



Modern Foreign Languages PROGRESSION



Year 6

National Curriculum Aims

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Term	Topics	Learning Points	Knowledge and Skills	Assessment
Autumn	Telling the time Daily routines Physical descriptions Personality	Understand times when they hear them, holding up a clock Pronounce times accurately Tell the time with minutes Understand times when they read them on a clock or text Understand and answer the question "Quelle heure est-il?" Name different activities during the day Say what I do every day in chronological order Use the time Understand and say a number of adjectives - Understand the agreement of simple nouns and adjectives Use adjectives to describe yourself by saying "je suis..." - Understand and use the genders	Il est + number + heure(s) Questions using Quelle... (Quelle heure est-il?) Question using Qu'est-ce que... (Qu'est-ce que tu fais le matin/ l'après-midi/le soir?) Using different routine verbs with "I" Using time connectives (ensuite/ après/et/puis/à/vers) Using "tu", "il", "elle" in questions Using "je", "il", "elle" in answers Question Tu es comment physiquement? Je suis/Il est/Elle est + adjectives J'a /Il a/Elle a + les cheveux + adjectives J'ai/Il a/Elle a + les yeux + colours Je m'appelle/Il s'appelle/Elle s'appelle + name	Listening Reading Writing Translating Speaking



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		Describe your portrait by stating your name, gender, age, hair colour/length, height, eye colour, glasses Listen to a description and understand it Describe myself and others (He/She)		
Spring	Clothes and colours In the city and directions	Name different items of clothing Recognise and use colour adjectives Understand the position of colour adjectives Add the feminine ending when appropriate in spoken and written form Describe what someone is wearing and the colour of the items of clothing Use phrases, eg: je/il/elle porte un tee shirt jaune et une jupe rose Name places in the city Ask where places are Give directions to go somewhere Understand and follow directions given	Question using Qu'est-ce que ... (Qu'est-ce que tu portes?/Qu'est-ce qu'il/elle porte?) Using the colours Colours + different endings with gender Je/Il/Elle porte + un/une/des + clothes + colours Using clothes and adjectives of colours accordingly Question Où... (Où est (place?) Using indefinite articles (un/un) Using "Il y a... /Il n'y a pas de... negative using "ne... pas" Using connective words (et/mais) Using orders allez/tournez	Listening Reading Writing Translating Speaking
Summer	Jobs A letter from France	Name different jobs Say what I would like to do when I grow up Understand and use genders	Name some professions/occupations Understand the differences with genders and changes of the words Use "I am", "He is", "She is" and "I would like" Use correct gender (article) in front of the name of jobs/occupations (un/une/le/la/l') Say what their parents' occupations are Understand and answer the question about the jobs/occupations correctly	Listening Reading Writing Translating Speaking



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