MFL Skills, Knowledge and Progression Plan 2025-26

	EYFS and Key Stage 1: Whilst MFL is not discretely taught in EYFS and Key Stage 1, the children are exposed to different cultures and faiths and encouraged to verbalise any similarities or differences they spot. Children regularly answer the register using greetings from a variety of different languages. Children who speak other languages at home are encouraged to share their knowledge with others in class. Short songs are taught to the children in Key Stage 1 and the children can recognise France and other French speaking countries on a world map. EYFS and Key Stage 1 also take part in whole school enrichment activities such as European Languages Day.					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 3	**J'apprends le français**	**Les animaux**	**Les instruments**	**Les fruits**	**Je peux…**	**Petit Chaperon rouge**
Critical Knowledge	• Find France on a map and be able to recall at least 1 Francophone country • Use key greetings • Ask and answer the question 'How are you?' • Ask and answer the question 'What is	• Name and recognise up to 10 animals • Attempt to spell some of these nouns with their correct indefinite article • Pretend that we are a particular animal using the 1st person singular of the verb **être** (**je suis** = I am)	• Name and recognise up to 10 instruments • Attempt to spell some of these nouns with their definite article/determiner in French. • Learn how to say 'I play' + an instrument in French.	• Name, recognise and remember up to 10 fruits • Attempt to spell some of these nouns with their correct article/ determiner. • Ask somebody if they like a particular fruit. • Say what fruits we like and dislike	• Recognise, remember and spell 10 action verbs • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able)	• Sit and listen to a familiar story being told in French • Learn to use picture and word cards to recognise and help retain new language • Remember key parts of the body in French

	your name?' ● Count to 10 ● Read, write, say and recognise 10 colours				● Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).	
Year 4	**Les saisons**	**Les légumes**	**Je me presente**	**Ma famille**	**En classe**	**Boucle d'or and les Trois Ours**
Critical Knowledge	● Name, recognise and remember all four seasons ● Say which is our favourite season ● Say why it is our favourite season	● Name, recognise and recall from memory up to 10 vegetables ● Attempt to spell some of these nouns with their plural article/determiner ● Learn and use the high frequency verb je voudrais from	● Use basic greetings in French, ask somebody how they are feeling and reply when asked ● Ask somebody their name in French and reply when asked	● Remember the nouns for different family members in French from memory with their articles/determiners ● Describe our own or a fictitious family in French by name, age and relationship	● Recall from memory a selection of nouns and indefinite articles for common classroom objects ● Learn how to use the	● Listen attentively to a whole familiar fairy tale in French ● Remembering new language using picture, word and phrases card ● Improve gist reading and gist listening skills

	• Start to recognise and use the conjunction ‘et’ (and) in our spoken and written responses	the verb vouloir, to want • Recall numbers 1-20 in French • Ask somebody how old they are in French and reply when asked • Ask somebody where they live in French and reply when asked • Express my nationality in French and understand basic gender agreement rules	• Learn numbers up to 70 and the multiples of ten • Understand possessive adjectives better in French (‘my’ form only)	negative in French • Describe what we have and do not have in our pencil case • Respond to simple classroom commands	• Attempt to re-tell a familiar fairy tale in French using a mini book for support	
Year 5	**La date**	**Au salon de thé**	**As-tu un animal?**	**Quel temps fait-il?**	**Chez moi**	**Traditions et Célébrations**
Critical Knowledge	• Recognise and recall the 7 days of the week • Recognise and recall the 12 months of the year • Recognise and recall numbers 1-31	• Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural	• Know the nouns and indefinite articles for 8 common pets • Ask somebody if they have a pet and give an answer back • Say in French what pet we have/do not have and give	• Ask what the weather is like and respond • Recognise and recall the 4 core compass points • Recognise and recall numbers 1-31 in French to express the temperature • Recognise and recall the 7 days of the week and	• Say and write in French whether we live in a house or an apartment • Say what room we have and do not have at	• Use key French question words related to famous traditions and famous celebrations in French-speaking countries • Respond to questions in French related to famous traditions and

	• Ask what the date is and say the date • Ask somebody when their birthday is and say when our own birthday is	knowledge of France • Understand better how to make nouns plural • Improve our knowledge of French currency • Order in French what we would like to eat and drink in a role-play	our pet's name • Use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences	the time of day in French • Present a weather forecast in French	home using the key structure chez moi il y a… and chez moi in n'y a pas de/d'… • Use the conjunction 'et' (and) to link two sentences togethe	celebrations in French-speaking countries • Express an opinion on a tradition or celebration in French using the structure 'C'est une fête…' + adjective (It is a … festival) and attempt to apply accurately the rules of adjectival agreement in the description • Develop an appreciation of traditions and celebrations different to their own culture
Year 6	**Les vêtements**	**Les habitats**	**Les Jeux olympiques**	**À l'école**	**Le week-end**	**En ville**
Critical Knowledge	• Recognise and recall from memory 21 items	• Say and write the key elements that animals and plants need to survive	• Understand the key facts of the ancient and modern Olympics	• Name the subjects we study in school in French with the correct definite	• Tell the time in French using quarter past, half	• Recall 10 places in a town in French along with their respective definite

	of clothing ● Explore the regular ‘er’ whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing ● Revisit the use of the possessive adjective ‘my’ in French and describe clothes in terms of colour	● Name the 5 most common types of habitats ● Name an animal and a plant that live and grow in each type of habitat	recounted in French ● Learn 10 nouns with their article/determines for common Olympic sports ● Explore the full present tense conjugation of the high frequency verb ‘faire’ ● Look at the gendered nouns and the agreement rules involved when you describe a male Olympian or female Olympian	article/determined ● Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject ● Start to tell the time by learning how to say time by the hour ● Explore the irregular, high frequency verb 'aller' (to go) in full	past and quarter to ● Say and write in French what we do at the weekend using two or more sentences ● Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences	articles/determiner ● Follow 5 different directional instructions in French and their combinations ● Ask where a location is and respond with a description of relative distance (nearby/far away) in French ● Use prepositions to give the precise location of one place in relation to another in French ● Conduct a dialogue in French about where places are in a town using transactional language

	Year 3	Year 4	Year 5	Year 6
Speaking	Say and repeat single words and short simple phrases Pronounce words with some accuracy Memorise a small part of a spoken text Communicate with others using simple words and short phrases covering in the units taught	Ask for or give basic information in full sentences with a degree of accuracy, including a negative reply when required Reproduce correct intonation when I speak in full sentences Memorise and present a short spoken text	Use my knowledge of a few simple grammatical structures when building spoken sentences of varying length Speak clearly with good pronunciation and intonation Recall a range of vocabulary with increased knowledge, confidence and spontaneity	Apply a range of grammatical knowledge when building spoken sentences of varying length and difficulty Speak confidently with consistently good pronunciation and intonation Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
	Year 3	**Year 4**	**Year 5**	**Year 6**
Listening	Listen to and enjoy short stories, nursery rhymes and songs Recognise familiar words and short phrases covered in the units taught	Listen to longer passages and understand more of what is heard by picking out key words and phrases taught in current and previous units	Listen more attentively and for longer Understand more of what is heard, even when some of the language is unfamiliar, and use decoding skills developed	Learn to pick out cognates and familiar words and learn to ‘gist listen’ even when hearing language which has not been taught or covered

	Year 3	Year 4	Year 5	Year 6
Reading	Read familiar words and short phrases accurately Understand the meaning in English of short words I read in a foreign language	Read aloud short pieces of text applying knowledge learnt from Phonics Use my knowledge of what a text is about and my prior learning to work out meaning	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context	Understand the main points and some detail from short texts in familiar contexts Show an awareness of accents and silent letters Decode unknown language using bilingual dictionaries
	Year 3	**Year 4**	**Year 5**	**Year 6**
Writing	Write familiar words and short phrases using a model of vocabulary list to support	Write short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement Substitute words for suitable alternatives when writing from a model	Write a text using language from a variety of units covered and adapt any models provided Incorporate any conjugated verbs, adjectives and possessive adjectives