

MFL Progression Map

Manadon Vale Primary School

Whole School Progression in MFL 2026-2027



**Manadon Vale
Primary School**

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Manadon Vale Primary School has adopted a whole school approach to the teaching of French to all KS2 pupils.

We will use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant, and ambitious foreign languages curriculum, that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious, and confident about their own foreign language learning abilities when they finish the primary school phase of their education. We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French: **Speaking; listening; reading; writing and grammar.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening			Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking			Communicate with others using simple words and short phrases covered in the units	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading		Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing		Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano', 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	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 any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar		Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
Phonics		Phonics focus: CH OU ON OI Silent letters and liaison. 'D' is not pronounced in <i>canard</i> and the last 's' is not pronounced in <i>souris</i>. The last 's' is however pronounced in the word <i>suis</i> as seen in lesson 5. Here it is in front of the indefinite article/determiners <i>un</i> and <i>une</i> that start with a vowel. Liaison occurs and the normally silent 's' is	H Aspiré. The letter 'h' in <i>haricots</i> is called a h aspiré. It is still a silent 'h' but there is no liaison. The final 's' in <i>les</i> remains SILENT when used with <i>haricots verts</i>. Phonics focus: É E È EAU EUX Silent letters. 'S' is not pronounced in <i>mais</i> or <i>souris</i> and the t is not pronounced in <i>et & chat</i>. 's'	Phonics focus: I IN ILLE IQUE Silent letters. The final consonant ('s') is not pronounced in <i>appelles, ans, soeurs, mes grands-parents, les</i> or <i>parents</i>. This often happens in French. Elision in <i>je m'appelle/il s'appelle/elle s'appelle/j'ai</i>. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in <i>me</i> or <i>se</i>) replacing it with an apostrophe	Phonics focus: É E È EAU EUX Silent letters. 'S' is not pronounced in <i>mais</i> or <i>souris</i> and the t is not pronounced in <i>et & chat</i>. 's' & 't' are often silent at the end of French words. 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons - the 'h' in <i>hamster</i> acts like a consonant which is why it is '<i>je n'ai pas de hamster</i>'.

		pronounced almost like a 'z'. Contractions & silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like violon and instruments. Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent	&'t' are often silent at the end of French words. 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words.	so attaching it to the word that follows that starts with a vowel or mute h. Phonics focus: É E È EAU EUX Silent letters. The 's' is not pronounced in les and the 't' is not pronounced in est and font. Both these consonants are often silent letters when they are at the end of words in French. Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sounds do not exist in English and are made through the nose not the mouth! Words like latin, lundi, garçon, dimanche, mange and viande. Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. -ent is not pronounced in the 3rd person plural conjugation of the verb	Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. Phonics focus: É E È EAU EUX Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of the mouth, not the front. Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words.
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		consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front. Liaison. The final letter 's' of suis which would normally be silent is pronounced like a letter 'z' as the word suis is followed by a word beginning with a vowel (here a 'u' in un or une). This is called liaison. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in ronde &	Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. Phonics focus: I IN IQUE ILLE Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to	porter (to wear). This is the same for all 3rd person plural endings in the present tense. Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.	Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes. Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. Phonics focus: I IN IQUE ILLE Accents. Accents can appear frequently in French and are
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			bronze. Made from the back of the mouth, not the front.	the word that follows which begins with a vowel of mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.		important for accuracy and spelling. They can also affect the pronunciation of a word. Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel of mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.
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