



Year 5 - UKS2 Progressions of Skills - MFL

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	French Monster Pets		Shopping in France	Verbs in a week	Meet my French family	
Knowledge						
Phonics	<ul style="list-style-type: none"> To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent, (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked. 		<ul style="list-style-type: none"> To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a 			



		<p>change in voice intonation can indicate when a question is being asked.</p>			
Grammar	<ul style="list-style-type: none"> • To know that adjectives must agree with the gender and number of the noun being described. • To know that compound sentences join two simple sentences together using connectives such as et and mais. • To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. 	<ul style="list-style-type: none"> • To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in 	<ul style="list-style-type: none"> • Recognising and applying verb endings for present regular 'er' verbs • Exploring verbs in infinitive form • Learning 	<ul style="list-style-type: none"> • Applying placement and agreement rules for adjectives 	



	<ul style="list-style-type: none">• To understand that words in French and English will not always have a direct equivalent in the other language.•	<p>French, the verb avoir (to have) is used, not the verb to be as in English.</p> <ul style="list-style-type: none">• To understand that the English language contains some words borrowed from the French language, but that these may have different meanings:	<p>and using some high frequency irregular verbs e.g. to have, to be, to go</p>		
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		<p>les chips – crisps, les baskets – trainers.</p> <ul style="list-style-type: none"> To understand that words in French and English will not always have a direct equivalent in the other language. 			
Skills					
Language comprehension	<ul style="list-style-type: none"> Beginning to predict spelling patterns. Reading and responding to a range of authentic texts. Identifying key information in 	<ul style="list-style-type: none"> Listening and selecting information 	<ul style="list-style-type: none"> Listening and gisting information from an 	<ul style="list-style-type: none"> Listening and following the 	



	<p>simple writing.</p> <ul style="list-style-type: none"> Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. 	<p>n from short audio passages to give an appropriate response.</p> <ul style="list-style-type: none"> Independently identifying rhyming words and spelling patterns when joining in with songs. Reading and responding to a range 	<p>extended text using language detective skills such as cognates</p> <ul style="list-style-type: none"> Listening and following the sequence of a story, song or text including some unfamiliar language Matching unknown 	<p>sequence of a story, song or text including some unfamiliar language</p> <ul style="list-style-type: none"> Matching unknown written words to new spoken words Recognising blends of sounds and selecting words to recognise 	
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		<p>of authentic texts.</p> <ul style="list-style-type: none"> Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. 	<p>written words to new spoken words</p> <ul style="list-style-type: none"> Recognising blends of sounds and selecting words to recognise common spelling patterns Confidently using a bilingual dictionary to find the meaning of unknown 	<p>common spelling patterns</p> <ul style="list-style-type: none"> Using a range of language detective strategies to decode new vocabulary including context and text type Reading and adapting a range of different format 	
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		<ul style="list-style-type: none">• Using further contextual clues and cues, such as knowledge of text types and structures, to deduce unknown vocabulary .	<ul style="list-style-type: none">• words and check the spelling of unfamiliar words• Using contextual clues and cues to gist and make predictions about meanings• Using existing knowledge of vocabulary and phrases to create new	<ul style="list-style-type: none">• short texts• Using contextual clues and cues to gist and make predictions about meanings• Gisting information from an extended text• Using existing knowledge of vocabulary and phrases to	
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			<p>sentences</p> <ul style="list-style-type: none"> • Completing a gapped text with key words/phrases • 	<p>create new sentences</p>	
<p>Language production</p>	<ul style="list-style-type: none"> • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud 	<ul style="list-style-type: none"> • Forming a question in order to ask for information. • Beginning to use conversational phrases for purposeful dialogue. 	<ul style="list-style-type: none"> • Making realistic attempts at pronunciation of new, unknown vocabulary • Listening and repeating key phonemes 	<ul style="list-style-type: none"> • Presenting factual information in extended sentences including justification • Rehearsing and recycling extended 	



	<p>with increasing confidence and fluency.</p> <ul style="list-style-type: none"> • Adapting model sentences to express different ideas. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Using adjectives with correct placement and agreement. 	<ul style="list-style-type: none"> • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary . • Recognising key phonemes in an unfamiliar context, 	<p>with care applying pronunciation rules</p> <ul style="list-style-type: none"> • Adapting a story and retelling to the class • Writing a short text using word and phrase cards to model or scaffold 	<p>sentences orally</p> <ul style="list-style-type: none"> • Planning and presenting a short descriptive text • Making realistic attempts at pronunciation of new, unknown vocabulary • Completing a gapped text with key words/phr 	
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		<p>applying pronunciation rules.</p> <ul style="list-style-type: none">• Using intonation and gesture to differentiate between statements and questions.• Formulating their own strategies to remember and apply pronunciation rules.		<p>ases</p> <ul style="list-style-type: none">• Writing a short text using word and phrase cards to model or scaffold• Using different adjectives, with correct positioning and agreement	
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		<ul style="list-style-type: none">• Speaking and reading aloud with increasing confidence and fluency.• Creating and presenting a dialogue or role-play.•			
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