telling songs, rhymes, poems, stories.  Basic phrases and/or questions.  Identify key points in short sentences.	Listen & recount songs, rhymes, poems, stories.  Main points and some detail in extended sentences and short passages.	Listen to and recount from memory.  Main points and key details including more complex language.
Reading: Understanding Read aloud Reference materials	Familiar words, short phrases, sometimes using visual cues.	Range of phrases and simple sentences.  Use dictionary for meaning and gender of nouns.	Short simple texts – gist and detail.  Use dictionary for high frequency adjectives & verbs.	Variety of texts incl. extended and complex texts, on familiar topics.  Use dictionary for range of unfamiliar nouns, verbs, adj.
Phonic Knowledge / Sound-spelling link	Identify phonemes to help understanding.  Key phonemes: a, an, in, un r, u.  Know and apply rule for silent letters.  Can read aloud words and short phrases applying some phonic knowledge.	Use strings of phonemes to help understand words and phrases.  Key phonemes: on, an, om, ch  Know and apply rules for silent letters incl. 'h'.  Can apply phonic knowledge with increasingly accurate pronunciation.	Apply knowledge of phonemes to understand & transcribe extended sentences reasonably accurately.  Key phonemes: j, qu, ai, oi  Can apply phonic knowledge of familiar language accurately.	Apply knowledge of phonemes to understand & transcribe more complex extended sentences mostly accurately.  Can apply phonic knowledge to unfamiliar words and be understandable.
Knowledge of Alphabet		Can recognise and use alphabet to spell short basic words with support.	Can spell using accented letters with support.	Can recognise and use alphabet without support.
Speaking: Repeating	Can repeat & say individual words &	Can produce short, prepared sentences	Can produce extended sentences	Can produce variety of texts incl.

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Pronunciation & Intonation Giving likes/dislikes Ask & answer questions	short phrases with mostly accurate pronunciation.  Give likes & dislikes.  Ask and answer pre-learned questions from memory.  Developing accurate pronunciation using a phonics approach to decoding & reading, plus by copying intonation and pronunciation from native speaker audio and video recordings.	with accurate secure pronunciation & intonation.  Take part in short dialogues (2-3 exchanges) about familiar topics.	on familiar topics or reproduce a short text/poem with accurate pronunciation and intonation using voice & gesture to convey meaning.  Take part in short conversations with familiar structures & vocab. Can adapt models and give an extended response with opinions & reasons.	unfamiliar language, sometimes from memory. Uses good expression. Broadening vocabulary. Can present to an audience. Increasing in confidence, fluency and spontaneity.  Can make reference to the past and the future tenses.
Writing: Writing with support Writing independently	Can copy short words & phrases accurately.  Can write some simple words from memory with plausible spelling.	Can write sentences accurately using a sentence builder or word list.  Can write some short phrases or sentences from memory with understandable spelling.	Can write extended sentences using a writing frame.  Can write on a familiar topic from memory with reasonably accurate spelling.	Can write on a few topics and include unfamiliar words found in a dictionary. Can write extended sentences from memory on familiar topics with mostly accurate spelling.
Adapting a written model	Can substitute one element in a simple sentence to vary the meaning.	Can adapt different elements of a sentence to create new sentences using a sentence builder.	Can use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof-read for accuracy.	Can use a text with a complex structure as a model for an independent piece of writing using ref. materials to proof-read for accuracy.
Translating	Can translate words from French to English and vice-versa.	Can translate phrases or simple sentences including a dictionary or supporting resource.	Can translate sentences or short texts with support materials.	Can translate texts with more complex sentences with support materials.
Grammar Using: Articles (a, the)	Use indefinite articles: <i>un, une, des</i> and definite articles <i>le, la, les, l'</i> with some knowledge of masculine, feminine and plural nouns.		Use definite and indefinite articles with increasing accuracy.	
Nouns	Can form regular plural nouns.	Can a variety of plural nouns.		

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Adjectives	Understands noun and adjective position.  Can use masculine, feminine and plural adjectives mostly correctly, with support.	Gaining in confidence with adjectives and can use ' <i>mon, ma, mes</i> ' (my).	Can use adjectives in wider range of topics.	Can agree adjectives after <i>ils / elles</i> .
Conjunctions	Use: <i>et, aussi, mais</i> .	Use: <i>parce que</i> and <i>car</i> .	Use: <i>en plus</i> .	
Verbs	Can use high frequency verbs in first person (e.g. <i>j'ai, je suis</i> ) and opinion verbs confidently.  Can use <i>c'est</i> .  Can use <i>je voudrais</i> .	Can use 1 <sup>st</sup> and 3 <sup>rd</sup> person high frequency verb forms confidently.  Can use an opinion verb + infinitive.	Can use 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person of several regular verbs in the present tense in addition to the high frequency irregular verbs <i>avoir, être</i> and <i>aller</i> . Can use phrases with <i>faire</i> . Can use the near future tense.	Can do full conjugation of <i>avoir</i> and <i>être</i> still with some errors.  Can use perfect tense with regular verbs in the first person.  Can use imperfect set phrases <i>c'était, j'étais, j'avais</i> .  Introduction to the reflexive verbs in the first person.  High achievers may be encouraged to use: <i>Je peux</i> + infinitive  Near future using various subject pronouns.  Use range of different negative structures and variety of high frequency verbs.  Introduction of <i>faire de</i> and <i>jouer à</i>  Use comparative language and ' <i>si</i> ':  Form question words.
Negatives	Use <i>ne... pas</i> with opinion verbs in the 1 <sup>st</sup> person.	Use <i>ne... pas</i> with range of high frequency verbs in 1 <sup>st</sup> and 3 <sup>rd</sup> person.	Include <i>il n'y a pas de</i> .	
Prepositions			Use prepositions <i>sur, sous</i> and <i>devant</i> .	
Complex language				

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Cultural capital	<p>Foster children's curiosity about France, introduction to France and capital city.</p> <p>Key traditional events incl. key vocab. i.e. Christmas and Easter.</p> <p>Appreciate authentic songs and rhymes.</p>	<p>Foster children's curiosity about daily life in France.</p> <p>Typical customs and traditions e.g. April Fools Day.</p> <p>Appreciate authentic poems.</p>	<p>Introduction to the French-speaking world.</p> <p>Learn about festivals such as Mardi-Gras and traditions such as Epiphany.</p> <p>Appreciate French fables.</p>	<p>Ordering food in an authentic setting.</p> <p>Independent research into a French speaking country.</p> <p>Global focus incl. authentic resources incl. French menus and children's lives in French speaking countries around the world.</p>

AN  MODEL OF PROGRESSION

### Stage 1:

Hello, how are you? My name is Sophie and I am 7 years old. I love mice but I hate dogs. I would like a hamster and a computer.

### Stage 2:

Hello, how are you? My name is Sophie and I am 8 years old and I live in Leeds. How old are you? I have brown hair and blue eyes and I am tall. I live with my family: my mum, my dad and my brother. I would like a sister. I like chocolate and crisps but I don't like apples. What do you like eating?

### Stage 3:

Hello, how are you? My name is Sophie and I am 10 years old. I live in Leeds with my mum, my dad and my brother. My brother is 8 years old and he is small. I have brown hair and blue eyes and I am tall. At school my favourite subject is PE because it is fun. I also like Maths but it's difficult. I prefer eating chicken and chips because it is delicious but I don't like bananas. I like playing football with my friends because it is exciting and I love reading because it is relaxing, but I hate playing video games because it is boring. What do you like doing?

### Stage 4:

Hello, how are you? My name is Sophie and I am 11 years old and I live in Leeds with my mum, my dad and my brother. In my town there are lots of shops, a museum and a swimming pool. It's great. Next weekend I am going to the park with my friends to play football. It will be fun. I love my house because it's big. There are 4 bedrooms, a bathroom, dining room and lounge. In my room there is a pink bed, a wardrobe on the left and a small desk and chair on the right. I don't like my room because it is too small. I would like a computer. Normally I get up at half past seven. I shower and have breakfast at 8pm. I get dressed and I go to school. Lessons start at 9am. My favourite subject is art because I like my teacher.